OVERVIEW

Illinois Valley Community College (IVCC) is a public rural community college that has served the residents of District 513 since its opening within La Salle-Peru Township High School as La Salle-Peru-Oglesby Junior College in 1924. IVCC is the only institution of higher education physically located within a 50-mile radius and provides the only access to college for many area residents (see Figure O.1).

In addition to the main campus in Oglesby, the College opened the satellite IVCC Ottawa Center (OC) on August 9, 2010. The OC is 15 miles from the main campus and more accessible to the eastern portion of the IVCC district. The College also offers day and evening classes at extension sites throughout the district and four career programs at the Sheridan Correctional Center (though IVCC’s involvement at Sheridan will end in 2011).

Additional student access is available through self-paced, online, independent study, dual credit, dual enrollment, and blended courses.

The College’s Mission, Vision, and Core Values (MVCV) reflect its commitment to the students and communities in the district (see Figure O.2).
Figure O.2 IVCC Core Values, Vision, Mission, Strategic Goals, and Valued Practices

<table>
<thead>
<tr>
<th>Core Values</th>
<th>Responsibility* Caring* Honesty* Fairness* Respect</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vision</td>
<td>Leading our community in learning, working and growing.</td>
</tr>
<tr>
<td>Mission</td>
<td>IVCC teaches those who seek and is enriched by those who learn.</td>
</tr>
<tr>
<td>Strategic Goals</td>
<td>Assist all students in identifying and achieving their educational and career goals.</td>
</tr>
<tr>
<td></td>
<td>Promote the value of higher education.</td>
</tr>
<tr>
<td></td>
<td>Grow and nurture all resources needed to provide quality programs and services.</td>
</tr>
<tr>
<td></td>
<td>Promote understanding of diverse cultures and beliefs.</td>
</tr>
<tr>
<td></td>
<td>Demonstrate IVCC’s Core Values through an inclusive and collaborative environment.</td>
</tr>
</tbody>
</table>

| Valued Practices | Students: We recognize students as the primary reason we exist. Students are welcomed into a caring and secure environment in which their individual needs and interest are addressed. We appreciate their achievements and contributions to our community. |
|                 | **Teaching and Learning:** We offer quality teaching and encourage lifelong learning to prepare responsible citizens. We continually explore teaching and learning opportunities created by evolving research and technology. Further, instruction and learning outcomes are actively assessed to insure our high standards. |
|                 | **Employees and Volunteers:** We recruit and promote the development of employees and volunteers who are committed to carrying out the College’s Mission, Vision and Valued Practices. |
|                 | **Public Trust:** We strive to earn and sustain the public trust through prudent stewardship of our human, financial, material and environmental resources. |
|                 | **Partnerships:** We build and maintain partnerships with businesses, industries, educational institutions and community organizations that serve as a critical link in the economic, civic, educational and cultural development of our district. |
|                 | **Diversity:** We promote knowledge of human diversity as a source of growth and development. We honor our shared community by welcoming new ideas and educating people to become mature, civil and respectful of others. |

**Student Learning and the Academic Climate**

IVCC’s goals for student learning take the form of general education requirements for all associate degree programs and program-level objectives for all career programs. The general education goals help shape an academic climate committed to “enhancing students’ abilities to think and act responsibly as citizens in a changing world” (IVCC College Catalog, 2009-2011, p. 54). Career program coordinators develop program goals (outcomes for each career program) in cooperation with program advisory committees and, if applicable, program accreditation bodies.

General education goals are embedded in courses throughout the curriculum. Course syllabi identify the general education goals addressed in each course. Students who complete a degree address the goals by completing a minimum number of semester hours of general education courses (see Figures O.3 and O.4). The general education goals for student learning are supported by educational systems, services, and technologies (see Figure O.5) and are assessed through a five-year assessment cycle.
Figure O.3 General Education Goals

<table>
<thead>
<tr>
<th>Goal Description</th>
<th>Result Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>To apply analytical and problem-solving skills to personal, social, and professional issues and situations.</td>
<td>To work and study effectively both individually and in collaboration with others.</td>
</tr>
<tr>
<td>To communicate orally and in writing, socially and interpersonally.</td>
<td>To understand what it means to act ethically and responsibly as an individual in one’s career and as a member of society.</td>
</tr>
<tr>
<td>To develop an awareness of the contributions made to civilization by the diverse cultures of the world, including those within our own society.</td>
<td>To develop and maintain a healthy lifestyle physically, mentally, and spiritually.</td>
</tr>
<tr>
<td>To understand and use contemporary technology effectively and to understand its impact on the individual and society.</td>
<td>To appreciate the ongoing value of learning, self-improvement, and career planning.</td>
</tr>
</tbody>
</table>

Key Credit and Noncredit Instructional Programs and Services

IVCC’s key instructional programs appear in Figure O.4. Other credit and noncredit opportunities include Adult Basic Education (ABE), I-READ Literacy, General Education Development (GED), English as a Second Language (ESL), Citizenship, continuing professional and community education, and job skills training workshops and classes including customized, on-site training for business.

Figure O.4 Key Instructional Programs

<table>
<thead>
<tr>
<th>Program of Study</th>
<th>Total Number of Required Credit Hours</th>
<th>Minimum Number of General Education Hours (Degrees Only)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Associate in Arts (A.A.)</td>
<td>64</td>
<td>37</td>
</tr>
<tr>
<td>Associate in Science (A.S.)</td>
<td>64</td>
<td>37</td>
</tr>
<tr>
<td>Associate of Arts in Teaching (A.A.T.)</td>
<td>64</td>
<td>37</td>
</tr>
<tr>
<td>Associate in Engineering Science (A.E.S.)</td>
<td>64</td>
<td>38</td>
</tr>
<tr>
<td>Associate in General Studies (A.G.S.)</td>
<td>64</td>
<td>20</td>
</tr>
<tr>
<td>Associate in Applied Science (A.A.S.)</td>
<td>64</td>
<td>Minimum of 16</td>
</tr>
<tr>
<td>Program-level Goals and Outcomes Identified for Each of the A.A.S. Programs.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Certificates (Offered in 49 Career Fields)</td>
<td>9-30</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Figure O.5 Educational Systems, Services, and Technologies

- Placement Testing
- WebAdvisor Registration System
- Admission Process
- Financial Aid Application Process
- Early Alert System
- Graduation Process
- Honors Program
- Counseling/Advising
- Assessment Center
- Project Success/TRiO Program
- Adult Education Services
- Developmental Education
- New Student Orientation
- New Student Convocation
- Career Services*
- Early Childhood Center*
- Disability Services
- Tutoring Center
- Writing Center
- Learning Commons Open Computer Lab*
- Smart Classrooms
- Computer Classrooms
- Student Help Desk*
- Blackboard Course Management System
- Jacobs Library*
- Text a Librarian
- Information Literacy
- Library Use Instruction
- Information Technology Services*
- Emergency Text Alert System
- IVCC Web Site*

*Educational systems, services, or technologies are also available to external stakeholders or members of the community.

Key Organizational Services

Many of the key organizational services that are available to both students and other stakeholders appear in Figure O.5 above. To complement the services and technologies listed above, IVCC provides cocurricular activities for students through 41 student clubs and organizations and addresses the community service aspect of its mission through theater and musical performances, scheduled speakers and debates, art shows, volunteer projects, and literary and journalism publications (such as River Currents and the IV Leader).

IVCC employees connect to their communities by serving with external community organizations (such as Rotary and Chambers of Commerce). The College further engages its communities and employers through continuing education offerings, including courses and workshops as well as consulting and specialized training through IVCC’s Business Training Center (BTC). The Continuing Education and Business Services division provides business consulting and training services through its Small Business Development Center (SBDC) and assists its communities in workforce development and retraining through services provided by the Dislocated Workers Center (DWC).

A College reorganization in 2009 allowed for operation of Educational Systems and Services, Student Activities, Community Services, and Continuing Education through one division, Learning and Student Development (LSD), while a newly created division, Planning and Institutional Effectiveness (PIE), operates the Jacobs Library and associated Learning Technologies (LT) and Information Technology (IT).

Stakeholder Short- and Long-term Requirements

IVCC has identified the subcategories of students (transfer, career, developmental, ABE, ESL, and continuing education) and primary stakeholder groups and their associated needs, requirements, and expectations in the short and long term (see Figure O.6). More recently, IVCC has begun to identify primary competitors in order to better identify and articulate areas of strategic advantage.
### Figure O.6 Stakeholder Groups: Needs, Requirements, Expectations, and Primary Competitors

<table>
<thead>
<tr>
<th>Stakeholder</th>
<th>Subgroups</th>
<th>Needs, Requirements, and Expectations</th>
<th>Competitors</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Short Term</td>
<td>Long Term</td>
</tr>
<tr>
<td>Students</td>
<td>Transfer</td>
<td>Access and Opportunity, Affordability, Assessment of Academic Needs, Goal Setting and Other Success Services, Complete Transfer Curriculum</td>
<td>Bachelors Degree</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Four-year Colleges and Universities; Online Courses, Colleges, and Universities</td>
</tr>
<tr>
<td>Career</td>
<td></td>
<td>Access and Opportunity, Affordability, Flexibility, Assessment of Academic Needs, Goal Setting, Job Training or Upgrading, Terminal Certificate or Degree</td>
<td>Promotion, New Career, Successful Employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online Courses, Colleges, and Universities; Business and Industry Training</td>
</tr>
<tr>
<td>ABE/ESL</td>
<td></td>
<td>Basic Skills and Education and Workplace Success Strategies, Better English Communication Skills, Counseling Assistance, Language Proficiency, Citizenship</td>
<td>Assistance in Counseling Individual Needs, Education or Workplace Readiness and Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Workforce, Business and Industry Training</td>
</tr>
<tr>
<td>Developmental</td>
<td></td>
<td>Basic Skills and College Success Strategies, Counseling Assistance</td>
<td>Assistance in Counseling Individual Needs, College-level Readiness and Success</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Workforce; Four-year Colleges and Universities; Online Courses, Colleges, and Universities; Business and Industry Training</td>
</tr>
<tr>
<td>Continuing</td>
<td>Education</td>
<td>Training Source for Continuing Education for Professionals, Job Preparation, Access to General Interest Courses</td>
<td>Consistent, Reliable Source for Lifelong Learning Opportunities; Continued Licensure or Certification</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Online, Local, State, and National Training Organizations; Private Trainers or Consultants; Employer-based Training; YMCAs; Parks and Recreation Offerings</td>
</tr>
<tr>
<td>Employees</td>
<td>Faculty</td>
<td>Development Opportunities, Goal Setting</td>
<td>Successful Employment, Tenure and Promotion</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Other Community Colleges, Four-year Colleges and Universities</td>
</tr>
<tr>
<td>Support Staff</td>
<td></td>
<td>Development Opportunities, Communication Within the Institution</td>
<td>Advancement Opportunities, Positive Institutional Image, Successful Employment</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Area Employers</td>
</tr>
<tr>
<td>Stakeholder</td>
<td>Subgroups</td>
<td>Needs, Requirements, and Expectations</td>
<td>Competitors</td>
</tr>
<tr>
<td>-------------</td>
<td>-----------</td>
<td>--------------------------------------</td>
<td>-------------</td>
</tr>
<tr>
<td>Administration</td>
<td>Development Opportunities, Goal Setting, Communication Within and External to the Institution</td>
<td>Advancement Opportunities, Successful Employment, Positive Institutional Image</td>
<td>Other Community Colleges; Four-year Colleges and Universities; State, Federal, and Other Oversight Agencies</td>
</tr>
<tr>
<td>Community</td>
<td>Taxpayers</td>
<td>Fiscal Responsibility</td>
<td>Fiscal Responsibility</td>
</tr>
<tr>
<td>Feeder Schools, Prospective Students</td>
<td>Accurate Information for Students, Placement Support</td>
<td>High Quality Opportunities for Students</td>
<td>Four-year Colleges and Universities; Online Courses, Colleges, and Universities</td>
</tr>
<tr>
<td>Parents</td>
<td>Quality Education, Affordable Prices</td>
<td>Educational Goal Completion</td>
<td>Four-year Colleges and Universities; Online Courses, Colleges, and Universities</td>
</tr>
<tr>
<td>Employers</td>
<td>Companies</td>
<td>Customized Training for Employees</td>
<td>Pool of Trained Employees</td>
</tr>
<tr>
<td>Employers (Hiring Agents)</td>
<td>Information, Courses, and Programs That Meet Needs of Current and Prospective Employees; Source of Labor Pool; Work Ethic; Interpersonal and Communication Skills</td>
<td>Pool of Trained Employees</td>
<td>Other College and University Graduates, Apprentice-trained Individuals</td>
</tr>
<tr>
<td>Universities</td>
<td>Well-prepared Transfers, High-quality Academic and Advising Programs</td>
<td>Educational Goal Completion</td>
<td>Proprietary Schools</td>
</tr>
</tbody>
</table>

**Administrative, Faculty, and Staff Human Resources**

The organizational structure of IVCC is traditional. The senior administrative position is the President who reports to an elected Board of Trustees. Reporting to the President are three Vice Presidents (Business Services and Finance [BSF], LSD, and PIE). All employee positions, with the exception of student workers, are categorized in one of three groups: faculty, support staff, or administration (see Figure O.7). Continuing education faculty are hired part-time on a contractual basis.
IVCC’s employees are guided by IVCC’s Core Values, which were established in 1999 (see Figure O.2). Administration, faculty, and staff work as a team to accomplish the common goal of providing a positive learning experience for the students. Faculty are organized through the Illinois Federation of Teachers (IFT), Local 1810. Faculty and administrators collaboratively work on the Educational Excellence Council (EEC) to address, discuss, and resolve contract and noncontract issues. The Support Staff Advisory Committee (SSAC) meets regularly with the College President to communicate and collaboratively address, discuss, and resolve issues related to its work group.

Inclusiveness and CQI are the key factors that determine how IVCC uses its employees to effect improvement. IVCC uses teams and committees to address the governance of the College and strives to include members of the administration, faculty, and support staff on all committees or teams that have college-wide impact. All of the standing committees that report to the Strategic Leadership and Planning Council (SLPC) have designated membership that includes all three employee groups. In teams, IVCC employs the tenets of CQI, especially the Plan-Do-Study-Act model that guides many processes and systems.

**Strategies That Align Leadership, Decision Making, and Communication**

Key leadership groups in the College have defined areas of decision-making and primary audiences with whom each communicates. Through improvements to the Strategic Planning Process (SPP), IVCC is developing better alignment between leadership, decision-making, and communication processes (see Figure O.8). Improvements to the SPP will allow the College to better connect strategies to the mission within the context of the College’s legal, ethical, and social responsibilities. The environmental scanning process begins the strategic planning cycle. Cross-functional planning teams consult or revisit IVCC Board of Trustee policies, state laws and regulations, Illinois Community College Board (ICCB) or Illinois Board of Higher Education (IBHE) requirements, and other key stakeholder input. Review of the College MVCV is included in the SPP and within the context of the scan results. Concurrent with planning, the Board of Trustees maintains an ethics policy with a College Ethics Officer assigned. The College also encourages employees and student groups toward social responsibility through community service projects and voter registration drives, many of which are organized on the campus. College employees serve in leadership roles in community organizations and on nonprofit boards throughout the College district.

**Figure O.8 Key Leadership Groups’ Decision Making and Communication**

<table>
<thead>
<tr>
<th>Group</th>
<th>Membership</th>
<th>Area of Decision Making</th>
<th>Primary Communication With</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees</td>
<td>Seven Elected Members, One Elected Student Member</td>
<td>Policy and Long-term Vision</td>
<td>College President, Senior Leadership and Community Stakeholders</td>
</tr>
<tr>
<td>Group</td>
<td>Membership</td>
<td>Area of Decision Making</td>
<td>Primary Communication With</td>
</tr>
<tr>
<td>------------------------</td>
<td>-----------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------</td>
<td>-------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>President’s Council</td>
<td>President and Vice Presidents</td>
<td>Policy and Strategic Direction, Administrative Operations</td>
<td>College Divisions, SLPC, Administrative Cabinet, Student Government Association (SGA), Students, and Community Stakeholders</td>
</tr>
<tr>
<td>Administrative Cabinet</td>
<td>President Vice Presidents, Associate Vice Presidents, Deans, and Directors</td>
<td>Administrative Communication</td>
<td>College Divisions and Departments</td>
</tr>
<tr>
<td>SLPC</td>
<td>President; Vice Presidents; Representatives from Faculty, Support Staff, and Administration</td>
<td>Strategic Goals, Objectives, and Activities</td>
<td>College Divisions and Departments, Students, and Community Stakeholders</td>
</tr>
<tr>
<td>LSD Division</td>
<td>Academic Administrators</td>
<td>Academic Planning/Teaching and Learning, Student Development and Student Issues</td>
<td>LSD Departments, Faculty and Counselors, SGA and Student Body and Community Stakeholders (Such as Advisory Committee Members)</td>
</tr>
<tr>
<td>Student Services</td>
<td>Vice President and Associate Vice President; Directors of Learning Technologies, Adult Education, Continuing Education, Business Services, Institutional Research, and Dual Enrollment Coordinator</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administrative Team</td>
<td>Vice President and Associate Vice President; Directors of Financial Aid, Admissions and Records, Athletics, and Project Success; Career Services and Coordinator of Student Activities</td>
<td></td>
<td></td>
</tr>
<tr>
<td>BSF Division</td>
<td>Vice President; Controller; Directors of Human Resources, Facilities, Purchasing, and Safety Services; Facilities Supervisor; Benefits Coordinator; Bookstore Manager; and Shipping and Receiving Coordinator</td>
<td>Business and Financial Planning, Human Resources, Operations, and Safety</td>
<td>BSF Departments; Faculty, Support Staff, and Administrators; SGA, Student Body, and Community Stakeholders (Such as Vendors and Suppliers)</td>
</tr>
<tr>
<td>PIE Division</td>
<td>Vice President, Directors of Community Relations and Development, LT, IT Systems, Institutional Research, and Web Administrator</td>
<td>CQI, Information and Learning Technology, Data for Decision Making, Marketing, and Communication</td>
<td>PIE Departments; Faculty, Support Staff, and Administrators; SGA, Student Body, and Community Stakeholders (Such as Donors)</td>
</tr>
<tr>
<td>Educational Excellence</td>
<td>Vice President for Learning and Student Development, Three Academic Administrators, President of IFT Local 1810, and Three Faculty Members</td>
<td>Terms and Conditions of Faculty Employment and Teaching and Learning, Monitor Collective Bargaining Agreement Between Contract Negotiations</td>
<td>Faculty, Board of Trustees, and Administration</td>
</tr>
</tbody>
</table>
## Overview

<table>
<thead>
<tr>
<th>Group</th>
<th>Membership</th>
<th>Area of Decision Making</th>
<th>Primary Communication With</th>
</tr>
</thead>
<tbody>
<tr>
<td>SSAC</td>
<td>President, Director of Human Resources, Six Support Staff Members</td>
<td>Impact of Administrative Decisions and Workplace Satisfaction</td>
<td>Support Staff and Administration</td>
</tr>
<tr>
<td>SGA</td>
<td>Executive Branch, Legislative Branch, Program and Board, Faculty Advisor</td>
<td>SGA Goals, Issues of Concern to Student Body, Events and Activities for Students</td>
<td>College Leadership, Faculty, Support Staff, and Administration; Student Body</td>
</tr>
</tbody>
</table>

### Strategies That Align with Administrative Support Goals

The support goals for students, College employees, and the Board of Trustees and community align with the College MVCV (see Figure O.9). The strategies that promote that alignment come from the College’s valued practices (see Figure O.2), specifically, the valued practices devoted to *Students, Teaching and Learning, Employees and Volunteers, Diversity, Partnerships*, and *Public Trust*. Through these valued practices, the College ties administrative support functions of the College to the MVCV. IVCC also maintains accountability to the greater community, thereby honoring the public trust.

**Figure O. 9 Key Administrative Processes**

<table>
<thead>
<tr>
<th>Key Stakeholder Groups</th>
<th>Components</th>
<th>Valued Practices (See Figure O.2.)</th>
<th>Support Goals</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>Financial Aid, Academic Advising, Career Planning, College Transfer Planning, Counseling, Tutoring, Library, and Student Activities</td>
<td>Students Teaching and Learning Diversity</td>
<td>Provide Student Accessibility, Facilitate Student Engagement and Satisfaction, Continuously Improve Student Retention and Success</td>
</tr>
<tr>
<td>Board of Trustees, Community/ Taxpayers</td>
<td>Budget, Financial Forecast, Audit, Program Efficiency Review, Strategic Plan, Facilities Master Plan</td>
<td>Partnerships Public Trust</td>
<td>Effectively Use Financial Forecast as Predictor, Achieve Balanced Budget, Achieve Positive Audit and Program Reviews, Achieve Strategic Objectives, Meet or Exceed Targets for Key Performance Indicators (KPIs)</td>
</tr>
</tbody>
</table>

To achieve the College’s support goals, IVCC provides safe, secure facilities based upon the College Master Plan. The Master Plan is revised and updated based upon input from faculty, staff, and administrators across the campus. Recent facility updates include a new Truck Driver Training building, parking lot, and skill path; two completely renovated science labs; and facility and restroom improvements for accessibility. Availability of state capital development funding will soon allow IVCC to break ground for the construction of the new Community Technology Center (CTC). The CTC will include dedicated space for both new and existing career and technical programs as well as continuing education offices and classrooms, and it will relocate and centralize student service programs. This building project complements the opening of IVCC’s first satellite center in Ottawa in Fall 2010. The main campus, proposed CTC, and the OC are equipped with technology, including mediated classrooms,
wireless Internet access, and student computer stations. Each of these sites will also have student support available, including counseling and advising, admissions and records, financial aid, technology support, and bookstore services.

**Collection, Review, and Distribution of Data**

The impetus for collection, review, and distribution of data and information at IVCC is threefold. Data are collected to facilitate external accountability reporting, decision making, and institutional improvement. IVCC must be accountable to many different external stakeholders, including federal (such as the National Science Foundation and U.S. Department of Education), state (such as the ICCB, IBHE, and Illinois Department of Children and Family Services), and local government (such as the Board of Trustees, county boards, and district municipalities). In addition, the College is accountable to its accrediting agency, the Higher Learning Commission of the North Central Association of Colleges and Schools (HLC), and the AQIP pathway to accreditation. Finally, programs within the curriculum are accountable to specific accreditation standards, such as the National League for Nursing (NLN), the National Automotive Training Excellence Foundation (NATEF), American Welding Society (AWS), the National Association for Education of the Young Child (NAEYC), and the Commission on Dental Accreditation of the American Dental Association. The IVCC Human Subjects Research and Review Board (HSRRB) also monitors research and data collection that involves the use of human subjects.

The data collected to meet the criteria of external stakeholders includes data collected for decision making and promotion of institutional improvement. IVCC has moved further along the continuum of data-informed decision making. CQI at IVCC relies upon the Plan-Do-Study-Act model and therefore relies upon data to inform the “study” portion of that process. A 2008-2009 AQIP action project team developed measures and targets for the College’s nine KPIs (see Figure 0.10). The KPIs represent a “dashboard” of measures that provide a comprehensive view of how the College is performing in response to either external stakeholders or toward internal improvement goals.

**Figure 0.10 KPIs**

<table>
<thead>
<tr>
<th>KPI 1: Student Academic Success</th>
<th>KPI 2: Placement of Graduates in Employment or Continuing Education</th>
<th>KPI 3: Service Excellence</th>
</tr>
</thead>
<tbody>
<tr>
<td>9 Measures</td>
<td>2 Measures</td>
<td>5 Measures</td>
</tr>
<tr>
<td>KPI 4: District Population Served</td>
<td>KPI 5: Fiscal Responsibility/Affordability</td>
<td>KPI 6: Job Satisfaction</td>
</tr>
<tr>
<td>2 Measures</td>
<td>5 Measures</td>
<td>5 Measures</td>
</tr>
<tr>
<td>KPI 7: Professional Development Opportunities</td>
<td>KPI 8: Utilization of Technology for Teaching and Learning</td>
<td>KPI 9: Diversity Awareness</td>
</tr>
<tr>
<td>2 Measures</td>
<td>7 Measures</td>
<td>3 Measures</td>
</tr>
</tbody>
</table>

IVCC’s primary strategic information source continues to be Datatel’s Colleague (implemented in 2000), an Enterprise Resource Planning (ERP) system that stores and processes data and information about admissions, registration, student enrollments, degree progress, payments, financial aid, scholarship awards, employee payroll, purchase orders, and finances. Use of Datatel for operations and decision making is decentralized; however, queries for specialized data for reporting and improvement typically require the assistance of an Information Technology Programmer. In addition to the Datatel system, IVCC employs a data warehouse system, iStrategy, which allows access to snapshots of data through the College’s Office of Institutional Research. Once the iStrategy system is fully functional, it will allow key users to access data for decision making, external accountability reporting, or improvement through a decentralized system.
Purposes, Curricula, Programs, and Services

IVCC maintains a commitment to the comprehensive College mission and to the purposes, curricula, programs, and services documented in the College catalog. This commitment must be consistent with IVCC Core Values and associated Valued Practices (see Figure O.2) and is revisited as part of the SPP. Also integral to the planning process is the assessment of career program and general education goals, which allows the College to revise and/or recommit to the purposes, curricula, programs, and services documented in the IVCC Catalog (see Figure O.11).

Figure O.11 IVCC Purposes, Curricula, Programs, and Services

<table>
<thead>
<tr>
<th>Purposes and Curricula</th>
<th>Programs and Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>We offer baccalaureate courses and associate degree level work, including general education, in preparation for upper-division degrees conferred by four-year degree-granting colleges and universities.</td>
<td>We offer comprehensive instructional support and student development services to assist students in discovering, establishing, and attaining their educational, vocational, and personal goals.</td>
</tr>
<tr>
<td>We offer appropriate courses and applied associate degree and certificate level work, including general education, in vocational and technical areas of study directed toward the acquisition of new skills or the furthering of proficiency in skills to meet current and emerging employment needs.</td>
<td>We offer a comprehensive program for students of co-curricular activities designed to promote and encourage cultural improvements, citizenship responsibilities and physical and social skills.</td>
</tr>
<tr>
<td>We offer appropriate courses for a two-year general studies degree program to meet individual needs of students when such programs are not related to career education or baccalaureate parallel program.</td>
<td>We offer a comprehensive program to accommodate the special academic, social and physical needs of students.</td>
</tr>
<tr>
<td>We offer continuing education for working professionals and appropriate developmental and preparatory courses designed to aid the student in realizing a successful experience in higher education.</td>
<td>We offer cultural awareness and understanding of diversity within our global community by providing cultural and recreational leadership and enrichment activities.</td>
</tr>
<tr>
<td></td>
<td>We offer community service efforts to provide support to business, industry, agriculture, education and social agencies in order to meet community needs and assist in economic development.</td>
</tr>
</tbody>
</table>

IVCC’s primary challenges are curricular and fiscal in nature. IVCC may continue to see an increase in the number of underprepared students it serves. This may require continued investment in and evaluation of developmental education. Dwindling and uncertain state funding and level district property tax values consequently result in lowered revenues from two of the College’s three primary funding streams. The state funding formula requires IVCC’s tuition rate to be within 85 percent of the state average to qualify for certain state funding for districts with high enrollment and low tax rates. This, in turn, requires IVCC to impose tuition increases, affecting the College’s commitment to accessibility and affordability.

Opportunities exist for IVCC through new training and program development. Green energy demands will create new job opportunities and require training for employees. The need for high levels of technological skills will increase as specialized knowledge becomes the norm both to acquire and retain a job. The health care sector will continue to see job growth and require continuing education and training. IVCC also has an opportunity to deliver curricula, services, and information differently since the students will connect to learning resources differently from past generations.
### IVCC Key Collaborative Relationships

Many internal and external collaborations contribute to improved organizational effectiveness. Figure O.12 lists the Key Collaborative Relationships that IVCC participates in and their relevance to the mission.

**Figure O.12 IVCC Key Collaborative Relationships**

<table>
<thead>
<tr>
<th>Key Stakeholder or Partner</th>
<th>Purpose</th>
<th>How Collaboration Affects Institutional Effectiveness</th>
</tr>
</thead>
<tbody>
<tr>
<td>K-12 Schools</td>
<td>• Source of Students&lt;br&gt;• Collaborative Projects&lt;br&gt;• Dual Enrollment and Dual Credit&lt;br&gt;• Special Events</td>
<td>Allows IVCC to work with area schools to address and improve academic preparation for college. Acts as a pipeline for future students.</td>
</tr>
<tr>
<td>Marquette Academy “Running Start” Pilot Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Four-year Colleges and Universities</td>
<td>• Articulation&lt;br&gt;• Transfer&lt;br&gt;• Bridge Programs to Baccalaureate Completion&lt;br&gt;• Scholarship Opportunities for IVCC Transfer Students</td>
<td>Allows IVCC to develop relevant and appropriate student outcomes for transfer.</td>
</tr>
<tr>
<td>Employers</td>
<td>• Advisory Committees&lt;br&gt;• Training Contracts&lt;br&gt;• Clinical Sites&lt;br&gt;• Internships&lt;br&gt;• Special Events</td>
<td>Allows IVCC to develop relevant and timely student outcomes for employment.</td>
</tr>
<tr>
<td>Educational Organizations</td>
<td>• Regional Offices of Education&lt;br&gt;• Partnerships for College and Career Success (PCCS) – Formerly Tech Prep&lt;br&gt;• Starved Rock Associates for Vocational and Technical Education (SRAVTE)</td>
<td>Allows IVCC to have a voice in critical policy issues between secondary education curricula and college.</td>
</tr>
<tr>
<td>Professional Organizations</td>
<td>• Accreditation (HLC and Program)&lt;br&gt;• Discipline- and Position-specific Professional Development Associations&lt;br&gt;• Area Chambers of Commerce&lt;br&gt;• Economic Development Organizations&lt;br&gt;• Workforce Development Organizations&lt;br&gt;• Nonprofit Organizations</td>
<td>Allows IVCC to set, meet, and exceed quality threshold for the overall College, specific programs, and community responsiveness.</td>
</tr>
<tr>
<td>State Agencies</td>
<td>• Regulatory Agencies (Such as the Illinois Department of Public Health)&lt;br&gt;• Performance and Comparative Data Funding</td>
<td>Allows IVCC to set, meet, and exceed quality threshold as required by the state and provide comparative data for benchmarking.</td>
</tr>
<tr>
<td>City of Ottawa – Five Year Pilot</td>
<td>• OC Satellite Site</td>
<td>Allows IVCC to pilot, model, study, and improve a satellite center model for future or expanded deployment.</td>
</tr>
</tbody>
</table>
CATEGORY 1 Helping Students Learn

1P1 IVCC’s general education goals represent the common learning objectives the College holds for all students pursuing associate degrees. Students take a requisite number of general education courses, through which they acquire the knowledge and skills across the eight goals (see Figure O.3). General education coursework is valued regardless of the degree students seek; the Associate in Applied Science (AAS) degree requires a minimum of 16 semester hours of general education coursework (see Figure O.4).

A General Education Committee that was led by the academic Vice President and included faculty and administrators from across the College determined these common learning goals in 1998. The Teaching and Learning Committee (TLC), currently chaired by the Vice President for Learning and Student Development, ensures that the curriculum reflects those goals and the mission and purpose of the College. The Curriculum Committee ensures that graduation requirements are appropriately incorporated into new or revised programs.

More recently, the Student Learning Outcomes (SLO) Team, an AQIP Action Project devoted to implementation of general education goal assessment, initiated review of the assessment process and the 2011 assessment pilot results. While assessment results are pending (Summer 2011), evaluation of the process revealed the need for updated general education goals with associated precise, measurable objectives. The TLC is exploring how to make these improvements.

1P2 Faculty program coordinators determine specific program learning outcomes for their respective career programs. Program coordinators determine outcomes expected at the program level and identify assessment strategies for each outcome with approval of the appropriate dean and the Vice President for Learning and Student Development. Selected program goals are reviewed annually by each program coordinator in a process that allows all goals for each program to be reviewed over a five-year period.

The Illinois Community College Board (ICCB) reviews assigned programs over a five-year period through its statewide program review process. Programs such as Nursing, Dental Assisting, Welding, and Automotive Technology rely upon standards set by state and national licensing and/or accrediting groups. Interaction with high school faculty occurs during scheduled articulation meetings and at advisory committee meetings, whose members include business and industry representatives. Unique needs and critical industry trends are shared so all can adapt curriculum for the overall success of students.
The processes to design new programs and courses begin with a perceived student or community need expressed by employers, faculty, students, and/or community members, often through the environmental scanning portion of IVCC’s Strategic Planning Process (SPP). Typically, the Associate Vice President for Academic Affairs and the appropriate dean, program coordinator, faculty member, or advisory committee research labor market demand and potential student needs and interests, and they collect data to address educational market issues. Ongoing environmental scanning by the Institutional Research (IR) Committee confirms trends that may affect new course or program development. If the data reveal potential for designing viable courses or programs, the appropriate faculty and dean develop proposals that take into account instructional supplies and equipment, space, faculty needs, labor market demand, and desired student learning outcomes.

The development of career courses and programs also includes approval and input from an advisory committee of business and industry representatives. Part of the design and development process includes surveying similar programs at Illinois community colleges to identify comparable offerings and examples of best practices. If it is determined that IVCC has a unique offering, cooperative agreements are created to allow students outside of IVCC’s service area to enroll in the new program at in-district rates. Informal networking also occurs through the statewide Chief Academic Officers, for example, and related professional organizations. New programs submitted to the ICCB are disseminated to all Illinois community colleges for feedback related to competition and duplication.

The processes for program and course approval vary slightly, but both include review and approval by the Curriculum Committee and the ICCB, each of which reviews anticipated enrollments, placements, and outcomes to confirm that the proposal is competitive. Program approval proceeds through the same process but has the additional IVCC Board of Trustees approval requirement before submitting to the ICCB and the Illinois Board of Higher Education (IBHE). The ICCB may authorize programs on a temporary basis, allowing them to be offered for a specified period before undergoing final approval by ICCB and IBHE. New courses are often tested for content and viability, using the “special topics” designation, which can have different content and a varying number of credit hours. After one or two offerings as a “special topics” course, it can then be submitted for official course approval.

To design responsive programs that balance and integrate student learning, career goals, and the current employment market, IVCC relies upon environmental scanning, career program advisory committees, transfer articulation panels and visits, and survey and performance data. The environmental scanning portion of the College’s SPP involves research on trends and emerging issues that may affect the development or delivery of programs and validation of those trends by community and campus leaders. Program coordinators form advisory committees to represent relevant community business and industry and consult on industry needs and local employment demand.

Curriculum, program goals, student career needs, and employer needs are developed through needs analysis research and shaped into viable certificates and/or two-year degrees to address local or regional employment needs or most-attended university requirements. Faculty are chosen with expertise in the specific program or academic area, and they implement the content needs of the new courses or program as specified in the advisory committee recommendations or transfer articulation panels. For career programs, meetings with advisory committee members assist faculty in identifying the direction of the industry so that the changes are brought into the classroom to benefit students. IVCC counselors maintain relationships with the most frequent transfer institutions selected by students and visit those campuses on scheduled conference days.

Occupational Program Graduate Follow-up Survey data provide regular feedback regarding relevance of the career program curricula to the requirements to the workplace. Data regarding transfer rates and an
Enrollment Report that relates IVCC student grade point averages (GPAs) at state universities confirm that academic programs are meeting student learning goals that are important to success in baccalaureate institutions.

**1P5** IVCC determines the preparation level of all first-time, full-time students; students planning to enroll in English, math, or reading courses; students planning to enroll in computer or online courses; and students planning to enroll in selective admissions programs, such as Nursing. All first-time, full-time students and students planning to enroll in English, reading, or math must either present appropriate ACT scores or take the ACCUPLACER test for placement in math, reading, and English. Enrollment in developmental coursework is mandatory in English and math if placement test results warrant. Reading courses are required for students scoring below college-level reading. Any student taking an online course for the first time must participate in and pass the online orientation to build awareness of the online course requirements. If the orientation is not passed, the student is withdrawn from the online course in time to recover tuition and fees. Students also take the Basic Computer Skills Inventory (BCSI) for proof of computer information skill proficiency.

The IVCC Assessment Center administers placement examinations to students enrolling in certain courses and programs, such as Nursing. Completion of developmental courses is mandatory in Nursing if placement test results warrant. In selected career programs, faculty identify skills such as computer abilities required for success and program entry.

Faculty and the testing coordinator review the appropriateness of ACCUPLACER scores periodically to confirm their continued accuracy for placement in developmental or college-level coursework. Courses throughout the College have prerequisites, which may include courses outside of their department; for example, English has a reading prerequisite, and physics has a math prerequisite. Prerequisites may be added to increase student success rates in identified courses. High school counselors and instructors receive information from the College regarding what students need to be successful at the college level through the annual Counselor Connections between IVCC and high school counselors and meetings between IVCC and high school math and English faculty.

**1P6** IVCC communicates its expectations through a number of contacts with high school staff, parents, students, and prospective students, as well as published materials, media, and online sources. Personal contacts include open houses and tours for high school students and their parents, annual college fairs, articulation meetings with high school faculty and staff, orientation sessions for IVCC freshmen, and visits to high schools by IVCC faculty and staff. The Office of Financial Aid schedules periodic visits at area high schools to assist parents and potential students in understanding and completing the Free Application for Federal Student Aid (FAFSA) documents.

Printed materials, many of which are available on the College Web site, include the College Catalog, Student Handbook, schedule, course outlines with course descriptions, brochures, and guide sheets for specific programs. Students are able to check their progress toward degree completion by using an online degree audit. The College Web site specifically targets prospective students with pages that explain necessary student preparation and expectations. Faculty members distribute course syllabi, which list course requirements and objectives and identify general education goals addressed.

Admissions personnel and counselors communicate College expectations by organizing open houses and informational events for prospective and current students and by making high school visits. IVCC counselors and admissions personnel meet regularly with high school counselors. Counselors also make personal contact with full-time students since all first-time, full-time students are required to see a counselor before enrolling. The New Student Orientation combines online, group, and individual
elements to help students prepare for advising, registration, and financial aid, in addition to familiarizing them with College policies and procedures. The Student Transitions: Achieving Goals and Ensuring Successes (STAGES) initiative, currently under development, creates an integrated Student Services approach to engaging and supporting individual students at critical transitional STAGES of their college experience and enables services to have a documented, positive impact on student learning, success, and satisfaction.

**1P7** IVCC has made progress in helping students select programs of study that match their needs, interests, and abilities. In Spring 2011, the Student Services Division began assessing student needs using STAGES guidelines, which identify key transitions throughout the educational process. Through focus groups and surveys, students are providing feedback on areas for improvement.

All full-time counselors receive Myers-Briggs Type Indicator (MBTI) training to assist students with identifying programs of study and career planning. The College’s Counseling and Career Services departments use Career Cruising, a multifaceted online resource that provides: (1) Career Matchmaker, which provides career recommendations based upon interests; (2) My Skills rating inventory, which rates skills associated with different careers in 45 areas; (3) Ability Profiler, which assesses abilities and compares to needs for careers of interest; and (4) Learning Style Inventory, which helps students align study habits to learning style.

Because IVCC had effectively used Career Cruising to help students select programs of study and prepare for careers, the College utilized Carl D. Perkins Vocational and Technical Education Act funding to help license this program for 21 high schools in the College district. IVCC counselors and other student development personnel worked with these high schools to better utilize Career Cruising through campus visits and recruitment events. This has allowed IVCC counselor and students to continue conversations started in high school about needs, interests, abilities, and careers.

**1P8** Career interest inventories and placement tests in English, math, and reading assist in detecting discrepancies between necessary and actual preparation for careers and college-level work. The College encourages faculty to refer students who are at risk to the Reading, Writing, and Study Skills Lab; Math Learning Center; Peer Tutoring; Disability Services; Writing Center; Learning Commons; Early Alert System; and Adult Education. Developmental coursework is available for English, math, and reading and is offered in a variety of formats, including individualized classes through the Reading, Writing, and Study Skills Lab. Peer Tutoring provides tutoring free of charge in a variety of content areas, and the Writing Center helps with writing assignments. Disability Services provides assistance for students with disabilities.

All first-time, full-time students and students planning to enroll in English, reading, or math who cannot demonstrate sufficient ACT scores must take the ACCUPLACER tests for placement in math, reading, and English. Those students scoring below the predetermined college level are directed into developmental courses to bring up their skills to college level. Students have the option of lecture, laboratory, and, in some cases, online coursework in developmental math, English, and reading. Many of the developmental courses have a strong computer component that offers immediate feedback on assessments.

The Assessment Center staff, working with developmental instructors, has identified ACCUPLACER placement scores that will cause a student to be referred to Adult Education for basic education services to improve his or her skills to qualify for developmental instruction.
Adult Education includes General Educational Development (GED), Adult Basic Education (ABE), English as a Second Language (ESL), and Literacy (I-READ). Students work at their own pace while acquiring basic reading, writing, and math skills. There is no cost to the student for adult education services. Through adult education offerings, students can gain knowledge of skills needed to meet entrance requirements for certain employment or vocational programs.

GED classes are for any adult 16 or older who has not received a high school diploma or GED certificate and has been effectively separated from the high school. ABE classes (16 or older) help students to brush up on reading, writing, and/or math skills. ESL classes are designed to help nonnative speakers of the English language. I-READ provides one-on-one or small-group tutoring for students 16 or older who are out of school and need to improve language or math skills.

Leaders of Strategic Enrollment Management (SEM), an action project initiated in Fall 2010, intend to develop an overall enrollment management plan. This team identified students with disabilities and students who enter the College through Adult Education or developmental courses as the first populations for which the team should articulate and improve entry, transition, and student success.

1P9  IVCC addresses student learning styles through faculty orientation and through the Counseling Center. Faculty orientation, required for all new full-time faculty and strongly encouraged for part-time faculty, includes a component on differentiating students’ learning styles and employing classroom techniques designed for different types of learners. Participating faculty practice and share the success of their techniques based upon learning styles with fellow faculty members and their deans. Full-time faculty have the added incentive to employ learner-centered teaching, such as determining learning styles and associated teaching techniques, because such evidence is required for their tenure portfolios. In the Adjunct Faculty Development Academy (AFDA), there is a module on learning styles.

Through the Counseling Center and Career Services, students may request or be offered assessment, such as the MBTI or Strong Interest Inventory to determine learning styles or to match potential career interests. Career Cruising also offers an online segment covering learning styles.

1P10  The student subgroups for whom IVCC provides additional specific services include students with disabilities, first-generation college students, low-income students, students who enter the College through Adult Education, students placed into developmental education, and unemployed individuals seeking retraining.

IVCC Disability Services personnel meet with high school students with disabilities, their parents, and high school teachers. Whenever possible, they participate in high school Individual Educational Plan (IEP) meetings to plan for the transition between high school and college, and they track the students’ progress. For students who did not have access to special education services while in high school, specialized testing and support are available at IVCC. Disability Services offers assistive tools and testing to identify learning differences.

Project Success, a Title IV TRiO program, provides academic advising, learning support, and access to cultural experiences to first-generation, low-income, and disabled students. Each year, Project Success serves about 160 students who meet the criteria with preference for transfer students. Project Success counselors work very closely with their students, requesting progress reports, requiring participation in workshops, and providing priority registration to assist students in selecting courses that will provide them the best opportunity for success.
Students taking Adult Education or developmental coursework have placement test scores that signal the need for remediation, as described in 1P8. The Dislocated Workers Center (DWC) counsels individuals recently separated from their workplace through plant closings or layoffs. Eligible individuals participate in state or federally funded counseling, job retraining, or admission to new degree or certificate programs to enable them to return to the workforce.

1P11 Determining effective teaching and learning expectations is the responsibility of the TLC. Methods used to document effective teaching and learning include a faculty evaluation process; continuing use of Classroom Assessment Techniques (CATs); the program review process; the general education goal assessment process; data on student persistence, retention, and success following course, program, or degree completion; and administration of the Community College Survey of Student Engagement (CCSSE) and the Noel Levitz Student Satisfaction Inventory (NLSSI).

Nontenured, full-time faculty undergo three years of evaluation by their deans, the Vice President for Learning and Student Development, Associate Vice President for Academic Affairs, and students. The tenure process requires them to submit a portfolio that documents student learning in their courses over the first three years of teaching. After tenure is awarded, full-time faculty are involved in a four-year rotation of various evaluations involving observations by the appropriate dean, student evaluation of instruction, goal development, and encouragement to experiment with new courses and content in their program. Evaluation is an ongoing process for all tenured full-time faculty. All part-time faculty are evaluated by students each semester and may have an in-class observation and evaluation by their dean. The Faculty Handbook communicates expectations for faculty as do in-service sessions and division meetings. For new faculty, the College communicates expectations during the hiring, orientation, and tenure processes.

At the course level, new faculty learn CATs in their orientation as a way to assess formatively whether students are learning. At the program level, IVCC’s career programs have developed program outcomes and assess student performance annually and through a summative five-year cycle of program review. An action project dedicated to designing a method for the assessment of general education resulted in an online mechanism for faculty both to plan and input results for each semester’s assessment of a general education goal. A second action project began implementation of an all-faculty pilot, in which all eligible full-time faculty performed the general education goal assessment in Spring 2011. Faculty plans and results will be aggregated through the Office of Institutional Research and reviewed by the SLO Team and the Strategic Leadership and Planning Council (SLPC) to identify student needs and/or inform improvements in curriculum, pedagogy, or assessment design.

At the institutional level, the College monitors Key Performance Indicators (KPIs) on an annual basis, which reflect nine measures of Helping Students Learn. Measures include licensure or certification exam pass rates, graduation rates, transfer rates, within-course success rates, and persistence rates. The College also administered the CCSSE in 2003, 2006, and 2009 and the NLSSI in 2004, 2007, and 2010. The College’s Office of Institutional Research distributed the results of those inventories on campus through committee and division meetings, employee forums, meetings with the Student Government Association (SGA) and other student groups, the College Web site, intranet postings, and publication in the student newspaper.

1P12 IVCC has built an effective and efficient course delivery system by creating a two-year Master Schedule. The Master Schedule, which is reviewed each semester, coordinates career and transfer offerings and incorporates traditional and nontraditional scheduling. The process for creating the schedule balances student and institutional needs by including input from all stakeholders: program coordinators, faculty, staff, counselors, and students.
With the Master Schedule in place, the deans review the following five criteria in developing class schedules: (A) analysis of enrollment patterns; (B) student demand; (C) graduation requirements; (D) available facilities, classrooms, and labs; and (E) available faculty. As the schedule is finalized, the counselors provide consultation and review to check for missing items.

This process balances student and institutional needs through enrollment discussions at academic administrator meetings that drive the scheduling process and through oversight committees, such as TLC and the Curriculum Committee. Strategies that emerge from enrollment and institutional needs discussions facilitate development of creative scheduling options, recommendations for facility modifications, creation of needed improvement teams, and hiring of additional staff. The purpose of TLC is to promote high quality teaching and learning, identify innovative and effective ways to provide students with access to education, evaluate the effectiveness of teaching, and work continuously to improve student learning. The Curriculum Committee reviews, evaluates, and takes action on all proposed curricula and curricular changes and ensures that proposals meet College and ICCB requirements for approval.

1P13 IVCC monitors its Career and Technical Education (CTE) curriculum through annual program outcome reviews culminating in a five-year cycle. Program coordinators, faculty, deans, and program advisory committee members annually monitor CTE programs and course curricula. In addition, curricula for Adult Education, transfer arts and sciences course work, and developmental courses are reviewed on at least a five-year cycle. Certification and licensure boards also monitor the curricula in specific fields. Program coordinators and faculty revise curricula in order to remain current, and the Curriculum Committee monitors the revisions through the new course approval process. CurricUNET, an online automated curriculum development program, facilitates curriculum development and approval by allowing curriculum materials to be submitted to the ICCB electronically.

Statewide articulation panels offer the opportunity for community college faculty to meet with university faculty to review the continuing suitability of general education and transfer courses. IVCC faculty and counseling staff participate on these articulation panels.

1P14 The processes for changing or discontinuing programs and courses follow similar steps to the processes for developing new programs and courses. The processes begin with perceived change or cessation of a student or community need expressed by employers, faculty, students and/or community members, often through the environmental scanning portion of IVCC’s SPP. Again, the Associate Vice President for Academic Affairs and the appropriate dean, program coordinator, faculty member, or advisory committee researches labor market demand and reviews changes or decreasing trends in enrollment data. Ongoing environmental scanning by the IR Committee confirms trends that may change the focus or abort the course or program. If the data reveal potential for redesigning viable courses or programs, faculty develop proposals, working with the appropriate dean. If data reveal that continuation of a program does not appear viable, similar trends are noted with other Illinois community college programs, and advisory committee members concur, the Vice President recommends to the IVCC Board and the ICCB that the program be discontinued. A similar process is followed in the case of course discontinuation; however, it does not require IVCC Board approval.

1P15 IVCC has several processes to identify learning support needs of individual students. Faculty identify students with needs, or students can self-identify. The intake process also identifies support needs. For individual students, a counselor or faculty member may identify needs. A student with known disabilities works with Disabilities Services for assistance. Faculty members use an Early Alert System to identify at-risk students and refer them for an academic planning session with a counselor. Additionally, academic administrators and deans discuss needs at the division and department levels. Learning support
staff are involved in the identification of needs and in the development of responses to those needs. The various systems are not coordinated as an overall process.

Learning support areas involved in the student learning and development process include Peer Tutoring; the Writing Center; professional tutoring in some health occupations programs; Disability Services; the Assessment Center; developmental courses; the Reading, Writing, and Study Skills Lab; and the Math Lab. The Learning Commons provides an open lab setting for computer use with staff support in addition to other computer labs that are available when classes are not scheduled in them.

Faculty and program coordinators discuss their learning support needs with their deans. Individual faculty also identify needs through the post-tenure review process. Deans ask for faculty input regarding needs for the classroom and other required resources when they develop departmental budgets.

The College also identifies needs through surveys. Student surveys include the CCSSE and NLSSI, and the faculty take surveys designed by learning support areas, such as the Center for Excellence in Teaching, Learning, and Assessment (CETLA) and the Information Technology (IT) Committee.

**IP16** IVCC offers students opportunities to participate in a number of activities that are cocurricular, which means they complement or are linked to an academic program. The cocurricular organizations at IVCC include program or discipline-related organizations and professional and honorary societies related to academic areas, such as the examples listed in Figure 1.1.

Cocurricular development goals are aligned with curricular learning objectives through the program review process. This process includes evaluation from and input by program coordinators and faculty as well as connections with program curricula, goals, and expected learning outcomes.

Students are significantly involved in founding and carrying out the work of cocurricular organizations. New organizations must be approved by the SGA, and student officers and members must develop a purpose statement and proposed activity schedule and fundraisers and have the signatures of at least ten members to form the organization. This process and the processes to arrange organization-sponsored activities or schedule organizational meetings are outlined in the IVCC Guidebook for Student Organizations.

In the past year, IVCC’s student activities have grown to include 41 groups and organizations. In addition, diversity-oriented clubs continue to grow on campus, including Amnesty International, Black Student Union, Gay/Straight Alliance, and Diverse Universe. These groups, along with SGA, are very involved in bringing a variety of speakers and educational opportunities, such as Honorspalooza, to campus. Groups are encouraged to collaborate and participate in events on campus that tie leadership back to the curriculum.

In addition to student organizations, IVCC provides a variety of opportunities for students to engage in interdisciplinary activities. These include learning communities, research projects, and academic competitions. One example is Making Industry Meaningful in College (MIMIC), a nationally recognized program in which students from a variety of areas (including computer aided design, computer networking, electronics, accounting, manufacturing, marketing, and theater) work throughout their final semester to design, construct, market, and sell products, culminating in the annual MIMIC Fair.
**Figure 1.1 Examples of Cocurricular Organizations and Honor Societies**

<table>
<thead>
<tr>
<th>Cocurricular Organizations</th>
<th>Honor Societies</th>
</tr>
</thead>
<tbody>
<tr>
<td>Association of Information Technology Professionals</td>
<td>Alpha Delta Nu (Nursing)</td>
</tr>
<tr>
<td>Criminal Justice Association</td>
<td>National Organization of Human Services</td>
</tr>
<tr>
<td>Economics Student Association</td>
<td>Phi Theta Kappa</td>
</tr>
<tr>
<td>Horticulture Club</td>
<td>Psi Beta (Psychology)</td>
</tr>
<tr>
<td>Human Services Organization</td>
<td>Sigma Delta Mu (Spanish)</td>
</tr>
<tr>
<td>Indefinite Limit (Math Club)</td>
<td>Sigma Kappa Delta (English)</td>
</tr>
<tr>
<td>IVCC Student Chapter of the American Chemical Society</td>
<td></td>
</tr>
<tr>
<td>Physics Club</td>
<td></td>
</tr>
<tr>
<td>Psychology Organization</td>
<td></td>
</tr>
<tr>
<td>Student Nurses Association</td>
<td></td>
</tr>
<tr>
<td>TEACH (Student Educators)</td>
<td></td>
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<tr>
<td>World Language Organization</td>
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</tr>
</tbody>
</table>

**1P17** To determine whether IVCC students earning degrees and certificates have met learning and development expectations, IVCC assesses student learning through the program review process and the assessment of general education goals (see 1P18). College leaders and committees also review Key Performance Indicator (KPI) results assigned to *Helping Students Learn*.

The KPIs include both direct and indirect measures and were the product of a 2009 action project team, which clarified the key indicators, established relevant measures with comparative data where possible, and established initial targets. The complete listing of the KPIs assigned to *Helping Students Learn* can be found under 1R1.

**1P18** Direct assessment of student learning outcomes is reflected in IVCC’s review process for CTE programs and in the recently piloted assessment of general education goals designed and implemented through two action projects.

In 2006, a subcommittee of the College’s Assessment Committee focused on development of an internal program review process conducted by career program faculty. In 2007, the faculty performed curriculum mapping and then developed program outcomes that were implemented and assessed in 2008-2009 (see Figure 1.2). This annual process contributed to the formal ICCB review conducted every five years. The current SLO Team will aggregate results across programs and use these data to improve beginning in Summer 2011.

**Figure 1.2 IVCC CTE Program Review Process**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Frequency</th>
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</thead>
<tbody>
<tr>
<td>Develop, review, or revise program outcomes.</td>
<td>Every Five Years (Minimum)</td>
</tr>
<tr>
<td>Identify methods of assessment for each program outcome using the Assessment Method Matrix form. Each program coordinator will identify and develop tools to be used for each assessment method identified.</td>
<td>Every Five Years (Minimum)</td>
</tr>
<tr>
<td>Apply the program outcomes to each course using the curriculum map. Determine whether each outcome is introduced, reinforced, or mastered in each course.</td>
<td>Every Five Years (Minimum)</td>
</tr>
<tr>
<td>Make curriculum changes on the course outline, submit changes to Curriculum Committee for approval, and make appropriate changes on program guide sheets.</td>
<td>Every Five Years (Minimum)</td>
</tr>
</tbody>
</table>
Criteria | Frequency
--- | ---
Determine success target for each identified assessment method. Gather results from conducted assessments and complete the Assessment Results Form. Analyze the results. (All outcomes to be assessed over five years.) | Annually
Analyze data provided annually from the Office of Institutional Research. Data may include enrollment in courses and programs, credit hours, course program completions, graduates, program costs, unit cost by Classification of Instructional Programs (CIP) code, and labor market need and salary information. Identify any positive or negative trends to develop enhancements, reinforcements, or interventions. | Annually
Complete the Program Data Analysis Form with the appropriate dean and share results with advisory committee, making any needed changes. | Annually
Complete ICCB Program Review Report with dean. Review report with advisory committee and submit copy of report to Office of Institutional Research. | Every Five Years
Use the ICCB Program Review Report and advisory committee feedback to begin review process again. | Every Five Years

A 2008-2010 action project resulted in the design of an assessment process for general education goals. Chaired by a dean, the team included primarily faculty members, including faculty who had developed and piloted the program review process. Using program review as a model, this committee developed an online assessment process based on the Plan-Do-Study-Act model that required faculty to choose one of the general education goals (see Figure O.3) and submit a plan for assessment by week five of the semester and then input their results and analysis online by the final week of the semester through the Web-based portal. This committee also designed a small faculty pilot for the process, which showed inconclusive results.

In 2010, a subsequent action project expanded the scope of this pilot to the evaluation and implementation of the general education goals. In Spring 2011, all academic faculty were trained and participated in the first step (PLAN) of the two-step pilot. Faculty selected “one course-one goal” and detailed their assessment plan online, including method(s), number of students affected, criteria for individual student performance, and the threshold at which the assessment proved successful. Figure 1.3 illustrates the aggregate plans in the pilot for all 14 faculty assessing general education goal #1. Faculty represented several disciplines, used a variety of methods, and anticipate impact upon 495 students. These faculty will input their detailed results by Summer 2011, indicating whether students met the criteria and what area(s) are suggested for improvement by the results (curriculum, pedagogy, assessment design, or student needs). Though the aggregate results of the pilot will not be available until Summer 2011, process improvements, such as incorporation of measurable objectives associated with the goals, are already underway.

**Figure 1.3 Sample General Education Goal Assessment Pilot: Plan Submission**

<table>
<thead>
<tr>
<th>General Education Goal</th>
<th>Courses</th>
<th>Methods</th>
<th>Students</th>
<th>Results (due Summer 2011)</th>
</tr>
</thead>
<tbody>
<tr>
<td>#1 Analytical and Problem-solving Skills</td>
<td>Political Science, Music, English, Math, Economics, Chemistry, Biology, Geology, Geography, Physics, History</td>
<td>Case Studies, Applied Skills Test, Pre- and Post-tests, Quizzes, Writing Samples, Homework Assignments, Written Exams, Lab Work, Online Assignment</td>
<td>495</td>
<td>Criteria: Yes/No, Area of Improvement: -Curriculum, -Pedagogy, -Assessment Design, -Student Needs</td>
</tr>
</tbody>
</table>
IVCC regularly collects data through the KPIs assigned to Helping Students Learn and other measures as shown in Figure 1.4.

Figure 1.4 IVCC Data for Helping Students Learn

<table>
<thead>
<tr>
<th>KPI 1: Student Academic Success</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IVCC Measures</strong></td>
</tr>
<tr>
<td>1a1, 1a2, 1a3</td>
</tr>
<tr>
<td>1b</td>
</tr>
<tr>
<td>1c</td>
</tr>
<tr>
<td>1d</td>
</tr>
<tr>
<td>1e</td>
</tr>
<tr>
<td>1f</td>
</tr>
<tr>
<td>1g</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 2: Placement of Graduates in Employment or Continuing Education</th>
</tr>
</thead>
<tbody>
<tr>
<td>2b1</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 8: Utilization of Technology for Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a</td>
</tr>
<tr>
<td>8b</td>
</tr>
<tr>
<td>8c</td>
</tr>
<tr>
<td>8d</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Student Performance Who Transferred</td>
</tr>
<tr>
<td>Degrees and Certificates Awarded</td>
</tr>
<tr>
<td>GED Program Pass and Completion Rates</td>
</tr>
<tr>
<td>Career Graduate Placement Rates</td>
</tr>
<tr>
<td>IVCC Employer Survey</td>
</tr>
<tr>
<td>Program Results: Truck Driver Training Program</td>
</tr>
<tr>
<td>Student Campus Service Importance vs. Satisfaction Results</td>
</tr>
<tr>
<td>2006 vs. 2009 Comparison Data Related to General Education Goals</td>
</tr>
<tr>
<td>IVCC Student Frequency of Use and Satisfaction of Select Student Services</td>
</tr>
<tr>
<td>Credit Developmental or Remedial Student Retention and Success in First College Level Courses</td>
</tr>
<tr>
<td>CCSSE Benchmark Comparison/Results Summary</td>
</tr>
</tbody>
</table>

Prior to initiating assessment of general education goals, the College identified CCSSE items that relate to some of them and provided results for college-wide and program-specific student learning objectives. They are illustrated in Figure 1.5.
Figure 1.5 CCSSE 2006 vs. 2009 Comparison Data Related to General Education Goals

| How much has your experience at this college contributed to your knowledge, skills, and personal development in the following areas? | All Students (Weighted Data) |
|---|---|---|---|---|---|---|---|
| % responding “Quite a Bit” or “Very Much” | IVCC | Illinois Consortium | CCSSE National Cohort | IVCC | Illinois Consortium | CCSSE National Cohort |
| Acquiring a Broad General Education | 70.4 | 67.7 | 69.7 | 78.2 | 70.4 | 71.4 |
| Acquiring Job or Work-related Knowledge and Skills | 59.0 | 50.3 | 51.3 | 61.7 | 50.3 | 52.9 |
| Writing Clearly and Effectively | 56.7 | 55.5 | 57.9 | 60.5 | 58.8 | 59.6 |
| Speaking Clearly and Effectively | 51.3 | 52.7 | 53.1 | 60.4 | 56.2 | 55.4 |
| Thinking Critically and Analytically | 68.4 | 64.3 | 65.8 | 68.3 | 67.1 | 68.4 |
| Solving Numerical Problems | 47.9 | 48.2 | 53.1 | 46.7 | 50.7 | 54.6 |
| Using Computing and Information Technology | 59.5 | 53.6 | 57.1 | 55.7 | 56.0 | 59.6 |
| Working Effectively with Others | 58.7 | 57.0 | 57.3 | 57.8 | 58.3 | 59.8 |
| Learning Effectively on Your Own | 71.7 | 65.0 | 67.1 | 78.2 | 68.1 | 68.8 |
| Understanding Yourself | 49.6 | 50.9 | 51.6 | 60.3 | 53.6 | 54.0 |
| Understanding People of Other Racial and Ethnic Backgrounds | 34.0 | 42.3 | 40.8 | 31.1 | 36.7 | 32.3 |
| Developing a Personal Code of Values and Ethics | 39.1 | 40.8 | 40.1 | 37.9 | 43.8 | 43.4 |
| Contributing to the Welfare of Your Community | 25.0 | 24.1 | 25.5 | 24.2 | 27.4 | 28.2 |
| Developing Clearer Career Goals | 56.5 | 54.4 | 54.2 | 57.4 | 55.3 | 57.2 |
| Gaining Information About Career Opportunities | 52.8 | 50.2 | 49.2 | 54.3 | 50.3 | 51.8 |

1R3 To be licensed, students graduating from IVCC’s Practical Nursing and Registered Nursing programs must pass the appropriate version of the National Council Licensure Examination (NCLEX). Since January 2007, graduates of Therapeutic Massage training programs in Illinois have been required to pass the National Certification Exam for Therapeutic Massage in order to practice. Figure 1.6 illustrates these results. Other program results include Truck Driver Training (TDT), illustrated in Figure 1.7, and GED Statistics, illustrated in Figure 1.8.

Figure 1.6 IVCC Licensure Pass Rates Calendar Year 2004-2009 - KPIs 1a1, 1a2, and 1a3

<p>| Nursing Licensure Pass Rates Calendar Year 2004-2009 |
|---|---|---|---|---|---|---|
| NCLEX-Registered Nurse (RN) | 2004 | 2005 | 2006 | 2007 | 2008 | 2009 |
| IVCC | 86.0% | 91.0% | 92.0% | 84.0% | 93.0% | 94.0% |
| STATE | 87.0% | 89.0% | 89.0% | 86.0% | 90.0% | 91.0% |
| NATIONAL | 85.0% | 87.0% | 88.0% | 85.0% | 87.0% | 88.0% |</p>
<table>
<thead>
<tr>
<th>NCLEX-Licensed Practical Nurse (LPN)</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC</td>
<td>100.0%</td>
<td>100.0%</td>
<td>98.0%</td>
<td>100.0%</td>
<td>100.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>STATE</td>
<td>92.0%</td>
<td>91.0%</td>
<td>93.0%</td>
<td>91.0%</td>
<td>90.0%</td>
<td>91.0%</td>
</tr>
<tr>
<td>NATIONAL</td>
<td>89.0%</td>
<td>89.0%</td>
<td>88.0%</td>
<td>87.0%</td>
<td>86.0%</td>
<td>86.0%</td>
</tr>
</tbody>
</table>

Source: Illinois Department of Financial and Professional Regulation

<table>
<thead>
<tr>
<th>Therapeutic Massage Licensure Pass Rates</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC</td>
<td>N/A</td>
<td>N/A</td>
<td>83.0%</td>
<td>93.0%</td>
<td>90.0%</td>
<td>100.0%</td>
</tr>
<tr>
<td>STATE</td>
<td>N/A</td>
<td>N/A</td>
<td>55.0%</td>
<td>57.0%</td>
<td>57.0%</td>
<td>60.0%</td>
</tr>
<tr>
<td>NATIONAL</td>
<td>N/A</td>
<td>N/A</td>
<td>68.0%</td>
<td>66.0%</td>
<td>60.0%</td>
<td>61.0%</td>
</tr>
</tbody>
</table>

Source: National Certification Board for Therapeutic Massage and Bodywork School Report

Figure 1.7 Truck Driver Training (TDT) Statistics

<table>
<thead>
<tr>
<th>Year</th>
<th>Number of TDT Students Enrolled</th>
<th>Number of Completers</th>
<th>Number Who Earned Commercial Driver’s License</th>
<th>Placement Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>FY2009</td>
<td>84</td>
<td>81</td>
<td>81</td>
<td>90.0 to 95.0%</td>
</tr>
<tr>
<td>FY2010</td>
<td>99</td>
<td>96</td>
<td>96</td>
<td>90.0 to 95.0%</td>
</tr>
<tr>
<td>FY2011</td>
<td>84</td>
<td>83</td>
<td>83</td>
<td>90.0 to 95.0%</td>
</tr>
</tbody>
</table>

Figure 1.8 GED Statistics

<table>
<thead>
<tr>
<th>GED Statistics</th>
<th>FY 2007</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Students</td>
<td>308</td>
<td>341</td>
<td>376</td>
<td>254</td>
</tr>
<tr>
<td>Number of Graduates</td>
<td>65 (21.0%)</td>
<td>58 (17.0%)</td>
<td>114 (30.0%)</td>
<td>70 (27.5%)</td>
</tr>
</tbody>
</table>

Data Source: ICCB

1R4 Figure 1.9 shows the number and percentages of IVCC transfer degree students who continued their education either at IVCC or at another college or university. Figure 1.10 illustrates the number of all graduates who responded to the follow-up survey who were either employed or continuing their education. Figure 1.11 illustrates the mean GPA for IVCC students who transferred to Illinois universities as compared to the mean of all community college transfers. Figure 1.12 shows the number and type of IVCC degrees and certificates awarded over a six-year time span, and Figure 1.13 summarizes KPI 1: Student Academic Success measures related to graduation, student success, and persistence. Employer satisfaction levels with the preparation of IVCC graduates appear in Figure 1.14.
Figure 1.9 Transfer Graduates Who Pursued Additional Education at IVCC or Transferred

Figure 1.10 Career Graduates: Percent Employed or Continuing Their Education (KPI 2b)
Figure 1.11 IVCC All Student Performance Who Transferred

Mean Cumulative GPA for Students Who Transferred (From the Illinois Shared Enrollment Database)

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IVCC All Community Colleges</td>
<td>IVCC All Community Colleges</td>
<td>IVCC All Community Colleges</td>
</tr>
<tr>
<td>Chicago State</td>
<td>2.70</td>
<td>2.72</td>
<td>2.80</td>
</tr>
<tr>
<td>Eastern Illinois</td>
<td>2.96</td>
<td>2.87</td>
<td>2.95</td>
</tr>
<tr>
<td>Governors State</td>
<td>2.90</td>
<td>3.08</td>
<td>3.33</td>
</tr>
<tr>
<td>Illinois State</td>
<td>2.98</td>
<td>2.86</td>
<td>2.97</td>
</tr>
<tr>
<td>Northeastern</td>
<td>2.93</td>
<td>3.00</td>
<td>3.40</td>
</tr>
<tr>
<td>Northern Illinois</td>
<td>2.97</td>
<td>2.95</td>
<td>2.93</td>
</tr>
<tr>
<td>Southern Illinois-Carbondale</td>
<td>2.76</td>
<td>2.88</td>
<td>2.86</td>
</tr>
<tr>
<td>Southern Illinois-Edwardsville</td>
<td>2.52</td>
<td>2.84</td>
<td>2.76</td>
</tr>
<tr>
<td>University of Illinois-Chicago</td>
<td>2.99</td>
<td>2.99</td>
<td>3.27</td>
</tr>
<tr>
<td>University of Illinois-Springfield</td>
<td>2.99</td>
<td></td>
<td>2.91</td>
</tr>
<tr>
<td>University of Illinois-Urbana-Champaign</td>
<td>3.30</td>
<td>3.21</td>
<td>3.38</td>
</tr>
<tr>
<td>Western Illinois</td>
<td>2.80</td>
<td>2.66</td>
<td>2.82</td>
</tr>
<tr>
<td>Private 4 Year</td>
<td>3.23</td>
<td>2.98</td>
<td>3.02</td>
</tr>
</tbody>
</table>

Figure 1.12 Degrees and Certificates Awarded: FY 2005–FY 2010

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>TRANSFER DEGREES</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Associate in Arts Degree (AA)</td>
<td>101</td>
<td>128</td>
<td>111</td>
<td>90</td>
<td>112</td>
<td>111</td>
</tr>
<tr>
<td>Associate in Science Degree (AS)</td>
<td>168</td>
<td>211</td>
<td>224</td>
<td>163</td>
<td>215</td>
<td>225</td>
</tr>
<tr>
<td>Associate in Engineering Science Degree (AES)</td>
<td>3</td>
<td>1</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Total</td>
<td>272</td>
<td>340</td>
<td>337</td>
<td>255</td>
<td>330</td>
<td>341</td>
</tr>
</tbody>
</table>

| NON-TRANSFER DEGREES      |         |         |         |         |         |         |
| Associate in General Studies Degree (AGS) | 15      | 14      | 21      | 13      | 15      | 17      |
| Career Degrees (AAS)     | 142     | 164     | 137     | 140     | 149     | 158     |
| Certificates             | 475     | 532     | 559     | 575     | 635     | 713     |
| Total                    | 632     | 710     | 717     | 728     | 799     | 888     |

Total Degrees and Certificates Earned 904 1,050 1,054 983 1,129 1,229

Source: Based on ICCB A-I Report (Limited to three certificates or degrees per student)

Figure 1.13 IVCC Student Graduation, Success, and Persistence

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 1: (1b) Graduation Rate</td>
<td>30.0%</td>
<td>32.0%</td>
<td>31.0%</td>
<td>33.0%</td>
</tr>
</tbody>
</table>

IPEDS Peer Group IVCC exceeded the target and exceeded peer comparisons in 2007 (29.0%), 2008 (24.0%), and 2009 (25.0%).
KPI 1: (1d) Full-time Success Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2008-2009</th>
<th>2007-2008</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>72.0%</td>
<td>74.4%</td>
<td>73.4%</td>
<td>No External Comparative Data Currently Available</td>
</tr>
<tr>
<td>2008</td>
<td>74.4%</td>
<td>73.4%</td>
<td>72.1%</td>
<td>Success equals an A, B, C, or P in a class. IVCC exceeded three-year target each year.</td>
</tr>
</tbody>
</table>

KPI 1: (1e) Part-time Success Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2008-2009</th>
<th>2007-2008</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>83.0%</td>
<td>82.9%</td>
<td>84.0%</td>
<td>No External Comparative Data Currently Available</td>
</tr>
<tr>
<td>2008</td>
<td>82.9%</td>
<td>84.0%</td>
<td>83.3%</td>
<td>Success equals an A, B, C, or P in a class. IVCC exceeded three-year target in 2007-2008 and 2008-2009 and closely approached target in 2009-2010.</td>
</tr>
</tbody>
</table>

KPI 1: (1f) Persistence Fall to Spring

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2008-2009</th>
<th>2007-2008</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>68.0%</td>
<td>70.6%</td>
<td>68.9%</td>
<td>IVCC exceeded target in 2008-2009 and 2009-2010.</td>
</tr>
<tr>
<td>2008</td>
<td>68.9%</td>
<td>70.6%</td>
<td>66.9%</td>
<td></td>
</tr>
</tbody>
</table>

KPI 1: (1g) Persistence Fall to Fall

<table>
<thead>
<tr>
<th>Year</th>
<th>2009-2010</th>
<th>2008-2009</th>
<th>2007-2008</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>48.0%</td>
<td>47.8%</td>
<td>49.5%</td>
<td>No External Comparative Data Currently Available</td>
</tr>
<tr>
<td>2008</td>
<td>47.8%</td>
<td>49.5%</td>
<td>46.2%</td>
<td>IVCC exceeded target only in 2008-2009.</td>
</tr>
</tbody>
</table>

Figure 1.14 IVCC Employer Survey

<table>
<thead>
<tr>
<th>Form</th>
<th>FY 2008</th>
<th>FY 2009</th>
<th>FY 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>1R5</td>
<td>21.0%</td>
<td>14.0%</td>
<td>24.0%</td>
</tr>
<tr>
<td>1R6</td>
<td>32.0%</td>
<td>31.0%</td>
<td>44.0%</td>
</tr>
<tr>
<td>1R7</td>
<td>64.0%</td>
<td>65.0%</td>
<td>52.0%</td>
</tr>
</tbody>
</table>

1R5  Figure 1.15 summarizes KPI 8: Utilization of Technology for Teaching and Learning measures based upon CCSSE and IPEDS, including comparison groups. Figure 1.16 illustrates students’ perceived importance of and satisfaction with several campus services based on the NLSSI.

Figure 1.15 Technology Use for Teaching and Learning

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 8: (8a) Utilization of Technology</td>
<td>2.7</td>
<td>2003</td>
<td>2006 2009</td>
<td>IVCC did not reach its target but exceeded average of the small colleges and the CCSSE cohort in both 2006 and 2009.</td>
</tr>
<tr>
<td>KPI 8: (8c) Using Computers and Information Technology</td>
<td>2.7</td>
<td>2003</td>
<td>2006 2009</td>
<td>IVCC did not reach its target and exceeded small colleges and the CCSSE cohort in 2006 only.</td>
</tr>
</tbody>
</table>
KPI 8: (8d)  
Percent of Online Credit Hours  
Target Increases by 1.0% Per Year.  
<table>
<thead>
<tr>
<th>2010</th>
<th>2009</th>
<th>2008</th>
<th>IPEDS Comparison Group</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>9.8%</td>
<td>7.0%</td>
<td>5.1%</td>
<td></td>
<td>IVCC met target in 2010 but fell behind IPEDS comparison group.</td>
</tr>
</tbody>
</table>

### Figure 1.16 Student Campus Service Importance vs. Satisfaction Results from 2010 NLSSI

<table>
<thead>
<tr>
<th>Service Description</th>
<th>IVCC Importance</th>
<th>IVCC Satisfaction</th>
<th>Gap</th>
<th>National Cohort Importance</th>
<th>National Cohort Satisfaction</th>
<th>Gap</th>
<th>Mean Difference</th>
</tr>
</thead>
<tbody>
<tr>
<td>Library resources and services are adequate.</td>
<td>6.08</td>
<td>5.83</td>
<td>0.25</td>
<td>6.13</td>
<td>5.67</td>
<td>0.46</td>
<td>0.16***</td>
</tr>
<tr>
<td>Counseling services are available if I need them.</td>
<td>6.15</td>
<td>5.51</td>
<td>0.64</td>
<td>5.98</td>
<td>5.35</td>
<td>0.63</td>
<td>0.16***</td>
</tr>
<tr>
<td>Computer labs are adequate and accessible.</td>
<td>6.38</td>
<td>5.80</td>
<td>0.58</td>
<td>6.33</td>
<td>5.74</td>
<td>0.59</td>
<td>0.06</td>
</tr>
<tr>
<td>The equipment in the lab facilities is kept up to date.</td>
<td>6.34</td>
<td>5.70</td>
<td>0.64</td>
<td>6.33</td>
<td>5.54</td>
<td>0.79</td>
<td>0.16**</td>
</tr>
<tr>
<td>There are adequate services to help me decide upon a career.</td>
<td>6.24</td>
<td>5.52</td>
<td>0.72</td>
<td>6.24</td>
<td>5.33</td>
<td>0.91</td>
<td>0.19***</td>
</tr>
<tr>
<td>Tutoring services are readily available.</td>
<td>6.13</td>
<td>5.76</td>
<td>0.37</td>
<td>6.15</td>
<td>5.55</td>
<td>0.60</td>
<td>0.21***</td>
</tr>
<tr>
<td>This campus provides online access to services I need.</td>
<td>6.33</td>
<td>5.97</td>
<td>0.36</td>
<td>6.38</td>
<td>5.85</td>
<td>0.53</td>
<td>0.12**</td>
</tr>
<tr>
<td>The assessment and course placement procedures are reasonable.</td>
<td>6.15</td>
<td>5.50</td>
<td>0.65</td>
<td>6.20</td>
<td>5.46</td>
<td>0.74</td>
<td>0.04</td>
</tr>
</tbody>
</table>

*Significantly different from the national cohort at 95.0%  
**Significantly different from the national cohort at 99.0%  
***Significantly different from the national cohort at 99.9%

Results illustrated in Figure 1.17 include frequency and satisfaction of student usage of several student services. Upcoming building and remodeling plans include bringing services together and closer to the College entrance to increase frequency of use and ultimately greater satisfaction.

### Figure 1.17 IVCC Student Frequency of Use and Satisfaction of Select Student Services

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising and Planning</td>
<td>All IVCC</td>
<td>1.87</td>
<td>1.77</td>
<td>1.77</td>
<td>2.28</td>
<td>2.26</td>
</tr>
<tr>
<td></td>
<td>CCSSE Cohort</td>
<td>1.74</td>
<td>1.74</td>
<td>1.76</td>
<td>2.19</td>
<td>2.21</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>All IVCC</td>
<td>1.53</td>
<td>1.56</td>
<td>1.55</td>
<td>2.13</td>
<td>2.09</td>
</tr>
<tr>
<td></td>
<td>CCSSE Cohort</td>
<td>1.44</td>
<td>1.43</td>
<td>1.43</td>
<td>2.03</td>
<td>2.03</td>
</tr>
<tr>
<td>-------------------------------------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
<td>------</td>
</tr>
<tr>
<td>Job Placement Assistance</td>
<td>1.20</td>
<td>1.19</td>
<td>1.15</td>
<td>1.76</td>
<td>1.76</td>
<td>1.78</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.25</td>
<td>1.25</td>
<td>1.24</td>
<td>1.85</td>
<td>1.81</td>
<td>1.83</td>
</tr>
<tr>
<td>Peer or Other Tutoring</td>
<td>1.28</td>
<td>1.37</td>
<td>1.42</td>
<td>2.05</td>
<td>2.22</td>
<td>2.25</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.43</td>
<td>1.45</td>
<td>1.46</td>
<td>2.11</td>
<td>2.13</td>
<td>2.15</td>
</tr>
<tr>
<td>Skill Labs (Writing, Math, etc.)</td>
<td>1.62</td>
<td>1.63</td>
<td>1.60</td>
<td>2.31</td>
<td>2.34</td>
<td>2.26</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.69</td>
<td>1.71</td>
<td>1.71</td>
<td>2.22</td>
<td>2.24</td>
<td>2.26</td>
</tr>
<tr>
<td>Child Care</td>
<td>1.19</td>
<td>1.10</td>
<td>1.12</td>
<td>1.84</td>
<td>1.66</td>
<td>1.86</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.18</td>
<td>1.18</td>
<td>1.18</td>
<td>1.85</td>
<td>1.74</td>
<td>1.77</td>
</tr>
<tr>
<td>Financial Aid Advising</td>
<td>1.70</td>
<td>1.79</td>
<td>1.65</td>
<td>2.19</td>
<td>2.27</td>
<td>2.31</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.79</td>
<td>1.82</td>
<td>1.81</td>
<td>2.17</td>
<td>2.18</td>
<td>2.20</td>
</tr>
<tr>
<td>Computer Lab</td>
<td>2.22</td>
<td>2.29</td>
<td>2.18</td>
<td>2.53</td>
<td>2.64</td>
<td>2.58</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>2.04</td>
<td>2.09</td>
<td>2.10</td>
<td>2.44</td>
<td>2.49</td>
<td>2.49</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>1.36</td>
<td>1.39</td>
<td>1.43</td>
<td>1.98</td>
<td>2.07</td>
<td>2.10</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.31</td>
<td>1.34</td>
<td>1.35</td>
<td>1.93</td>
<td>1.94</td>
<td>1.98</td>
</tr>
<tr>
<td>Transfer Credit Assistance</td>
<td>1.59</td>
<td>1.54</td>
<td>1.45</td>
<td>2.17</td>
<td>2.07</td>
<td>2.13</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.55</td>
<td>1.55</td>
<td>1.54</td>
<td>2.06</td>
<td>2.05</td>
<td>2.07</td>
</tr>
<tr>
<td>Services to Students with Disabilities</td>
<td>1.23</td>
<td>1.22</td>
<td>1.17</td>
<td>1.98</td>
<td>2.06</td>
<td>2.03</td>
</tr>
<tr>
<td>CCSSE Cohort</td>
<td>1.27</td>
<td>1.30</td>
<td>1.29</td>
<td>2.09</td>
<td>1.99</td>
<td>2.02</td>
</tr>
</tbody>
</table>

Source: CCSSE
CCSSE cohort=all schools participating in the survey
Frequency: 0=Don't know/Not Applicable, 1=Rarely/Never, 2=Sometimes, 3=Often
Satisfaction: 0=Not Applicable, 1=Not at all, 2=Somewhat, 3=Very

The strength of IVCC’s developmental education courses is illustrated in the retention of developmental students and the success of students in subsequent college-level coursework (see Figure 1.18).
### Figure 1.18 Credit Developmental/Remedial Student Retention and Success in First College-level Courses FY 2006–FY 2009

<table>
<thead>
<tr>
<th></th>
<th>Fall 2009</th>
<th>Fall 2008</th>
<th>Fall 2007</th>
<th>Fall 2006</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total, A, B, C, &amp; P Grades in Highest-level Developmental Course</td>
<td>152</td>
<td>144</td>
<td>124</td>
<td>128</td>
</tr>
<tr>
<td>Total from Column 1: Who Enrolled in Related College-level Courses</td>
<td>137</td>
<td>133</td>
<td>110</td>
<td>111</td>
</tr>
<tr>
<td>Total from Column 2: Who Completed College-level Courses with A, B, C, P, D, and F Grades</td>
<td>95</td>
<td>104</td>
<td>86</td>
<td>74</td>
</tr>
<tr>
<td>Total from Column 3: Who Completed College-level Courses with A, B, C, and P Grades</td>
<td>95</td>
<td>104</td>
<td>86</td>
<td>74</td>
</tr>
<tr>
<td>College-level Course Retention Rate (Column 3 and Column 2)</td>
<td>90.1%</td>
<td>92.4%</td>
<td>88.7%</td>
<td>86.7%</td>
</tr>
<tr>
<td>College-level Course Enrollee Success Rate (Column 4 and Column 2)</td>
<td>62.5%</td>
<td>72.2%</td>
<td>69.4%</td>
<td>87.8%</td>
</tr>
<tr>
<td>College-level Course Completer Success Rate (Column 4 and Column 3)</td>
<td>69.3%</td>
<td>78.2%</td>
<td>78.28%</td>
<td>66.7%</td>
</tr>
<tr>
<td>ENGLISH</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total, A, B, C, &amp; P Grades in Highest-level Developmental Course</td>
<td>97</td>
<td>122</td>
<td>99</td>
<td>80</td>
</tr>
<tr>
<td>Total from Column 1: Who Enrolled in Related College-level Courses</td>
<td>91</td>
<td>103</td>
<td>63</td>
<td>66</td>
</tr>
<tr>
<td>Total from Column 2: Who Completed College-level Courses with A, B, C, P, D, and F Grades</td>
<td>68</td>
<td>78</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td>Total from Column 3: Who Completed College-level Courses with A, B, C, and P Grades</td>
<td>68</td>
<td>78</td>
<td>49</td>
<td>52</td>
</tr>
<tr>
<td>College-level Course Retention Rate (Column 3 and Column 2)</td>
<td>93.8%</td>
<td>83.4%</td>
<td>63.6%</td>
<td>82.5%</td>
</tr>
<tr>
<td>College-level Course Enrollee Success Rate (Column 4 and Column 2)</td>
<td>70.1%</td>
<td>63.1%</td>
<td>49.5%</td>
<td>65.0%</td>
</tr>
<tr>
<td>College-level Course Completer Success Rate (Column 4 and Column 3)</td>
<td>74.7%</td>
<td>75.7%</td>
<td>77.8%</td>
<td>78.8%</td>
</tr>
</tbody>
</table>

Source: COLLEAGUE (Developmental Cohort Term Databases)

**1R6** Many of the results appearing in 1R2 (CCSSE Illinois Consortium and national cohort), 1R3 (RN, LPN, and THM state and national pass rates), 1R4 and 1R5 (all student performance at transfer universities, IPEDS comparison group, CCSEE small college and national cohorts, and NLSSI national cohort) include comparative results. In addition, CCSSE Benchmark data appear in Figure 1.19.

### Figure 1.19 CCSSE Benchmark Comparison FY 2006 vs. FY 2009

<table>
<thead>
<tr>
<th>Benchmark (All Students)</th>
<th>2006</th>
<th>2009</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>IVCC</td>
<td>Illinois Consortium (11 Colleges)</td>
<td>CCSSE National Cohort (447 Colleges)</td>
</tr>
<tr>
<td>Active and Collaborative Learning</td>
<td>50.5</td>
<td>49.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Student Effort</td>
<td>50.2</td>
<td>49.5</td>
<td>50.0</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>52.3</td>
<td>51.2</td>
<td>50.0</td>
</tr>
<tr>
<td>Student-faculty Interaction</td>
<td>54.1</td>
<td>51</td>
<td>50.0</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>51.6</td>
<td>49.3</td>
<td>50.0</td>
</tr>
</tbody>
</table>

**1I1** The SLPC oversees the TLC and the Student Success Committee (SSC) and ensures that their charges and activities are consistent with the College’s mission and strategic goals. The TLC bases
activities on retention and student performance data; in addition, it is the responsibility of this committee to review assessment and program review results produced through the SLO team action project. The SSC bases its activities and recommendations on completion rates and student satisfaction data. The SEM action project team will use these and other data to develop an enrollment management plan. Teaching and Learning and Student Success Committees lead IVCC’s efforts to improve processes and systems for Helping Students Learn.

Recent improvements include an academic convocation for all new students in the Fall that outlines faculty and institutional expectations, demonstrates how college differs from high school, and begins the process of getting students to accept responsibility for their own learning. New reading requirements were implemented for English 1001 and English 1205 based on developmental and college-level course success data. The IVCC Program Review process was piloted in 2009 and is now fully implemented, and the assessment of general education goals completed a full-faculty pilot in Spring 2011 and will be implemented in Fall 2011.

The KPI action project set initial improvement targets, which are now monitored by the Office of Institutional Research. Future targets have been set by the IR Committee, with review by SLPC as part of the SPP. The SLPC uses an improvement legend (see the Improvement Legend in Figure 5.3) to determine where and with whom improvement data need to be shared. The Office of Institutional Research, which receives performance results, routinely shares them with the faculty, students (through the Student Government Association or Phi Theta Kappa), academic administrators, Administrative Cabinet, President’s Council, Board Planning Committee, and Board of Trustees through regular meetings or scheduled in-service presentations. Results are also posted on the Office of Institutional Research Web site for all stakeholders to review.

**CATEGORY 2 Accomplishing Other Distinctive Objectives**

IVCC has maintained a distinctive focus on developing and improving a robust Strategic Planning Process (SPP) that featured broad strategic goals and measurable objectives (see Figure 2.1) with associated division and departmental activities. A 2009 Action Project complemented the SPP through the incorporation of Key Performance Indicators (KPIs), which included multiple measures and defined targets.

**Figure 2.1 IVCC Strategic Goals, Objectives, and Measures**

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Objectives</th>
<th>Measures: KPIs and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal 1: Assist all students in identifying and achieving their educational and career goals.</td>
<td>Objective 1.1: Improve student retention through offerings designed to prepare students for targeted curricula.</td>
<td>KPI 1: Student Academic Success; KPI 8: Utilization of Technology for Teaching and Learning (TL)</td>
</tr>
<tr>
<td></td>
<td>Objective 1.2: Increase student learning and student satisfaction through curricular and technology improvements.</td>
<td>KPI 1: Student Academic Success; KPI 3: Service Excellence; KPI 8: Utilization of Technology for TL, Program Review, Assessment of Gen Ed Goals/Student Learning Outcomes (SLO)</td>
</tr>
<tr>
<td></td>
<td>Objective 1.3: Improve student preparedness for college and career readiness.</td>
<td>KPI 2: Placement of Graduates in Employment or Continuing Ed; KPI 3: Service Excellence (3e), Program Review, Assessment of Gen Ed Goals/SLO</td>
</tr>
<tr>
<td>Goal 2: Promote the value of higher education.</td>
<td>Objective 2.1: Expand prospective student awareness and interest in targeted disciplines and programs through marketing and outreach efforts.</td>
<td>KPI 4: District Population Served (4a, 4b); Enrollment by Division Reports</td>
</tr>
</tbody>
</table>
### Strategic Goal: Accomplishing Other Distinctive Objectives

<table>
<thead>
<tr>
<th>Objective</th>
<th>Objectives</th>
<th>Measures: KPIs and Others</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.2</td>
<td>Prepare and disseminate a frequent, consistent message regarding IVCC as a critical higher education resource to business and industry (recruitment focused).</td>
<td>KPI 2: Placement of Graduates in Employment or Continuing Ed (2a); KPI 3: Service Excellence (3e), Enrollment by Division Reports</td>
</tr>
<tr>
<td>2.3</td>
<td>Prepare and disseminate a frequent, consistent message regarding IVCC as a critical higher education resource to recent graduates, alumni, and donors (support focused).</td>
<td>KPI 5: Fiscal Responsibility/Affordability (5b1); IVCC Foundation Reports, Alumni Contact Reports</td>
</tr>
<tr>
<td>2.4</td>
<td>Expand IVCC professional development activities devoted to teaching and learning and invite individuals working in pre-K to 12 through higher education to participate.</td>
<td>KPI 7: Professional Development Opportunities for All Employee Groups (7a, 7b); KPI 8: Utilization of Technology for T &amp; L (8g)</td>
</tr>
</tbody>
</table>

| Goal 3: Grow and nurture all resources needed to provide quality programs and services. | Objective 3.1: Increase employee satisfaction through greater workplace efficiency, effectiveness, and security. | KPI 6: Job Satisfaction (6a, 6b, and 6c – Personal Assessment of the College Environment [PACE] ) |
| 3.2       | Increase student satisfaction with the IVCC learning environment. | KPI 3: Service Excellence (3a, 3e); KPI 1: Student Academic Success (1f,1g) |
| 3.3       | Expand number and types of partnerships to leverage college resources. | KPI 5: Fiscal Responsibility/Affordability (5b1, 5b2), Program Review, College Annual or Other Report (Partnerships) |
| 3.4       | Increase revenue generated through new program or site offerings. | KPI 5: Fiscal Responsibility/Affordability (5b1) |

| Goal 4: Promote understanding of diverse cultures and beliefs. | Objective 4.1: Increase college and community understanding of diverse cultures and beliefs through IVCC cultural enrichment and educational offerings. | KPI 9: Diversity Awareness (9a, 9b Noel Levitz Student Satisfaction Inventory [NLSSI], 9c) |

| Goal 5: Demonstrate IVCC’s Core Values through an inclusive and collaborative environment. | Objective 5.1: Expand efforts to introduce IVCC core values into college culture throughout employment continuum (pre-hire to retirement). | KPI 6: Job Satisfaction (6a, 6b, 6c PACE) |
| 5.2       | Model IVCC core values in all outreach to college retirees, donors, and alumni. | KPI 6: Job Satisfaction (6a, 6b, 6c PACE), IVCC Foundation Measures (Contacts and Giving) |

Note: Non-instructional objectives are bolded.

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**2P1** To initially design and operate non-instructional processes, IVCC relied upon its SPP. Through the initial stages of the SPP, specifically, the review of the mission and vision and environmental scanning, College officials identified key external stakeholder groups, including potential students, donors, and alumni; business and industry (recognized both as employers and potential partners); and the community that the College serves to meet its mission and fulfill its purposes. To design processes, IVCC identifies the needs of these groups, plans and implements initiatives to address those needs, evaluates its successes, makes improvements, and implements the new and improved processes. The College’s approach exemplifies the Plan-Do-Study-Act model.

**2P2** The College likewise determines its other distinctive objectives through its SPP. This planning process consists of two connected planning cycles. Every three years, IVCC conducts an environmental scan and formally reviews and revises its mission and vision statements. New strategic goals are established at this time. Every 12-18 months, the College reviews and/or develops new objectives designed to drive activities and measures to accomplish related strategic goals. The SPP ensures that the...
College keeps the Mission and Vision as its guide and that all work and activities are aligned. It also ensures the budgeting process includes these activities (see Figure 2.2).

The 2008-2010 SPP was the first planning process to align College goals and objectives with the AQIP cycle for accreditation. Progress toward the five strategic goals occurred through a decentralized process with three main avenues: (1) individuals and teams assigned to each goal under the leadership of a goal champion; (2) key committees under the leadership of the Strategic Planning and Leadership Council (SLPC) chaired by the President; and (3) AQIP and accreditation-related initiatives under the co-leadership of the Director of Continuing Education and Business Services and the former Vice President for Academic Affairs. A comprehensive evaluation of the 2008-2010 SPP is available at http://www.ivcc.edu/cqi.aspx?id=10532.

Though the 2008-2010 SPP had many strengths and produced many improvements to the College, there were some particular challenges that emerged. Though the decentralized process was appropriate to the organizational leadership and structure at the time, it was difficult to coordinate. Changes not only in senior leadership, but also in identified goal champions led to gaps in the process. Due in part to these difficulties with coordination, new strategic objectives were not identified or implemented as the primary objectives were met. The associated measures were aligned with the many activities that emerged from the plan rather than being associated with the objectives, resulting in too many measures and the inability to routinely measure and aggregate all of them. Based upon the identified challenges to the process, several improvements have been and will continue to be made to current and upcoming planning processes. Included among them is improving the process to set non-instructional objectives and effectively communicate them to all relevant stakeholders.

Figure 2.2 IVCC Strategic Plan Flowchart
The SLPC members are charged with communicating the work of the council to their respective divisions within the College. Every division has an opportunity to discuss and comment on IVCC’s strategic goals and objectives prior to full adoption. To fulfill expectations regarding the strategic objectives, departments and divisions develop and implement approved strategic activities that correspond to the objectives; these activities may include external stakeholder groups. SLPC is currently working to better define what types of activities are strategic and the points at which they enter the process as shown in Figure 2.3.

**Figure 2.3 Strategic Activities: Where They Enter the Process**

<table>
<thead>
<tr>
<th>Type of Strategic Activity</th>
<th>Who Initiates</th>
<th>Supporting Processes/Documentation</th>
<th>Associated Strategic Goal</th>
<th>Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>• New program, site, partnership/collaboration</td>
<td>• Divisions/Faculty&lt;br&gt; • Advisory Committees&lt;br&gt; • Teaching and Learning Committee&lt;br&gt; • Business and Industry&lt;br&gt; • Student Learning Outcome Team</td>
<td>• Curriculum Committee&lt;br&gt; • ICCB Approval Process&lt;br&gt; • Assessment Processes</td>
<td>• Goal 1&lt;br&gt; • Goal 2</td>
<td>• Wind Technology Certificate&lt;br&gt; • Ottawa Center Site&lt;br&gt; • Marquette Academy Running Start Program</td>
</tr>
<tr>
<td>• Significant change in program, site(s), partnership/collaboration</td>
<td>• Learning Technologies (LT)/Information Technology (IT)&lt;br&gt; • Business Services and Finance (BSF)&lt;br&gt; • Facilities&lt;br&gt; • Safety Services&lt;br&gt; • Board Facilities Committee: Protection Health Safety Projects&lt;br&gt; • AQIP/CQI&lt;br&gt; • Module Leads Committee</td>
<td>• IT Strategic Plan&lt;br&gt; • College Master Plan and Updates</td>
<td>• Goal 3&lt;br&gt; • Goal 5</td>
<td>• Threat Assessment Plan&lt;br&gt; • Print Management System&lt;br&gt; • Community Technology Center (CTC) Plan</td>
</tr>
<tr>
<td>• New college systems, processes, facilities or technology</td>
<td>• BSF&lt;br&gt; • Divisions/Faculty (Grants)&lt;br&gt; • LT/IT&lt;br&gt; • Facilities&lt;br&gt; • Board Audit/Finance Committee&lt;br&gt; • IVCC Foundation&lt;br&gt; • Continuing Education and Business Services&lt;br&gt; • Business Training Center (BTC)</td>
<td>• Budget&lt;br&gt; • Financial Forecast&lt;br&gt; • Comprehensive Financial Report&lt;br&gt; • Grant Reports</td>
<td>• Goal 3</td>
<td>• Bond Issue&lt;br&gt; • Grants Procured/Discontinued&lt;br&gt; • Sustainability Initiative&lt;br&gt; • Equalized Assessed Valuation (EAV) Changes</td>
</tr>
</tbody>
</table>
### Category 2 – Accomplishing Other Distinctive Objectives

<table>
<thead>
<tr>
<th>Type of Strategic Activity</th>
<th>Who Initiates</th>
<th>Supporting Processes/Documentation</th>
<th>Associated Strategic Goal</th>
<th>Samples</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Human Resources or professional development initiatives</td>
<td>Human Resources Supervisors Professional Development Committee Diversity Team Deans</td>
<td>Employee Professional Enrichment Day Employee Development Plan (EDP) Goals (Collective) Faculty Professional Development Plans (Collective) Assessment Results</td>
<td>Goal 4 Goal 5</td>
<td>Collaboration with Regional Office of Education (ROE) New Positions Change in Positions Department Reorganization</td>
</tr>
<tr>
<td>Significant change in Human Resources or professional development initiatives</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**2P4** By developing a detailed planning process, incorporating measures, and improving alignment with AQIP, IVCC was able to strengthen its SPP, a key recommendation that emerged from the 2008 AQIP Strategy Forum. To facilitate planning, the College created a senior leadership position dedicated to planning and CQI/AQIP, which centralized these functions. The Vice President for Planning and Institutional Effectiveness will lead the review of the appropriateness and value of the objectives and the process overall.

As a result of a successful action project completed in 2009, IVCC developed Key Performance Indicators (KPIs), along with measures and targets. Action project members identified nine areas of key performance with 40 associated measures (see Figure O.10).

Rather than assigning measures for the many activities undertaken during implementation as done in the 2008-2010 plan, the appropriate KPIs will be assigned to strategic objectives (see Figure 2.1). KPI results will be routinely reviewed by SLPC to identify if a particular strategic objective needs to be changed to address emerging issues or if it can be retired and replaced with a new priority. Using the KPIs will allow leadership to be more formative and proactive in its evaluation of the strategic actions of the College versus only summative evaluation.

**2P5** Prior to the strategic plan initially being approved by the Board Planning Committee and Board of Trustees, and each fiscal year thereafter, the process requires that budget priorities first be identified. President’s Council (PC) identifies budget priorities through semi-annual planning retreats. As part of the budget process, faculty and staff notify budget managers of their needs respective to operations and strategic objectives and activities.

**2P6** At the current time, IVCC’s major strategic challenges are the projected decline in state funding and level local funding, which may result in several high priority strategic objectives competing for approval and funding. In January each year, the Budget Council, including the Vice President for Business Services and Finance, Vice President for Learning and Student Development, and Vice President for Planning and Institutional Effectiveness, Associate Vice President for Career and Technical Education, Associate Vice President for Student Services, Director of Continuing Education, Director of Information Technology, and the Controller, meet to establish overall budget guidelines (see
http://www.ivcc.edu/businessservices.aspx?id=17380 for the FY2011 Annual Operating Budget). The Budget Council, under the direction of the Vice President for Business Services and Finance, meets with each budget manager to go over his or her needs for the coming year. Managers must show how new capital purchases or strategic activities correspond to strategic objectives. By meeting with every budget manager, the Budget Council oversees the entire College budget and approves resources that most closely meet both the strategic and budget priorities. If it is clear that faculty and staff needs cannot be adequately addressed within the context of the budget, changes are again addressed with the Budget Council for readjustment and communication to the divisions and departments affected.

2R1 IVCC regularly collects data through the KPIs and other measures assigned to Accomplishing Other Distinctive Objectives:

Figure 2.4 IVCC Data for Accomplishing Other Distinctive Objectives (Non-instructional)

<table>
<thead>
<tr>
<th>KPI 2: Placement of Graduates in Employment or Continuing Education</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Measures</td>
<td>Description</td>
<td>Instruments/Measures</td>
</tr>
<tr>
<td>2a</td>
<td>All Occupational Graduate Placement in Employment or Continuing Education</td>
<td>ICCB Annual Enrollment and Completion Data (A1)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 3: Service Excellence</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Measures</td>
<td>Description</td>
<td>Instruments/Measures</td>
</tr>
<tr>
<td>3e</td>
<td>Career and Technical Program Graduate Satisfaction</td>
<td>ICCB CTE Graduate Follow-up Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 4: District Population Served</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Measures</td>
<td>Description</td>
<td>Instruments/Measures</td>
</tr>
<tr>
<td>4a</td>
<td>Population Served</td>
<td></td>
</tr>
<tr>
<td>4b</td>
<td>Percent of High School Graduates Enrolling</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 5: Fiscal Responsibility/Affordability</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>5b1</td>
<td>Budgeted Revenues vs. Actual Revenues</td>
<td>Local Measure</td>
</tr>
<tr>
<td>5b2</td>
<td>Budgeted Expenditures vs. Actual Expenditures</td>
<td>Local Measure</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 6: Job Satisfaction</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Measures</td>
<td>Description</td>
<td>Instruments/Measures</td>
</tr>
<tr>
<td>6a</td>
<td>Supervisory Relationships</td>
<td>PACE Employee Survey Category</td>
</tr>
<tr>
<td>6b</td>
<td>Institutional Structure</td>
<td>PACE Employee Survey Category</td>
</tr>
<tr>
<td>6c</td>
<td>Teamwork</td>
<td>PACE Employee Survey Category</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 9: Diversity Awareness</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Measures</td>
<td>Description</td>
<td>Instruments/Measures</td>
</tr>
<tr>
<td>9a</td>
<td>Contact between Students</td>
<td>CCSSE</td>
</tr>
<tr>
<td>9b</td>
<td>Responsiveness to Diverse Populations</td>
<td>NLSSI</td>
</tr>
<tr>
<td>9c</td>
<td>Three Groups Treated Fairly</td>
<td>HERI</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Measures</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enrollment by Division Reports</td>
<td></td>
<td>Local Measure</td>
</tr>
</tbody>
</table>

2R2, 2R3 Results for the KPIs that are assigned to the non-instructional objectives are listed for the past three years (or in some cases, the most recent results available). Many of the KPIs include performance results for other peer group community colleges within the state and the state average for comparison. IVCC uses three nationally normed surveys: the Community College Survey of Student Engagement (CCSSE), NLSSI, and the Higher Education Research Institute Faculty Survey (HERI). Each of these is administered every three years within a staggered schedule. Figure 2.5 shows the KPI results assigned to IVCC’s non-instructional objectives.

For a full report on all of the KPI Measures and Targets, please see http://www.ivcc.edu/ir.
### Figure 2.5 Non-Instructional Performance Results

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KPI 2: (2a)</strong> All Occupational Graduate Placement in Employment or Continuing Education</td>
<td>88.0%</td>
<td>FY 2003* 85.0%</td>
<td>Peer Group (Illinois Community Colleges) and State Average</td>
<td>Data for this measure come from Table 5M1 in the state Performance Report. The Illinois Community College Board (ICCB) is revising the performance report and has not distributed it to Illinois community colleges for three consecutive years.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2004* 89.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2005* 89.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2009 79.3%</td>
<td>No External Comparative Data Currently Available</td>
<td>Data come from Transfer Grads (National Student Clearinghouse [NSC] Tracker). Transfer rate alone does not meet target.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Fall 2010 78.8%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2009 82.7%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KPI 3: (3e) Career and Technical Program Graduate Satisfaction

For KPI Measure 3e See Figure 3.8 ICCB CTE Graduate Follow-up Survey (Satisfaction with Services)

### KPI 4: (4a) Population Served

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KPI 4: (4a)</strong> Population Served</td>
<td>8.0%</td>
<td>FY 2008 7.9%</td>
<td>Peer Group (Illinois Community Colleges) and State Average</td>
<td>IVCC met its target in the past (FY 2006) but consistently fell below both peer and state averages. Only local data are available for FY 2008-2010.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2009 8.0%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2010 7.9%</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>30.0%</td>
<td>29.0%</td>
<td>Peer Group (Illinois Community Colleges) and State Average</td>
<td>IVCC approached its target in FY 2008-2009 and met the target in FY 2010. Only local data are available for FY 2008-2010.</td>
</tr>
<tr>
<td></td>
<td>29.0%</td>
<td>30.0%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### KPI 5: (5b1) Budgeted Revenues vs. Actual Revenues

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>KPI 5: (5b1)</strong> Budgeted Revenues vs. Actual Revenues</td>
<td>Actual revenues ≥ 100% of budgeted revenues</td>
<td>FY 2008 &gt;1.30</td>
<td></td>
<td>In FY 2008, 2009, and 2010, actual revenues exceeded budgeted revenues while actual expenditures did not achieve the target of ±2.0%.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2009 &gt;7.30</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>FY 2010 &gt;16.1</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Actual expenditures ± 2% of budgeted expenditures</td>
<td>-4.60</td>
<td>6.60</td>
<td>15.8</td>
</tr>
<tr>
<td>KPI</td>
<td>Target</td>
<td>Results</td>
<td>Comparison</td>
<td>Analysis</td>
</tr>
<tr>
<td>-----</td>
<td>--------</td>
<td>---------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>KPI 6: (6a) Supervisory Relationships</td>
<td>3.74</td>
<td>3.72</td>
<td>3.81</td>
<td>In the FY 2010 PACE National Norm Base, results met or exceeded targets across all three areas and improved over FY 2007 levels.</td>
</tr>
<tr>
<td>KPI 6: (6b) Institutional Structure</td>
<td>3.44</td>
<td>3.42</td>
<td>3.49</td>
<td></td>
</tr>
<tr>
<td>KPI 6: (6c) Teamwork</td>
<td>3.75</td>
<td>3.73</td>
<td>3.75</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 9: (9a) Contact Between Students (CCSSE)</td>
<td>2.39</td>
<td>2.36</td>
<td>2.39</td>
<td>In the FY 2010 CCSSE administration, responses to the target question met but did not exceed the target. The FY 2011 administration of the NLSSI used Form B (rather than the previous Form A), which did not allow comparison on the target item. HERI results met and exceeded the target in 2008, with results pending for 2011.</td>
</tr>
<tr>
<td>KPI 9: (9b) Responsiveness to Diverse Populations (NLSSI)</td>
<td>5.42</td>
<td>5.40</td>
<td></td>
<td></td>
</tr>
<tr>
<td>KPI 9: (9c) Three Groups Treated Fairly (HERI)</td>
<td>95.0%</td>
<td>88.0%</td>
<td>98.0%</td>
<td>Results Available in Summer 2011</td>
</tr>
</tbody>
</table>

Figure 2.6 illustrates enrollments by College division, one of the other measures utilized along with the KPIs to evaluate progress toward the strategic goals and objectives.

**Figure 2.6 Sample Enrollment by Division Report Summary**

<table>
<thead>
<tr>
<th>DIVISION</th>
<th>EOT ENROLL</th>
<th>EOT ENROLL</th>
<th>EOT ENROLL</th>
<th>EOT ENROLL</th>
<th>EOT ENROLL</th>
<th>EOT ENROLL</th>
<th>ENROLL INC/DEC</th>
<th>% ENROLL INC/DEC</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>ON</td>
<td>OFF</td>
<td>TOTAL</td>
<td>ON</td>
<td>OFF</td>
<td>TOTAL</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2009/FALL</td>
<td></td>
<td></td>
<td></td>
<td>2010/FALL</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>EOT ENROLL</td>
<td>EOT ENROLL</td>
<td>EOT ENROLL</td>
<td>EOT ENROLL</td>
<td>EOT ENROLL</td>
<td>EOT ENROLL</td>
<td>ENROLL INC/DEC</td>
<td>% ENROLL INC/DEC</td>
<td></td>
</tr>
<tr>
<td>EMTED</td>
<td>2,679</td>
<td>322</td>
<td>3,001</td>
<td>2,421</td>
<td>540</td>
<td>2,961</td>
<td>-40</td>
<td>-1.3%</td>
</tr>
<tr>
<td>HEAL</td>
<td>1,163</td>
<td>220</td>
<td>1,383</td>
<td>1,152</td>
<td>442</td>
<td>1,594</td>
<td>211</td>
<td>15.3%</td>
</tr>
<tr>
<td>HFAS</td>
<td>2,599</td>
<td>606</td>
<td>3,205</td>
<td>2,563</td>
<td>832</td>
<td>3,395</td>
<td>190</td>
<td>5.9%</td>
</tr>
<tr>
<td>NSCB</td>
<td>2,851</td>
<td>54</td>
<td>2,905</td>
<td>2,877</td>
<td>121</td>
<td>2,998</td>
<td>93</td>
<td>3.2%</td>
</tr>
<tr>
<td>CTP</td>
<td>1,483</td>
<td>68</td>
<td>1,551</td>
<td>1,534</td>
<td>75</td>
<td>1,609</td>
<td>58</td>
<td>3.7%</td>
</tr>
<tr>
<td>TOTALS</td>
<td>10,775</td>
<td>1,270</td>
<td>12,045</td>
<td>10,547</td>
<td>2,010</td>
<td>12,557</td>
<td>512</td>
<td>4.3%</td>
</tr>
</tbody>
</table>

| ADLT      | 1,011      | 0          | 1,011      | 1,050      | 0          | 1,050      | 39             | 3.9%            |
| CONT      | 77         | 25         | 102        | 84         | 37         | 121        | 19             | 18.6%           |
| IBEW      | 0          | 361        | 361        | 0          | 270        | 270        | -91            | -25.2%          |
| SHER      | 0          | 1,016      | 1,016      | 0          | 1,174      | 1,174      | 158            | 15.6%           |
Performance results for Category 2 Accomplishing Other Distinctive Objectives strengthen the College by allowing its employees to pursue a shared vision and goals toward higher quality and greater outreach in the community. IVCC intends to serve a greater proportion of the district and do so in a high quality manner, and success in this endeavor is evidenced by increasing student satisfaction. IVCC recognizes the importance of being accessible to diverse populations and affordable (as evidenced by its budget versus actual revenues and expenditures over three consecutive fiscal years) and maintaining a professional atmosphere to increase job satisfaction. Relationships with the communities IVCC serves are strengthened because it shares with its students and other stakeholders the changes that the College makes in part due to survey responses and the results of environmental scanning, a part of the SPP that requests feedback and involvement from a variety of community stakeholder groups.

Several strengths and challenges were identified for the 2008-2010 SPP, and several improvements to the planning process were implemented. First, the Board and the President’s Council now more formally engage in long-term visioning and priority identification as precursors to the process. Second, IVCC will use KPIs developed through an earlier AQIP action project as measures for the strategic objectives rather than assigning external measures for each activity. Third, the SLPC will regularly review KPI results to determine if strategic objectives need to be changed, retired, or replaced with an emerging priority. Finally, all of the outcomes from the SPP can now be housed in the centralized Planning and Institutional Effectiveness (PIE) office.

The IVCC culture is becoming more data-informed and process-oriented. Leaders in the College are working on how to better align the SPP and AQIP, so that action projects selected represent
appropriate high priority areas within the strategic plan. The KPI Action Project serves as a model example.

As mentioned in Category 1, team members within the KPI Action Project set initial improvement targets for the KPIs assigned to each category, which are now monitored through the Office of Institutional Research. Future targets will be set by the IR Committee with review by SLPC (see Figure 4.15). Next steps involve setting targets for all measures, such as those that supplement the KPIs.

**CATEGORY 3 Understanding Students’ and Other Stakeholders’ Needs**

3P1 The needs of current and prospective students are identified at or prior to entry through the student intake and assessment process. Through this process, information is gathered from placement testing results; counselor appointments; and, in some cases, assessment of student skills in computer technology, information literacy, or specific occupational areas. Later identification of student needs relies upon the faculty through classroom, general education, program assessments, and/or student self-report. The Office of Institutional Research (IR) administers surveys and regularly collects and analyzes data to identify changing needs as well as emerging issues and trends. Figure 3.1 details these methods and processes.

**Figure 3.1 Methods for Determining Student Needs and Processes**

<table>
<thead>
<tr>
<th>Methods</th>
<th>Sources</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Surveys</td>
<td>Noel Levitz Student Satisfaction Inventory (NLSSI)</td>
<td>Administered every three years; determines areas of satisfaction and dissatisfaction for students; identifies the College’s progress in improving processes, services, and teaching and learning.</td>
</tr>
<tr>
<td>Community College</td>
<td>Community College Survey of Student Engagement (CCSSE)</td>
<td>Administered every three years in a staggered schedule with NLSSI; determines areas in which student engagement should be maintained or could be improved.</td>
</tr>
<tr>
<td>Illinois Community</td>
<td>Illinois Community College Board (ICCB) Career and Technical Education (CTE) Graduate Follow-up Survey</td>
<td>Administered annually; computes average satisfaction score for eight college service areas; determines whether service areas are meeting targets.</td>
</tr>
<tr>
<td>Other Tests or Inventories</td>
<td>ICCB Data and Characteristics</td>
<td>Includes Myers-Briggs Type Indicator (MBTI) and Strong Interest Inventory (SII), which project students’ traits and/or career interests. Proficiency assessments aid in course placement or credit granted.</td>
</tr>
<tr>
<td>Reports</td>
<td>ICCB Data and Characteristics</td>
<td>Features annual report that compiles student demographic and college information and compares to other Illinois community colleges.</td>
</tr>
<tr>
<td>Input/Comment Boxes</td>
<td>ICCB Data and Characteristics</td>
<td>Provides information source for student or stakeholder suggestions and complaints; all comments are addressed, categorized, and analyzed for trends and patterns.</td>
</tr>
<tr>
<td>Employment Information</td>
<td>Area Employment Statistics and Trends</td>
<td>Includes data on local employment trends and projections collected and analyzed regularly through local Illinois Department of Employment Security (IDES) office, periodic surveys, or reports; subscription to Economic Modeling Specialists Incorporated (EMSI) provides trending data by county in the areas of population, education, and occupation.</td>
</tr>
<tr>
<td>Program Advisory Committees</td>
<td>Area Employment Statistics and Trends</td>
<td>Meet regularly; employers and other related stakeholders provide program-specific information on changing industry needs.</td>
</tr>
</tbody>
</table>
### Methods

<table>
<thead>
<tr>
<th>Sources</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Trends</td>
<td>Includes student demographics and performance data reviewed each semester, such as within-term and between-term retention data and student success percentages.</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>Includes percentage of students receiving financial aid tracked by type and amount. Comparative peer group data available through Integrated Postsecondary Education Data Service (IPEDS).</td>
</tr>
<tr>
<td>ACT or ACCUPLACER</td>
<td>Provides results of ACT testing of high school students and performance of students on ACCUPLACER; evaluated annually.</td>
</tr>
<tr>
<td>IVCC High School Feedback Report</td>
<td>Features Spring report for previous year aggregate graduates’ IVCC attendance and placement results sent to participating high school district superintendents and principals.</td>
</tr>
</tbody>
</table>

The Director of Institutional Research works with the faculty, administration, and the Institutional Research (IR) Committee in research, analysis, reporting and interpretation of data. The Office of Institutional Research is an integral part of the Planning and Institutional Effectiveness Division who together coordinate processes to enhance decision making, problem solving, planning and continuous quality improvement.

**3P2** IVCC offers virtual means to build relationships with students through an informative Web site for prospective and current students and through social media applications. Students can keep up with scheduled events, critical deadlines, and important news by becoming a friend of IVCC on Facebook or a follower on Twitter. The Web site is updated to meet the needs of IVCC students. Results of a Web Site Research and Improvement action project are informing changes that will allow the College to better communicate with students. Students can elect to receive text message alerts about emergencies or College closures.

The College conducts a variety of events to form relationships with new or returning students, including Fall and Spring Preview, Spirit Day, New Student Convocation, Student Appreciation Day, New Student Orientation, and Open Houses. The College encourages students to take advantage of walk-in appointments for academic, employment, career planning, or transfer assistance. IVCC also refers students to academic support services, including Project Success, IVCC’s TRiO program for low-income, first-generation, or disabled students. Student Government Association (SGA) conducts a variety of activities and works with advisors to provide leadership for 41 student organizations. The SGA also invites students to lunches every two weeks called “What’s on Your Mind?” where students sit down with the President to talk about IVCC. This is funded through the SGA’s budget and allows the President and SGA to learn of concerns and successes at IVCC. SGA members also meet with the President and Vice Presidents at least once per semester to share their goals and accomplishments and to discuss ideas regarding the College.

At the class and program levels, faculty work closely with students to acclimate them to college life and engage them in teaching and learning activities. This includes using active learning strategies in class, encouraging students to see faculty before or after class or during office hours, and staying in touch with them via email and Blackboard. Faculty work together to sponsor interdisciplinary learning and research activities for students, and occupational program coordinators work closely with students, advising them on requirements and employment opportunities, placing them in internships or service learning situations, and ensuring that they have the skills required for successful employment or transfer.
CCSSE survey results provide information on student engagement, which includes relationships with faculty, staff, and other students. The NLSSI survey gauges student satisfaction. Communication and engagement are the keys to building and maintaining relationships with students.

### 3P3

The College uses trends in employment patterns, labor market needs, and economic forecasting to monitor the changing needs of the business community. Environmental scanning results provide qualitative and quantitative data on other aspects of the service area, including demography, social and lifestyle issues, and patterns of enrollment and performance in the secondary education system. Occupational program advisory committees ensure that the curricula are current and will meet the needs of the future workforce. Many faculty and staff serve as volunteers in a variety of agencies and on local boards, and they maintain contact with local Chambers of Commerce, municipal agencies, and social service agencies. These endeavors help inform the College of community stakeholder needs and expectations. Counselors and faculty are engaged in the statewide Illinois Articulation Initiative (IAI), which helps keep the College current with changes and expectations of transfer universities. Figure 3.2 illustrates the strategies used to identify the current and changing needs, requirements, perceptions, and satisfaction of other stakeholders’ methods and processes.

**Figure 3.2 Methods for Determining Stakeholder Groups’ Needs and Requirements**

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Subgroups</th>
<th>Methods/Sources</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Employees</td>
<td>Faculty</td>
<td>Higher Education Research Institution (HERI)</td>
<td>Administered every three years on a staggered schedule; reveals faculty’s perceptions about students, teaching, institutional climate, and primary sources of stress and satisfaction.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Faculty Forum</td>
<td>Scheduled once per semester with the President and the Vice President for Learning and Student Development; provides a way to discuss issues and concerns.</td>
</tr>
<tr>
<td>All Employees</td>
<td></td>
<td>Personal Assessment of the College Environment (PACE)</td>
<td>Administered every three years on a staggered schedule; determines employees’ satisfaction with the Institution, climate, administration, teamwork, and student focus.</td>
</tr>
<tr>
<td>Staff</td>
<td></td>
<td>Support Staff Advisory Committee (SSAC)</td>
<td>Scheduled monthly with the President and Director of Human Resources; provides a way to discuss issues and concerns.</td>
</tr>
<tr>
<td>Community</td>
<td>Board of Trustees</td>
<td>Environmental Scanning</td>
<td>Provides qualitative and quantitative data on aspects of the service area, including demography, social and lifestyle issues, and patterns of enrollment and performance in the secondary education system; reveals trends in business and industry.</td>
</tr>
<tr>
<td></td>
<td>Taxpayers</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Legislators, Government</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Officials</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Business and Industry</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Feeder Schools</td>
<td></td>
<td></td>
</tr>
<tr>
<td>High School Feeder Schools</td>
<td></td>
<td>Counselor Connection, High School and College Faculty or Librarian Visits, Shared In-service</td>
<td>Counselor Connection invites all district high school counselors to IVCC annually. High school and College faculty and librarians meet at least annually to discuss transitions and changes in requirements or needs. In Fall 2011, La Salle County Regional Office of Education (ROE) and IVCC will host a shared faculty in-service.</td>
</tr>
<tr>
<td>Business and Industry</td>
<td>Companies</td>
<td>ICCB Business and Industry Component</td>
<td>IVCC Employer Survey administered annually, IVCC CTE Graduate Follow Up Survey administered annually.</td>
</tr>
<tr>
<td></td>
<td>Employers</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Stakeholders, Subgroups, Methods/Sources, Processes

<table>
<thead>
<tr>
<th>Stakeholders</th>
<th>Subgroups</th>
<th>Methods/Sources</th>
<th>Processes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Universities</td>
<td>National Student Clearinghouse (NSC) Student Tracker</td>
<td>Conducted one and four years after graduating or leaving IVCC; shares enrollment and degree verification.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>IVCC Student Performance After Transfer</td>
<td>Annual report of student GPA comparisons of community college transfers to Illinois state universities.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Articulation Panels</td>
<td>Meet periodically regarding major area of study; determines or reviews articulation criteria or changing requirements.</td>
<td></td>
</tr>
</tbody>
</table>

The Strategic Leadership and Planning Council (SLPC) provides leadership and coordination of planning, evaluation, and CQI. SLPC reviews all of the data collected and analyzed to determine how this information could be used and what action(s) should be taken and by whom for the College to improve (see the Improvement Legend in Figure 5.3).

**3P4** Many of the processes used to identify new and changing stakeholder needs or requirements are also used by the College to build and maintain relationships (see Figure 3.2). Employee needs may be identified through the HERI or the PACE, but to strengthen or improve relationships with employees, senior leaders (including the President and the Vice President for Learning and Student Development) hold Faculty Forums and convene the monthly SSAC.

Strengthening relationships with the community begins with the Board of Trustees. The administration keeps the Board informed regarding all aspects of College finance and performance; in turn, the Trustees, as the elected representatives of many stakeholder groups, represent the College to their constituents, the local taxpayers. Trustees and administrators work with local legislators, mayors, and other political and community leaders and are involved in local service clubs. These stakeholders, along with business, industry, and feeder high schools, are invited to participate in environmental scanning, master planning, and affirming the College mission.

The IVCC Business Training Center is regularly in contact with local companies, prospective businesses, and current and prospective small business owners through the College’s Small Business Development Center. The College has developed partnerships with local labor unions and hospitals to improve service to their members and stakeholders.

IVCC Admissions staff, counselors, program coordinators, and faculty regularly visit local high schools; the College’s Counseling Department annually invites high school counselors to a Counselor Connection. The College has developed partnerships with many local high schools to serve qualified students through dual credit or dual enrollment programs. In the Fall, district high school and IVCC students attend College Night where programs within IVCC and state and private colleges provide information. In Fall 2011, La Salle County high school and IVCC faculty will attend a joint in-service day through the College’s relationship and partnership with the ROE.

The College develops and maintains relationships with universities through articulation agreements, such as the IAI, or through major area articulation panels. Relationships are also strengthened through baccalaureate completion or scholarship partnerships with participating universities (Bradley, Franklin,

3P5 The College determines if new student and stakeholder groups should be addressed by monitoring student and community demographic profiles and trends identified through scanning the state, local, and national environments. For example, environmental scanning may reveal emerging industries, such as alternative energy or green jobs, which indicate shifts in the labor market that may result in the emergence of new student and stakeholder groups.

IVCC also relies upon the expertise of local business and industry either in their role as participants in environmental scanning or as members of career program advisory committees. Area business and industry experts notify the College of future industry trends that affect student curricular needs or trends that impact other stakeholder needs, such as a plant closing that will increase enrollees in the IVCC Dislocated Workers Center.

The College uses data analyses primarily to identify trends experienced by peer group colleges that may need to be reviewed for potential implications for IVCC offerings and services. IPEDS reports offer comparative peer group information regarding financial aid trends while the National Community College Benchmarking Project (NCCBP) offers a national peer group comparison on developmental education enrollment, success, and retention trends. The ICCB Data and Characteristics Report provides comparisons for all Illinois community colleges on student demographics and program trends that assist College leaders in evaluating if the need for a high-cost, high-impact program has been met or still exists. EMSI, IDES, and Southern Illinois University at Edwardsville (SIUE) statistics provide the necessary labor market data needed to determine whether to add or change programs and services. For instance, the College received National Science Foundation grants and used these data sources to develop basic and advanced Wind Energy Technician certificates.

3P6 IVCC collects complaint information from students through the College input box and through two formal processes. In 2005, the College placed input/comment boxes throughout the campus to be used by students, community members, and employees. While a number of comments are suggestions and compliments, many are complaints. The input/comment process requires that each comment be referred to the appropriate staff member and that person’s supervisor. Submissions are recorded in the input box database. The database allows the College to track when input was received, when the person responsible responded to the input, what area the input refers to (if indicated), and when action was taken on the input. Submitters are encouraged to leave a name and phone number or email address and are guaranteed a response. The submissions and responses are handled confidentially, and patterns of complaints are collated and reported annually. This reporting includes the types of complaints, numbers of complaints and sources (see Figure 6.8).

The processes for student academic complaints and nonacademic complaints appear in the Student Code of Conduct and are accessible on the IVCC Web site. The steps are described in Figure 3.3.
Figure 3.3 Formal Student Complaint Processes

<table>
<thead>
<tr>
<th>Academic Complaints</th>
<th>Response or Time Interval</th>
<th>Nonacademic Complaints</th>
<th>Response or Time Interval</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Example: Grade(s) Earned</strong></td>
<td><em>Informal: Discuss with faculty member.</em> Ideally within five days of incident.</td>
<td><strong>Examples: Parking, Tuition Refund</strong></td>
<td><em>Informal: Discuss with relevant staff member (such as Security or Director of Admissions).</em> Ideally within five days of incident.</td>
</tr>
<tr>
<td><strong>Faculty member responds.</strong> Within five class days.</td>
<td></td>
<td><strong>Staff member responds.</strong> Within five days.</td>
<td></td>
</tr>
<tr>
<td>If response is unsatisfactory, student contacts the dean. Student may request meeting.</td>
<td>Dean responds in writing within five days of notification or meeting.</td>
<td>If response is unsatisfactory, student contacts Vice President for Learning and Student Development. Student may request meeting.</td>
<td>Vice President for Learning and Student Development responds in writing within five days of notification or meeting. This response is final.</td>
</tr>
<tr>
<td>If response is unsatisfactory, student contacts Vice President for Learning and Student Development. Student may request meeting.</td>
<td>Vice President for Learning and Student Development responds in writing within five days of notification or meeting. This response is final.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Employees may file complaints through the Office of Human Resources. The administrative procedures, found on the Human Resources page on the College intranet, include a staff grievance procedure. The steps for the grievance procedure begin with a written complaint to the immediate supervisor, followed by the next supervisor if the employee feels the response is unsatisfactory. If the grievance proceeds to step three, it is reviewed by the appropriate Vice President or designee and can ultimately be appealed to the College President.

For complaints or concerns related to physical safety or facilities, the Operations Committee offers a process in which an employee may report a potential liability found around campus and be eligible for a monthly drawing that includes a financial reward for his or her diligence. Community stakeholders who do not use any of the means previously described may contact their elected officials, the Board of Trustees, to express their complaint. Board members work through the College President, who refers the complaint to the appropriate Vice President, dean, or director, and sees that the complaint is addressed and resolved through the appropriate processes.

3R1 IVCC regularly collects data through the Key Performance Indicator (KPI) measures assigned to Understanding Students and Other Stakeholders, as shown by Figure 3.4.

Figure 3.4 IVCC Data for Understanding Students and Other Stakeholders

<table>
<thead>
<tr>
<th>IVCC Measures</th>
<th>KPI 3: Service Excellence Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3a</td>
<td>How Much Does IVCC Emphasize…Providing Support You Need to Help You Succeed at This College?</td>
<td>CCSSE</td>
</tr>
<tr>
<td>3b</td>
<td>Quality of Student Relationships with Instructors</td>
<td>CCSSE</td>
</tr>
<tr>
<td>3c</td>
<td>Quality of Student Relationships with Administrative Personnel and Offices</td>
<td>CCSSE</td>
</tr>
</tbody>
</table>
The College administered the NLSSI in Fall 2010. Figure 3.5 shows satisfaction means for the key student satisfaction categories. Results increased in every category measured, and most categories had significant increases.

**Figure 3.5 NLSSI Summary (KPI 3f)**

<table>
<thead>
<tr>
<th>Benchmarks</th>
<th>2004</th>
<th>2007</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Centeredness</td>
<td>5.18</td>
<td>5.31*</td>
<td>5.72*</td>
</tr>
<tr>
<td>Instructional Effectiveness</td>
<td>5.27</td>
<td>5.37*</td>
<td>5.74*</td>
</tr>
<tr>
<td>Safety and Security</td>
<td>5.00</td>
<td>5.07</td>
<td>5.57*</td>
</tr>
<tr>
<td>Academic Advising Effectiveness</td>
<td>5.03</td>
<td>5.20**</td>
<td>5.36</td>
</tr>
<tr>
<td>Admissions and Financial Aid Effectiveness</td>
<td>4.95</td>
<td>5.15***</td>
<td>5.35</td>
</tr>
<tr>
<td>Campus Services</td>
<td>4.74</td>
<td>4.94***</td>
<td>5.70**</td>
</tr>
<tr>
<td>Registration Effectiveness</td>
<td>5.28</td>
<td>5.38*</td>
<td>5.65</td>
</tr>
<tr>
<td>Campus Climate</td>
<td>5.15</td>
<td>5.28**</td>
<td>5.85**</td>
</tr>
</tbody>
</table>

Asterisks indicate significance at *95.0*, **99.0% and ***99.9% over the previous survey.

Through the CCSSE, IVCC measures how well the College provides support to students. Figure 3.6 demonstrates this positive trend. IVCC graduate satisfaction in CTE Programs is gathered annually through the ICCB CTE Graduate Follow-up Survey. Figure 3.7 indicates students’ satisfaction with their programs. Figure 3.8 presents students’ satisfaction with other courses, and Figure 3.9 indicates students’ satisfaction with services.
Figure 3.6 IVCC Support Services (KPI 3a)

How Much Does IVCC Emphasize Providing Support You Need to Help You Succeed at This College?

Figure 3.7 ICCB CTE Graduate Follow-up Survey

Satisfaction with Program (CTE Graduate Survey, 1-4 scale)

Figure 3.8 ICCB CTE Graduate Follow-up Survey

Satisfaction with Other Courses CTE Graduate Survey, 1-4 scale)
ILINOIS VALLEY COMMUNITY COLLEGE

MAY 2011

Figure 3.9 ICCB CTE Graduate Follow-up Survey (KPI 3e)

In addition to measuring satisfaction, the College reviews complaint data to understand students’ and other stakeholders’ dissatisfaction.

See Figure 6.8 Individual Student and Stakeholder Feedback: Input Boxes

3R3 Figure 3.10 illustrates the quality of student relationships with students, faculty, and administrative offices. While relationships with other students and with faculty decreased slightly over the time period, relationship with administrative offices increased in 2009 over the previous two administrations of the survey.

Figure 3.10 CCSSE Results for Quality of Student Relationships (KPI 3b, 3c)

3R4 In October of 2009, the Office of Institutional Research administered the PACE survey, yielding a 42 percent response rate. Overall results from the PACE indicate a healthy campus climate, or high Consultative system, with an overall mean score of 3.76 (scores range from a low of 1 to a high of 5), up from 3.66 in 2006. Highlights of the survey include:

- 92 percent of respondents rated their impression of the quality of education at IVCC as good or excellent, up from 90 percent in 2006.
- 86 percent would recommend IVCC as a place to work to a friend or family member, which is up from 83 percent in 2006.

Category 3 – Understanding Students’ and Other Stakeholders’ Needs - 49 -
11 percent have thought about leaving IVCC many times in the past year, down from 13 percent in 2006.

48 percent agree IVCC is better than it was two years ago, which is up from 36 percent in 2006.

Part-time respondents rated each of the climate factors higher than full-time respondents.

In addition to the PACE, administration of the HERI in 2008 showed improvement in full-time faculty job satisfaction (78 percent) from the earlier administration of the inventory (76 percent). See Figure 4.8.

See Figure 4.8 Faculty Job Satisfaction (KPI 6d)

3R5 Results for building relationships with key stakeholders includes KPIs for District Population Served ([4a], see Figure 2.5), Fiscal Responsibility/Affordability (5a–Net Unit Cost), and Professional Development Opportunities for All Employee Groups (7b–Adequate Support for Faculty Development). Results also include data from the IVCC Employer Survey (see Figure 1.14).

See Figure 2.5 Noninstructional Performance Results (KPI 4a – Population Served)

Figure 3.11 Results for Building Relationships with Key Stakeholders

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 5: (5a) Net Unit Cost</td>
<td>&lt; or = State Average</td>
<td>2007 $206</td>
<td>2008 $212</td>
<td>2009 $209</td>
</tr>
<tr>
<td>KPI 7: (7b) Adequate Support for Faculty Development</td>
<td>Full-time Respondents = 78.0% Part-time Respondents = 92.0%</td>
<td>2005 76.0% (Only Full-time Available)</td>
<td>2008 76.3%</td>
<td>2011 91.7%</td>
</tr>
</tbody>
</table>

3R6 IVCC uses comparative data with many of its measures of Understanding Students’ and Other Stakeholders’ Needs. Regarding student engagement, IVCC received higher mean scores in student effort and student-faculty interaction as compared to other Illinois Consortium colleges and the CCSSE national cohort (see Figure 1.19).

See Figure 1.19 CCSSE Benchmark Comparison FY 2006-FY 2009

Other performance measures that include comparative results with other higher education institutions include the IVCC transfer student performance data (see Figure 1.11); the NCCBP data on funds, minority students, and employees; percent of high school graduates enrolling; the credit and noncredit student penetration rate (see Figure 3.12); and the IPEDS Report (see Figure 3.13), which explores scholarship aid by type.
Figure 3.12 A Sample of IVCC Performance Results Compared to Other NCCBP 2010 Participating Colleges

<table>
<thead>
<tr>
<th></th>
<th>IVCC</th>
<th>NCCBP % Rank</th>
</tr>
</thead>
<tbody>
<tr>
<td>% Funds from Local Sources</td>
<td>36.35%</td>
<td>75.0%</td>
</tr>
<tr>
<td>% Funds from State</td>
<td>27.79%</td>
<td>44.0%</td>
</tr>
<tr>
<td>% Funds from Tuition and Fees</td>
<td>28.39%</td>
<td>33.0%</td>
</tr>
<tr>
<td>% Minority Credit Students</td>
<td>12.29%</td>
<td>31.0%</td>
</tr>
<tr>
<td>% Minority Employees</td>
<td>3.55%</td>
<td>17.0%</td>
</tr>
<tr>
<td>% Public High School Graduates Enrolling</td>
<td>28.18%</td>
<td>76.0%</td>
</tr>
<tr>
<td>% Private High School Graduates Enrolling</td>
<td>40.95%</td>
<td>96.0%</td>
</tr>
<tr>
<td>Credit Student Penetration Rate</td>
<td>5.25%</td>
<td>85.0%</td>
</tr>
<tr>
<td>Noncredit Student Penetration Rate</td>
<td>2.81%</td>
<td>76.0%</td>
</tr>
</tbody>
</table>

Figure 3.13 Percent of First-time, Full-time Degree and Certificate-seeking Students Who Received Grant or Scholarship Aid by Type

<table>
<thead>
<tr>
<th>Year</th>
<th>Federal</th>
<th>State/Local</th>
<th>Institutional</th>
<th>Pell*</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2004</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2005</td>
<td></td>
<td></td>
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<tr>
<td>2006</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Data not available for all years.

311 The College has made recent improvements to the processes related to students in this category. Through ongoing monitoring and studying of placement scores (ACT and ACCUPLACER), IVCC was able to make changes in placement score thresholds that more closely match student preparedness levels and corresponding course curricula. Deans now rely more and more upon aggregate placement data to inform changes in threshold course placement scores. Investigation of online student needs resulted in development of an online orientation in 2007 that has subsequently shown a correlation with improvements in online course retention. Positive student experiences with Career Cruising software (see 1P7) at the College prompted investment in this program for all district high schools.

312 Due to the College culture becoming more reliant upon data for decision making, IVCC leaders have begun to share data with a wider audience. The College’s Board Planning Committee recently
reviewed performance data from NLSSI, NCCBP, IPEDS, and NSC Student Tracker, which subsequently informed more outcome-oriented goals for the College President for 2012. By prioritizing student and other stakeholder needs in this way, the College can select the corresponding processes to improve and set targets through the established process (see Figure 4.15).

**CATEGORY 4 Valuing People**

4P1 Identifying specific credentials, skills, and values for College faculty, staff, and administrators begins with the hiring process (see http://www.ivcc.edu:8080/hr.aspx?id=260). Throughout the search process, key characteristics, such as interpersonal skills, relevant experience, and professional accomplishments, play a critical role alongside educational credentials in selection. The hiring process, particularly for full-time faculty and administrators, is rigorous and comprehensive (see Figure 4.2).

Employees’ position descriptions are reviewed during annual performance evaluations, and requisite credentials, skills, and values for the position are confirmed or updated when necessary. Occasionally, employee goals and responsibilities change to meet the growing needs of the College and may warrant further training. IVCC identifies these needs, allocates resources, and aligns the training with strategic goals and objectives.

4P2 Every candidate for a position has his or her application packet reviewed by Human Resources to be sure the candidate has provided all the documentation required and to ensure the candidate meets the minimum qualifications for the position. Unofficial transcripts are accessed during the hiring process to initially confirm the candidate has the required educational credentials for the position. Official transcripts are requested to be on file before the candidate is hired. Interview questions are designed to elicit responses that demonstrate past behavior, knowledge, and experience for the relevant key characteristics.

Verification of credentials and skills is also accomplished through the thorough reference and background check procedures that precede an offer of employment. During the interview process, the selection committee as well as others involved in the interview share the College’s Core Values (see Figure O.2), which allows the candidates to assess whether IVCC is an appropriate fit.

**Figure 4.1 Recruitment Methods Used at IVCC**

<table>
<thead>
<tr>
<th>Internal</th>
<th>External</th>
<th>Detail</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intranet</td>
<td>Internet</td>
<td>IVCC Web site; Chronicle of Higher Education Web site; higheredjobs.com Web site</td>
</tr>
<tr>
<td>IV Leader</td>
<td>Local Newspapers</td>
<td>Human Resources advertises via local media and then, contingent upon the position, extends the search to Peoria, Illinois; Rockford, Illinois; and Chicago, Illinois.</td>
</tr>
<tr>
<td>(Student Newspaper)</td>
<td>National/International Publications</td>
<td>For administrative, faculty, and professional and technical positions, IVCC advertises in the Chronicle of Higher Education and discipline-specific or minority-targeted periodicals or journals.</td>
</tr>
<tr>
<td>IVCC Job Fair</td>
<td>College or Other Job Fairs</td>
<td>IVCC has participated in minority hiring fairs at other colleges or locales.</td>
</tr>
<tr>
<td>IVCC Personal Contacts</td>
<td>External Personal Contacts</td>
<td>Particularly valuable in recruiting qualified candidates for hard-to-fill positions, such as nursing faculty.</td>
</tr>
</tbody>
</table>

4P3 IVCC’s Office of Human Resources manages and coordinates the recruitment and hiring processes. Employee recruitment is achieved through internal and external face-to-face referrals, Web
media, and print media. Whether recruitment extends locally, regionally, nationally, or internationally depends upon the position and the likelihood of attracting an adequate applicant pool. Figure 4.1 outlines the methods used for employee recruitment, and Figure 4.2 illustrates the hiring process.

**Figure 4.2 IVCC Hiring Process**

<table>
<thead>
<tr>
<th>Classification</th>
<th>Step</th>
<th>Responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Positions</td>
<td>Position posted</td>
<td>Human Resources</td>
</tr>
<tr>
<td></td>
<td>Position description revised</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Search team assigned</td>
<td>Supervisor</td>
</tr>
<tr>
<td></td>
<td>Key characteristics identified; interview questions and interview</td>
<td>Search Team, Reviewed by Human Resources</td>
</tr>
<tr>
<td></td>
<td>activities identified (focus is on using &quot;situational questions&quot;)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Candidates ranked by team</td>
<td>Search Team</td>
</tr>
<tr>
<td></td>
<td>Rankings compiled</td>
<td>Human Resources</td>
</tr>
<tr>
<td></td>
<td>Decision made on whom to interview</td>
<td>Search Team</td>
</tr>
<tr>
<td></td>
<td>Phone interviews conducted</td>
<td>Search Team</td>
</tr>
<tr>
<td></td>
<td>Candidates invited for final interview</td>
<td>Human Resources</td>
</tr>
<tr>
<td></td>
<td>Formal interview takes place with campus tour and meetings with</td>
<td>Human Resources</td>
</tr>
<tr>
<td></td>
<td>interested groups</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Certain positions may include an interview with one or more of the</td>
<td>Human Resources</td>
</tr>
<tr>
<td></td>
<td>Vice Presidents and/or the President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reference checks</td>
<td>Search Team</td>
</tr>
<tr>
<td></td>
<td>Following interviews, candidates’ strengths and weaknesses identified</td>
<td>Search Team</td>
</tr>
<tr>
<td></td>
<td>Candidate offered position</td>
<td>Human Resources, Hiring Supervisor’s Supervisor</td>
</tr>
<tr>
<td></td>
<td>Other finalists contacted</td>
<td>Supervisor/Human Resources</td>
</tr>
</tbody>
</table>

**Specific Features**

| Administration       | Writing sample                                                     | Human Resources                                     |
|                      | Presentation by candidates                                         | Academic Administrators                              |
| Faculty, Full-time   | Writing sample                                                     | Human Resources                                     |
|                      | Teaching demonstration                                             | Search Team                                          |
| Faculty, Part-time   | Interview, reference checks                                        | Dean                                                |
| Support Staff        | Skill test related to position                                     | Human Resources                                     |
| Student Workers      | Interview                                                          | Supervisor                                           |

Retention of employees is addressed not only by Human Resources, but also by all supervisors and departments. IVCC has two key performance indicators (see Figure O.10) that measure employee job satisfaction and professional development opportunities for all employee groups. Trends or emerging issues are noted when these results are reviewed by the Strategic Leadership and Planning Council (SLPC) and forwarded to those who can use the results to improve. IVCC’s Office of Human Resources also conducts exit interviews with all employees, and the results of those interviews are shared with the President. The Office of Human Resources shares aggregate exit interview trends as they are identified with departmental supervisors at the semi-annual Supervisors’ Workshop.

**4P4** The Office of Human Resources and supervisors provide orientation opportunities to new employees. For example, each dean works closely with new faculty members in his or her division to
ensure that they have the resources and skills necessary to improve student learning. One of the deans is designated to lead the formal, one-semester-long New Faculty Orientation that requires new faculty to meet regularly in different locations throughout the College and address topics listed in Figure 4.3 below. The voluntary Adjunct Faculty Development Academy (AFDA) also features a portion of the topics in Figure 4.3 on a rotating basis.

**Figure 4.3 New Faculty Orientation**

<table>
<thead>
<tr>
<th>History and Organizational Structure of IVCC</th>
<th>Library Orientation</th>
<th>Technology (Blackboard, Web Page Creation)</th>
<th>Tenure Process</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learner-Centered College</td>
<td>Myers-Briggs Type Indicator (MBTI) and Multiple Intelligences</td>
<td>Multiculturalism/ Diversity</td>
<td>Assessment of Student Learning</td>
</tr>
<tr>
<td>IVCC Academic Support Services (Institutional Research [IR], Dislocated Workers Center [DWC], Career Services, Early Entry College [E²])</td>
<td>Disability Services with Simulation Exercises on Learning Disabilities</td>
<td>Learning Styles and True Colors Assessment</td>
<td>Strategic Planning</td>
</tr>
</tbody>
</table>

All new employees participate in a specific orientation program with a discussion on the IVCC Mission, Vision, and Core Values. This came about from an action project designed to incorporate CQI principles into an orientation for all new staff to better serve the IVCC community. In addition, the Leadership and Core Values Retreat has been held yearly, now biennially, with a different group of faculty and staff selected to attend each time. Activities for the day center on IVCC’s Core Values as well as providing participants with a presentation on the history of the College.

**4P5** The College addresses changes in personnel in two ways. First, when a position opens, the appropriate administrator reevaluates the position and develops a rationale to fill, change, or eliminate the position. Supervisors are encouraged to consider their rationale within the context of the strategic goals and objectives of the College.

Second, when conditions or students’ and stakeholders’ requirements change, the College may identify a need for a new position. In this case, the appropriate administrator develops a recommendation and rationale, aligns it with the strategic goal and associated priorities, and presents it to the Budget Council for consideration. The Board of Trustees must approve all new full-time positions.

**4P6** IVCC uses the Personal Assessment of the College Environment (PACE) survey to determine employees’ satisfaction with the Institution and their perceived role in the success of students. The College encourages its employees to create annual goals that fit within the strategic plan and provides employees with opportunities to grow within their current positions and develop for future opportunities. The employees are able to grow as leaders through the Certificate of Leadership program and then exercise their newfound skills through committee membership or leadership. Each employee has the opportunity to serve on various committees that develop and/or improve processes as well as selection committees for new hires.

**4P7** In order to ensure the ethical practices of all IVCC employees, the College relies upon an Ethics Officer in the Office of Human Resources and an Ethics Advisor, the Board of Trustees Attorney. The Ethics Officer routinely presents information at the all-staff in-services that precede the day classes beginning in the Fall and Spring semesters. He or she also sends out informational emails to alert employees to potential gray areas, such as, use of college resources for political campaigns. The Ethics
Advisor provides guidance on interpretation and compliance with policy and applicable state or federal law. These individuals and all College employees are guided by the IVCC Board Policy 4.14 Ethics Resolution, which addresses prohibited activities. Article 20 of this policy explains that the Board may appoint an ethics commission to consider ethics complaints.

4P8 The College identifies training needs at the individual, departmental, and institutional levels. Individual and departmental training often reflects the short-term organizational plans and needs dedicated to individual or departmental improvement. Institutional training needs address long-term initiatives, such as the adoption of CQI or the promotion of service excellence. Faculty training in assessment of student learning and pedagogy also represents a long-term focus.

The employee and supervisor identify individual training needs for administrative and support staff at hiring through the Employee Development Plan (EDP). They also identify needs when setting goals during the performance evaluation process. Targeted performance problems may also identify training needs. Supervisors and deans identify departmental training needs as part of the annual budget process.

Training needs for faculty are identified by academic administrators in collaboration with faculty members. New faculty complete a development plan and career program faculty identify training needs to keep current with industry standards. The faculty member and dean identify other needs for development in order to remain current and to increase expertise and knowledge in an academic discipline or program area. The Center for Excellence in Teaching, Learning, and Assessment (CETLA) surveys faculty regularly to determine faculty training needs. Faculty and administrators review trends in teaching, learning, and assessment to identify areas for training and development. Through the assessment of general education goals, aggregate information can be obtained regarding faculty training needs in assessment design and/or pedagogy.

At the institutional level, technological advances and upgrades of software, hardware, and computer systems dictate a portion of training needs for all employees. The College has prioritized process improvement, leadership, Core Values, and service excellence as areas for College-wide training and support to address long-term organizational plans. Training at the institutional, departmental, and individual levels strengthens instructional and non-instructional programs as measured through improvement results in student engagement, satisfaction, and learning outcomes, as well as employee productivity, satisfaction, and retention.

4P9 Current training initiatives are highlighted in Figure 4.4. Individual employees, supervisors, and cross-functional committees and teams determine the process of training and development. The College uses internal experts whenever possible although external consultants and trainers are used when outside expertise is necessary. Training is provided regularly for supervisors, faculty, and support staff. Current staff members train others on general work-related topics such as leadership, soft skills, and work-specific skills. Internal facilitators and trainers are skilled in specific topic initiatives, such as Occupational Safety and Health Administration (OSHA), general safety, CQI tools and techniques, and administrative software applications. Each semester, CETLA advertises monthly training workshops and staff and supervisors can enroll in Leadership Certificate classes.

The EDP identifies employees’ needs for continued development and/or training. Through this process, the College also incorporates its strategic goals with the department and the employee’s personal goals. Supervisors assess areas of strengths as well as opportunities for improvement and promote CQI. Employees may participate throughout the year to participate in retreats, all-staff development, and specialized workshops that correspond to the personal development needs of each employee.
An important component of many College development activities is a participant evaluation, which gauges employee satisfaction with the activity and seeks input for future development activities. Very often, a new campus-wide initiative may determine the choice for development activities. A Professional Development Plan is also an integral component of both the non-tenured and tenured faculty evaluation systems and addresses both the subject area and the teaching and learning process. Key Performance Indicators (KPIs) 7 and 8 address professional development opportunities and technology training for staff and faculty.

Training can occur during regularly scheduled work hours or after hours as required. Tuition reimbursement programs are available for all full-time employees to continue their education and training through IVCC courses. Employees are not reimbursed for courses taken at other institutions although they have access to some College resources for support when pursuing advanced degrees or certificates. In addition, faculty and administration attend state, regional, and national meetings and conferences to maintain current skills.

**Figure 4.4 Current and Planned Training Initiatives**

<table>
<thead>
<tr>
<th>Employee Classification</th>
<th>Education and Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>All Employees</td>
<td>New Employee Orientation Technology training Bloodborne pathogens protocol training In-services at beginning of Fall and Spring semesters Leadership and Core Values Retreat Customer service training</td>
</tr>
<tr>
<td>Support Staff</td>
<td>Support Staff Retreat Leadership Certificate Individual development goals Support staff Summer trainings</td>
</tr>
<tr>
<td>All Faculty</td>
<td>CETLA, a resource for faculty sharing as well as technology and assessment training Two Introduction to Classroom Assessment Research (ICAR) courses Faculty Summer Institutes Technology Summer Institutes Professional conferences and training sessions Training opportunities targeted to disciplines, programs, assessment of student learning, learning communities, and other areas to support student learning and increase faculty expertise (often provided on scheduled faculty development days) Mentoring program through CETLA Counselor training New Faculty Orientation</td>
</tr>
<tr>
<td>Part-time Faculty</td>
<td>Adjunct Faculty Development Academy (AFDA) New Part-time Faculty Orientation Biannual orientation</td>
</tr>
<tr>
<td>Administration</td>
<td>Professional conferences and training sessions Biannual supervisor workshops Academic Administrators’ Leadership and Planning Retreats</td>
</tr>
<tr>
<td>Student Workers</td>
<td>Training at work site and through Human Resources</td>
</tr>
<tr>
<td>Selected Staff</td>
<td>CQI training Facilitator training Leadership and Core Values Retreat</td>
</tr>
</tbody>
</table>
A cross-functional team designed the College’s personnel evaluation system. It reviewed the literature and several evaluation instruments to develop a model that included upward evaluation of supervisor by his or her staff, assessment of strengths and areas needing improvement, goal setting, and alignment of individual goals and objectives with the College’s strategic goals.

An EDP is administered annually to all support and administrative staff. Ongoing feedback and dialogue are key components of the EDP. It includes a rating system and requires each employee to set individual performance goals aligned with College mission and goals. All employees are asked to complete an upward evaluation of their supervisors, and the summaries of this information are shared with the respective supervisor. The EDP process includes alignment of individual goals with the College’s strategic goals and objectives.

Since 2004, faculty evaluation has focused on the improvement of student learning and included administrative observations, student feedback, self-evaluation, and a Faculty Growth and Development Plan (FGDP) that identified strengths and areas for improvement. The pre-tenure review process, which uses the evaluation system, requires that faculty present a portfolio of their accomplishments and successes in student learning. A post-tenure review process was also developed and requires faculty who have earned tenure to document their successes in student learning. Part-time faculty may be evaluated each semester through the use of student course evaluations or classroom observations by the appropriate dean or representative of the Division of Learning and Student Development or both when deemed appropriate or necessary. The faculty evaluation processes are aligned with the College’s long-term focus on student learning.

Supervisors make recommendations for compensation for support staff and administrators at the time their performance reviews are completed. The Director of Human Resources monitors wage and salary structures regarding fairness and parity. A negotiated salary schedule determines faculty compensation. Faculty who complete an approved Faculty Advancement Plan may advance horizontally across the salary schedule. A comprehensive wage and benefit system is in place to provide employees with competitive pay, benefits, and flexibility.

The IVCC Board of Trustees and administration commission a compensation study every few years to review the total compensation package and to allocate salary and benefits in a fair and equitable manner throughout the College. IVCC supports a compensation system that recognizes the value of positions based on consistent criteria; provides compensation competitive with selected employers and/or colleges of similar size and scope; and recognizes competent and caring service to the students, faculty, and staff of IVCC. Administrative procedures have been developed and adopted to adjust employees’ rate of pay based on an increase in responsibilities/workload, decision making, or the impact the changes may have on the College.

Employees are recognized through the ReaCH FaR recognition program, which focuses on the College’s Core Values (respect, caring, honesty, fairness, and responsibility) and how the employee has demonstrated these values to help students succeed and/or work collaboratively with colleagues. Support staff are nominated annually for the Support Staff Distinguished Service Award, and faculty are nominated for the Stephen Charry Memorial Award for Teaching Excellence. Each classification of employees values this nomination and subsequent award as recognition from their peers of exceeding expectations for performance. The awards are presented at the annual IVCC Recognition Event, a well-attended celebration in its 15th year.

Upward evaluations and exit interviews conducted by IVCC’s Office of Human Resources determine key issues in employee motivation. Departing employees provide information to Human Resources about the reasons for their departure and suggestions for improvement.
Resources regarding employee motivation, and the office shares the upward evaluation data with supervisors, and exit interview information with the President.

IVCC has established regular data collection, analysis, and feedback through the KPIs devoted to Job Satisfaction and Professional Development Opportunities for All Employee Groups. The Office of Institutional Research administers the PACE and the HERI, both of which include questions or items relating to motivation. After reviewing the results, the Office of Institutional Research and SLPC interpret them (see the Improvement Legend in Figure 5.3).

In Fall 2009, all employees had the opportunity to participate again in the PACE. Over 41 percent of the 446 employees completed and returned the PACE for analysis. The Human Resources Director and Institutional Research Director met and reviewed the PACE results. Strengths and weaknesses, determined by the Office of Institutional Research and others, were also shared throughout the College by way of three open forums and discussion at leadership group meetings.

4P13 A Wellness Program as well as life and health insurance benefits in part address employee health and safety. The Safety Services Officers promote safety and security through an Emergency Response Plan (http://www.ivcc.edu/businessservices.aspx?id=5334), and a Campus Violence Protection Plan (http://www.ivcc.edu/businessservices.aspx?id=17698) both of which include threat assessment for potential threats and management for existing threats. A Campus Safety Team promotes safety awareness.

4R1 In addition to local data that include summary and analysis of exit interviews and employee turnover and retention rates, the College has assigned the KPIs and associated measures listed in Figure 4.5 below to Valuing People.

Figure 4.5 IVCC Data for Valuing People

<table>
<thead>
<tr>
<th>KPI 3: Service Excellence</th>
<th>IVCC Measures</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3c</td>
<td>Quality of Student Relationships with Administrative Personnel</td>
<td>CCSSE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 6: Job Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>6a, 6b, 6c</td>
</tr>
<tr>
<td>6d</td>
</tr>
<tr>
<td>6f</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 7: Professional Development Opportunities for All Employee Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a</td>
</tr>
<tr>
<td>7b</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 8: Utilization of Technology for Teaching and Learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>8f</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 9: Diversity Awareness</th>
</tr>
</thead>
<tbody>
<tr>
<td>9c</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Other Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Employee Turnover Rate</td>
</tr>
<tr>
<td>IVCC Employee Exit Interview Summary</td>
</tr>
<tr>
<td>2009 PACE Performance Target and Composite Results</td>
</tr>
</tbody>
</table>
IVCC’s Office of Human Resources monitors employee turnover rates annually (see Figure 4.6), and schedules exit interviews with every employee leaving the College (see Figure 4.7).

**Figure 4.6 Employee Turnover**

![IVCC Employee Turnover Rate](image)

**Figure 4.7 Employee Exit Interview Summary**

<table>
<thead>
<tr>
<th>Job Component</th>
<th>Satisfactory</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time Employees</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training Opportunities</td>
<td>Yes 37</td>
<td>No 3</td>
</tr>
<tr>
<td>Supervisor</td>
<td>Yes 32</td>
<td>No 2</td>
</tr>
<tr>
<td>Promotional Opportunities</td>
<td>Yes 27</td>
<td>No 5</td>
</tr>
<tr>
<td>Equipment and Resources</td>
<td>Yes 32</td>
<td>No 2</td>
</tr>
<tr>
<td>Salary</td>
<td>Yes 27</td>
<td>No 13</td>
</tr>
<tr>
<td>Benefits</td>
<td>Yes 37</td>
<td>No 2</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New faculty orientation is poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salary not everything; benefits balance lower salary; great benefit package; excellent insurance; tuition reimbursement would be a nice benefit to add</td>
</tr>
<tr>
<td></td>
<td></td>
<td>New faculty orientation is poor</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Salary not everything; benefits balance lower salary; great benefit package; excellent insurance; tuition reimbursement would be a nice benefit to add</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training dollars need to be designated in budget</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Required posting of all positions stifles promotional opportunities for support staff</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Appreciate the holiday pay and paid time-off (PTO) for the part-time staff</td>
</tr>
</tbody>
</table>

**Figure 4.8 to 4.12**

The PACE survey is administered to employees in three-year intervals (2006 and 2009). In the most recent administration, when asked if they would recommend IVCC as a place to work to a friend or family member, 85.5 percent responded “yes.” IVCC’s overall mean score was 3.76, which fell within the Consultative Management style and was significantly above the 2009 Norm Base result and an improvement from the PACE 2006 overall mean score of 3.66. The specific measures linked to the KPIs (see Figure 4.5) along with comparative data follow in Figures 4.8 through 4.12.
Figure 4.8 Faculty Job Satisfaction (KPI 6d)

Overall Job Satisfaction (HERI Faculty Survey)

<table>
<thead>
<tr>
<th>Year</th>
<th>Full-time</th>
<th>Part-time</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>76.0%</td>
<td>78.0%</td>
</tr>
<tr>
<td>2008</td>
<td>91.7%</td>
<td></td>
</tr>
<tr>
<td>2008 Part-time</td>
<td></td>
<td>100%</td>
</tr>
</tbody>
</table>

Figure 4.9 2009 PACE Employee and Campus Climate (KPI 6f)

Mean Climate Scores by Personnel Classification

<table>
<thead>
<tr>
<th>Category</th>
<th>Administration</th>
<th>Faculty</th>
<th>Support Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Relationships</td>
<td>3.70</td>
<td>3.87</td>
<td>3.79</td>
</tr>
<tr>
<td>Institutional Structure</td>
<td>3.52</td>
<td>3.56</td>
<td>3.47</td>
</tr>
<tr>
<td>Teamwork</td>
<td>4.10</td>
<td>3.88</td>
<td>3.64</td>
</tr>
<tr>
<td>Student Focus</td>
<td>4.00</td>
<td>4.07</td>
<td>3.99</td>
</tr>
<tr>
<td>Customized</td>
<td>3.47</td>
<td>3.50</td>
<td>3.54</td>
</tr>
<tr>
<td>Overall</td>
<td>3.76</td>
<td>3.82</td>
<td>3.72</td>
</tr>
</tbody>
</table>

Scale: 1 = very dissatisfied and 5 = very satisfied

Figure 4.10 PACE Employee Survey Categories (KPI 6a, 6b, 6c)

PACE Employee Survey Categories (1-4 scale)

Supervisory Relationships  Institutional Structure  Teamwork

PACE 2006 IVCC 2006 PACE 2009 IVCC 2009

Figure 4.11 below shows diminished administrative and faculty satisfaction with professional development and training in 2009 as compared to the earlier (2006) administration of PACE. The measures for faculty and administration also failed to reach their established targets as identified KPI measures.
**Figure 4.11 2009 PACE Availability of Professional Development and Training Opportunities (KPI 7a)**

![Graph showing Availability of Professional Development/Training Opportunities (PACE)]

**Figure 4.12 HERI: Adequate Support for Faculty Development (KPI 7b)**

![Graph showing Adequate Support for Faculty Development (HERI)]

**4R3** IVCC believes that faculty are able to be more productive and effective if there is adequate support for integrating technology into teaching. Figure 4.13 demonstrates that faculty recognize a high level of support at the College.

**Figure 4.13 HERI: Adequate Support for Integrating Technology in My Teaching (KPI 8f)**

![Graph showing Adequate Support for Integrating Technology in my Teaching (HERI)]
Figure 4.14 below shows KPI 3c results of the CCSSE item that provides a measure of effectiveness of administration and office personnel.

**Figure 4.14 Quality of Student Relationships with Administrative Personnel (KPI 3c)**

4I1 With the completion of the KPI Measures and Targets action project in 2009, IVCC has developed a process for continually updating KPIs, measures, and targets. Feedback from stakeholders is included in the process (see Figure 4.15).

**Figure 4.15 Process for Updating KPI Measures and Targets**

<table>
<thead>
<tr>
<th>VP of PIE/IR Office</th>
<th>Update results for prior year</th>
</tr>
</thead>
<tbody>
<tr>
<td>IR Committee</td>
<td>Report prior year results to SLPC</td>
</tr>
<tr>
<td>VP of PIE/Director of IR</td>
<td>Report prior year results to the IVCC Board</td>
</tr>
<tr>
<td>IR Committee</td>
<td>Make results available internally (students and staff)</td>
</tr>
<tr>
<td>IR Committee</td>
<td>Review SLPC/Cabinet/Board/student and staff suggestions or concerns</td>
</tr>
<tr>
<td>IR Committee</td>
<td>Check for gaps in measures, determine any new measures needed</td>
</tr>
<tr>
<td>IR Committee</td>
<td>Determine targets for upcoming year(s)</td>
</tr>
<tr>
<td>VP of PIE/IR Director</td>
<td>Present measures and targets for upcoming year to SLPC</td>
</tr>
<tr>
<td>Cycle begins again</td>
<td></td>
</tr>
</tbody>
</table>

4I2 With the establishment of the SLPC, the committee structure that reports to the SLPC, the development of needed action projects, the completion of the Strategic Planning cycle, and design of the KPIs, IVCC now has the infrastructure in place to support a culture of continuous quality improvement. With measures and targets developed and a process for updating KPI measures and targets, IVCC can better evaluate its performance results in many areas, including Valuing People.

**CATEGORY 5 Leading and Communicating**

5P1 As part of the Strategic Planning Process (SPP), the Board of Trustees, senior leadership, and the Strategic Leadership and Planning Council (SLPC) formally review the Mission, Vision, and Core Values (MVCV) of the College every three years. The current MVCV were defined through an inclusive process that involved not only leadership, but also the entire campus community and external community representatives. The President’s Council (PC), made up of the three Vice Presidents and the President, informally revisits the MVCV twice yearly in planning retreats whereby it can see if circumstances warrant a more urgent, formal review prior to the next phase of planning.
IVCC leaders set direction through formal, interrelated planning processes and through the formal committee structure. Formal planning processes include strategic planning, financial planning (Budget Council), technology planning (Information Technology [IT] Strategic Plan), and Master Planning (facilities). The SPP sets goals for a three-year period of time. Annually, departments will consider these goals as they prepare their operating budgets to fund activities to meet the objectives and goals. The College’s Budget Council determines funding for initiatives to meet the goals set out in the SPP. The College updates the facilities Master Plan every five years to anticipate additional facilities and infrastructure needed to carry out the MVCV. The IT Strategic Plan is updated annually to align the technology needs of the College with the strategic planning and budgeting processes. The Board of Trustees approves the strategic plan and the facilities Master Plan as well as the annual operating budgets and IT Strategic Plan.

IVCC’s committee structure, led by the SLPC (see Figure 5.1), also provides leadership through a shared governance model aligned with the MVCV. Membership on committees and associated teams includes representation from administration, faculty, and support staff, with standing members and rotating membership terms. Committee chairs review or establish the charge within the context of the MVCV and report the committees’ progress.

To address the needs and expectations of student and stakeholder groups, the SPP began with environmental scanning that incorporated input from students, more than 40 community representatives, and 40 IVCC staff members representing all employee groups (faculty, support staff, and administration). To encourage individual development and initiative, institutional learning, and innovation, participation in the SPP was encouraged yet voluntary. Leadership roles in the process were assigned to employees from various employee groups holding positions at different institutional levels. Drafts of MVCV and strategic goals that emerged from the SPP were later reviewed by institutional leadership groups, employees, and community leaders and were revised before being submitted to the Board of Trustees for final approval.

Because the budget and IT planning processes are correlated with the strategic plan, the input from students and other key stakeholders also affects these processes. The five-year facilities Master Planning process includes a similar approach in which representatives from all employee groups, students, and a broad spectrum of community leaders come together in a workshop to go over the proposed Master Plan and suggest additional ideas or innovations. All students, employees, and community members are invited via press release to participate in a Web-based survey and offer their ideas for future facility needs. In addition to the formal planning processes and the SLPC committee structure, decisions are made at all levels with the input of affected stakeholders. Advisory committees are used to obtain input from stakeholders regarding services provided by each career program. Outcome data are presented to advisory committees, which then make suggestions for improvements and provide communication links to each of the constituency groups.

To guide IVCC toward the future while continuing to meet the needs and expectations of students and key stakeholders, College leaders use data from instruments such as the Community College Survey for Student Engagement (CCSSE), Noel Levitz Student Satisfaction Inventory (NLSSI), National Community College Benchmarking Project (NCCBP), Integrated Postsecondary Education Data System (IPEDS), National Student Clearinghouse (NSC), and Personal Assessment of College Environment (PACE). Leaders also consider regional or local data sources, input generated through ad hoc internal and external focus group meetings, and through Key Performance Indicators (KPIs) available on the Institutional Research (IR) Web site (http://www.ivcc.edu/ir). Committee leadership relies upon input from its cross-functional team members, who represent varied employee groups. The Board Planning Committee goes over performance results to ascertain whether the College is meeting the needs of
students and stakeholders. Recommendations for future direction are made by the Board based in part on the outcomes reported through the various surveys and reports.

**5P5** Decisions at IVCC are made by College leaders who routinely involve committees or teams in the decision-making process (see Figure 5.1). In 2006, when the College adopted the current governance model, SLPC established a system of standing committees and ad hoc teams. The system consists of the lead committees that address issues relating to major operational areas and other committees under the oversight of one of the lead committees. Committees may create ad hoc teams to address specific issues with a definite end date or product. For example, AQIP action project teams emerge through needs identified through the SPP. Standing committees and ad hoc teams play a critical role in College decision-making. Committees may be assigned full decision-making discretion or may study an issue or process and offer recommendations to College leaders, who then make the related decisions. Each committee and team in the system has a documented charge that describes its level of decision-making responsibility. It is available for all employees to review through the College intranet. Several of the committees and teams focus on process improvement through use of the Plan-Do-Study-Act model.

**Figure 5.1 IVCC Standing Committee System**

**5P6** Figure 5.2 lists key leadership groups and the information and performance results they review regularly in their decision-making processes.

**Figure 5.2 Key Leadership Groups, Decision Making, and Communication**

<table>
<thead>
<tr>
<th>Leadership Group</th>
<th>Performance Results Reviewed</th>
<th>Decision Making and Communication</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Trustees; Board Committees</td>
<td>KPIs (Nine Categories, 40 measures); Comprehensive Financial Report; Financial Forecast; Nationally Normed</td>
<td>Strategic Planning; Master Planning; Financial Planning; IT Strategic Planning</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates with President and PC</td>
</tr>
<tr>
<td>Leadership Group</td>
<td>Performance Results Reviewed</td>
<td>Decision Making and Communication</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>-----------------------------------------------------------------------------------------------</td>
<td>------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>President; PC</td>
<td>Surveys and Instruments; Federal and State Reports</td>
<td>Strategic Planning; Master Planning; Financial Planning; IT Strategic Planning; President or PC Links Strategic Direction with Operational Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates with Cabinet and Department Heads</td>
</tr>
<tr>
<td>Administrative Cabinet</td>
<td>Comprehensive Financial Report; Financial Forecast; Nationally Normed Surveys and Instruments; Federal and State Reports</td>
<td>Supervisory Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates to Divisions/Departments</td>
</tr>
<tr>
<td>Academic Administrators</td>
<td>Enrollment and Retention Data Reports; Library Report; Nationally Normed Surveys and Instruments; Federal and State Reports; Labor Market Data; National, State, and Local Trends</td>
<td>Academic Standards and Curricular Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates to Faculty and Academic Support</td>
</tr>
<tr>
<td>SLPC</td>
<td>All Performance Results and Committee Reports</td>
<td>CQI Decision Making; SLPC Directs Where Performance Results Are Shared (Departments, Other Committees or Teams, and Board Committees) and Directs How Results Can Be Used to Improve the College</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates with Committees, Departments, and Divisions</td>
</tr>
<tr>
<td>Budget Council</td>
<td>Financial Performance Results (KPI 5); Comprehensive Financial Report; Financial Forecast</td>
<td>Financial or Budgetary Decision Making</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Communicates with Cabinet and Department Heads</td>
</tr>
<tr>
<td>Student Government Association</td>
<td>Student Government Goals; CCSSE, NLSSI; Financial Report (tuition information)</td>
<td>Student Decision Making on Matters of Concern to Student Body</td>
</tr>
<tr>
<td>(SGA)</td>
<td></td>
<td>Communicates with Student Groups, Student Body, and With President (twice monthly)</td>
</tr>
</tbody>
</table>

The KPIs have been a tool to determine if the College is meeting its objectives. When performance results do not meet expectations, information obtained through the KPIs and other sources is discussed by the IR Committee, SLPC, or other groups of individuals and presented for possible action.

The College’s Budget Council represents the entire college and requires all budget managers to prepare and present their budgets to the Council for consideration by explaining how their program and service goals are aligned with the College’s strategic plan. In this way, resources can be strategically aligned.

5P7 The College uses various methods for communication between and among institutional levels, including Web-based methods (such as the IVCC Web site, intranet, email, or Skype) and face-to-face communication (such as meetings, in-service presentations, or workshops). Defined leadership groups communicate to departments, divisions, committees, or individuals using most of these methods as indicated in Figure 5.2. Cross-functional committees provide channels for a multi-directional flow among levels. Committees have faculty, administration, and support staff members who communicate to their respective constituencies, and those constituents communicate their ideas and concerns to the committee members. For example, the President and Director of Human Resources meet with the Support Staff
Advisory Committee (SSAC) immediately following the monthly board meeting and communicate the decisions, policies, or actions taken to the representatives of the support staff. The standing committee structure, coordinated by the SLPC, facilitates communication between key leadership groups (see Figure 5.1), and any employee can sign up to receive IVCC press releases via email in order to stay current with that which is communicated externally.

5P8 Through orientation sessions, introductions to and dialogue about the MVCV and SPP are initially communicated to new employees. SLPC was created to communicate with employees and stakeholder groups regarding the SPP and performance results illustrated through the College’s KPIs. Schedules of data release and information regarding performance results are identified by SLPC and the Office of Institutional Research. Regularly released information is compared to previous years and current peer institutions, and it is shared with appropriate groups throughout the College. A sample of communication of performance data can be seen in the excerpt from the SLPC agenda in Figure 5.3.

Figure 5.3 Performance Results Reports (SLPC Agenda December 2010)

<table>
<thead>
<tr>
<th>Reports and Related Discussion</th>
<th>Strategic Goal(s)</th>
<th>Objective(s)</th>
<th>Improvement Legend</th>
</tr>
</thead>
<tbody>
<tr>
<td>IPEDS</td>
<td>3</td>
<td>3.2</td>
<td>• What does the data mean?</td>
</tr>
<tr>
<td>NCCBP</td>
<td>1 and 3</td>
<td>1.1, 1.3; 3.2</td>
<td>• Who should review it and when?</td>
</tr>
<tr>
<td>NSC (Transfer)</td>
<td>1 and 3</td>
<td>1.1, 1.3; 3.2</td>
<td>• How should it be communicated?</td>
</tr>
<tr>
<td>NLSSI</td>
<td>1, 3, and 4</td>
<td>1.2; 3.2; 4.1</td>
<td>• How should it be presented?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• How can the data be used to improve the college?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• When should follow-up occur to see if the information has been used?</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>• Goal Champions: Does this report impact your goal?</td>
</tr>
</tbody>
</table>

5P9 Leadership abilities are encouraged, developed, strengthened, and shared through development opportunities, College initiatives, professional development plans, performance appraisals, formal study, and campus or community involvement. Development opportunities include leadership courses offered on campus, which culminate in a Leadership Certificate; in-service workshops; funding for travel to conferences and workshops; and sabbatical leave. Faculty leadership development opportunities are also available through campus-wide committees that lead to recommendations for quality improvements. Faculty are encouraged to pursue degrees in educational leadership or their content areas, as well as to hold leadership positions in professional organizations, thereby garnering them formal study and practice in leadership. Faculty and staff are encouraged to serve as advisors for student organizations and to be involved within the greater community.

The Leadership and Core Values Retreat is offered to a cross section of new and existing employees biennially. Presentations and activities at the retreat focus on the MVCV and a sense of unity among College members. Systems for review of tenured and non-tenured faculty focus on the MVCV, and faculty expectations, included in the Faculty Handbook, form the foundation for these review systems. Evaluation of the performance of all non-faculty employees includes identification of individual leadership goals as they affect the College’s strategic goals and Core Values.

5P10 The College anticipates workforce changes and offers basic planning steps, issues to consider, and strategies to create seamless transitions. This ensures the ongoing success of the College. The goals are to promote the selection or development of people with the needed expertise, to enhance workforce diversity, and to maintain continued operations.
In the selection of the College President (2008) and three Vice Presidents (2008-2009), various stakeholder groups (including the Student Government Association) participated in the process, beginning with identifying the criteria a candidate should meet or exceed within the context of the MVCV. New members of the Board of Trustees participate in orientation sessions, which focus on the MVCV, in addition to orienting them to their roles. All new employees are hired through a selection process that includes a committee charged with finding skilled and qualified candidates who have a commitment to IVCC’s MVCV. In addition, supervisors and mentors provide further insight through individual orientation.

Though there is no formal leadership succession plan yet in place, the College has begun preparing for the future by offering an in-house Certificate in Leadership program. The College’s Employee Development Plan (EDP) asks employees about their career goals, a component that offers each supervisor an opportunity to help employees progress toward those goals.

**5R1** Leading and Communicating are currently measured through KPIs that rely upon the PACE, Higher Education Research Institution (HERI), and the CCSSE. Participation in the Leadership Certificate, too, has been an identified result in this category.

**5R2, 5R3** As of December 2010, 26 employees had earned a Leadership Certificate by taking at least six leadership courses, and 131 employees had participated in at least one course. Though steady participation is noted, efforts are underway to gauge the impact of earning the certificate on the individual and on the Institution.

In October 2009, the PACE was administered at IVCC. Of the 446 employees, 41.7 percent completed and returned the instrument for analysis. Results of the 2009 PACE were presented at forums open to all employees. In general, faculty, support staff, and administrators rated climate factors similarly, with faculty ratings slightly higher than support staff and administration. Overall, all three functional groups rated the climate in the consultative range (3.00 – 3.99) where leaders are seen as having substantial but not complete confidence and trust in employees, and employees are seen as significantly involved in the decision-making process. IVCC’s overall rating was 3.76, indicating “that the institution has a high level of perceived productivity and satisfaction.”

See Figure 4.9 2009 PACE Employee Campus and Climate (KPI 6f)

2009 PACE survey results provided an opportunity to benchmark against IVCC’s 2006 results and the 2009 PACE norm base.

See Figure 4.8 Faculty Job Satisfaction

See Figure 4.10 PACE Employee Survey Categories
Between 2008 and the present, IVCC has experienced significant changes in senior administration and Board leadership. Dr. Corcoran, former Vice President for Business Services and Finance, was selected as IVCC’s tenth president in March 2008, thereby vacating his Vice President position. Due to the resignation of the Vice President for Academic Affairs in 2007 and the subsequent retirement of the Vice President for Student Services in 2009, Dr. Corcoran reorganized the senior leadership team. The latter two Vice President positions were combined, and a new Vice President for Planning and Institutional Effectiveness position was created. At the beginning of FY 2010, all three new Vice Presidents were hired and in place, and the divisions and departments were suitably reorganized.

During the same period, the Board of Trustees had two resignations and subsequent appointments of new Trustees, as well as the election of two new Trustees in 2009, replacing one incumbent. Effective in FY 2010, there were three new Vice Presidents, a new President, and four new members of the seven-member Board, plus a newly elected Student Trustee.

Development of systematic processes for leading and communicating has been identified as a priority, but those processes are in development rather than established and evaluated. Recent improvements in this category include improvements to the SPP and associated SLPC role in that process, development of initial KPI measures and targets for leading and communicating, and the creation of a division of Planning and Institutional Effectiveness with associated senior leadership.

**CATEGORY 6 Supporting Institutional Operations**

**6P1** Identification of the support service needs of IVCC students proceeds in three ways. First, the Office of Institutional Research (IR) administers surveys and performs data analysis to determine student needs over time. Secondly, the College uses anonymous campus input boxes or daily interactions with faculty and staff to identify immediate needs. Finally, the College monitors student retention, developmental education performance, and Early Alert System (EAS) referrals to ascertain specific population needs.

IVCC administers multiple student surveys, including the Community College Survey of Student Engagement (CCSSE), Noel Levitz Student Satisfaction Inventory (NLSSI), and the local Career and Technical Education (CTE) Follow-up Survey, and more specialized student surveys in program areas. The Office of Institutional Research and the IR Committee analyze results and compare them with peer institutions. The CTE Follow-up Survey includes questions relating to several key student support services, such as financial aid, academic advising, career planning, college transfer planning, counseling,
tutoring, library, and student activities. In September 2010, the Strategic Leadership and Planning Council (SLPC) implemented a new agenda devoted to the use of performance results. As data and survey results were received, SLPC implemented an Improvement Legend (see Figure 5.3). In addition, notes from committees that directly report to SLPC are reviewed biannually for trends identifying support service needs of students and key stakeholders.

Academic administrators track student retention and success by department and by method of instruction. Some deans have spearheaded changes such as increased blended and online instruction and professional improvement plans for specific instructors as a result of gaps in student success. Developmental students are tracked to see their success in developmental and college-level courses. Disability Services is actively working with faculty and staff to improve access and opportunity. For example, students of differing ability need access to College information via the Web site, which must meet Illinois Web Accessibility Standards. A Content Management System (CMS) adopted in 2008 helps the College to meet more of the accessibility standards.

IVCC has identified some of the critical administrative support service needs for three of its key stakeholder groups, including prospective or first-time students, taxpayers (community), and College employees. 2010-2011 surveys of new students attending the College’s new Ottawa Center satellite site revealed that these students prioritized convenience and affordability while community members who collectively provide a significant portion of revenue through property taxes require fiscal responsibility. College employees, as noted in responses to the Personal Assessment of College Environment (PACE), require a safe and secure workplace and meaningful professional development opportunities.

The College Board of Trustees and Board committees identify overall organizational support needs through communication with the College President; committee and board meetings; and ancillary statewide organizations, such as the Illinois Community College Trustees Association (ICCTA) and the Illinois Community College Board (ICCB).

**6P2** Support service needs for faculty, staff, and administrators are identified for each individual, for every department, and within the SLPC committee structure. For example, the technology support needs of an individual employee might be addressed one-on-one through the Employee Development Plan (EDP) or faculty evaluation processes while campus needs are addressed in the Information Technology (IT) Committee and within the Department of Information Technology and the Department of Learning Technologies. Professional development needs for faculty or staff are similarly identified individually through the EDP and faculty evaluation processes. There is also a Professional Development Committee (PDC) that reviews professional development needs for the College.

Internal committees, such as the Support Staff Advisory Committee (SSAC), provide a link between layers of the College, as do the faculty union and others, which create avenues for communicating staff and faculty needs. Committee and team membership is not only cross functional but also includes employees of diverse classifications, which contributes to direct feedback from across the Institution. Surveys such as the Community College Faculty Survey of Student Engagement (CCFSSE), Higher Education Research Institute (HERI) Faculty Survey relate faculty satisfaction, institutional priorities, and faculty goals for students. The employee satisfaction survey, PACE, also identifies support service needs, as do the budget process, evaluation of training workshops, and action of regulating bodies, such as the ICCB. Staff and administrators identify needs through the EDP as they identify individual and department goals, aligned with the Strategic Goals of the Institution, for the upcoming year.

**6P3** The design of the processes begins with the Safety and Operations Committees under the direction of the Vice President for Business Services and Finance. These two key committees were
developed to oversee the safety and security of the campus. The Operations Committee expects safety, efficiency, and consistency in all College financial, business, and facility planning operations. The Safety Committee proactively addresses safety and security issues that may impact College stakeholders. These committees develop, maintain, and review the key support processes for physical safety and security, and they review and prioritize all incident reports. The Safety Services Department is on campus 24 hours a day, 365 days per year, and is staffed by a Director, four full-time Officers, and six part-time Officers. Two part-time Safety Services Officers staff the Ottawa Center.

Numerous campus safety and security policies and procedures provide guidance in the development, review, and maintenance of key support processes. Updates through Board of Trustee policy review and approval process and/or direction by the President or Vice President for Business Services and Finance are sought when necessary. Safety Services conducts annual fire and tornado drills, and the College is equipped with phones in all elevators that call 911 directly. IVCC added an Emergency Text Alert System designed to allow campus administrators to communicate quickly with students, faculty, and staff in the event of an emergency situation. The College also added a new phone system that allows campus-wide announcements and messaging. The Institution has certified, volunteer First Responders who assist people in need of emergency medical attention, and the parking lots have emergency call boxes.

In January 2009, the La Salle County Sheriff conducted an intruder drill. Also, a mock disaster drill with the Nuclear Regulatory Commission, a bio pandemic exercise, Threat and Risk Assessment Training provided by the Texas Engineering Extension Service, and the Homeland Security Conference have been implemented. As a result of drills and trainings, an Emergency Response Plan and a Campus Violence Protection Plan were developed and submitted to ICCB. An advisory group of disabled students acted in a consulting capacity, resulting in campus accessibility improvements.

Physical safety and security information is disseminated through (1) links or notices on the College’s home page and the Business Services and Finance Web page, (2) presentations at all-employee in-services, (3) postings of emergency procedures in all rooms on campus, (4) training in fire extinguisher/lift training and employee exposure control plan through New Employee Orientation sessions, and (5) the publication of policies and procedures in the Student Handbook and College Catalog. The Risk Management Program empowers all employees to aid in keeping the campus safe. Employees who report a potential safety liability issue on campus are eligible for a monetary reward drawing for the month in which it was reported.

**6P4**  
Student and administrative support service processes are managed on a day-to-day basis beginning with policies and written procedures that progress through each level of the Institution from front-line staff to key administrative leaders. Three Vice Presidents lead the major areas of the College: Learning and Student Development (LSD), Business Services and Finance (BSF), and Planning and Institutional Effectiveness (PIE). To confirm that IVCC is meeting the support service needs of students, employees, and other key stakeholders, the College must meet established targets for instructional and non-instructional objectives as measured by the Key Performance Indicators (KPIs [see Figure O.10]).

Student Services and Academic Affairs must work hand in hand to address student support needs. To this end, the two divisions were combined in 2008 into Learning and Student Development, with oversight by a Vice President and an Associate Vice President for Academic Affairs. Though this action integrated learning and student development, unmet student service needs prompted additional improvement through the development of an Associate Vice President for Student Services position in December 2010. Complementing the work of these leaders is the work of the Teaching and Learning, Curriculum, and Student Success Committees and their associated teams.
Administrative and organizational support needs are managed on a day-to-day basis through BSF, Operations Committee, Safety Committee, PDC, PIE, IT Committee, Accreditation Team, AQIP Action Projects, and SLPC. Organizational support needs are further reviewed through associated Board committees, including the Audit-Finance Committee, Facilities Committee, and Planning Committee.

**6P5** Support processes are documented within the Employee Guidebook, Faculty Handbook, and Board Policy and Administrative Procedures Manual. Recent revisions to the Board Policy and Administrative Procedure Manual include review by President’s Council, Administrative Cabinet, Board Planning Committee, and Board of Trustees. The manual now links the administrative procedures to the corresponding policy, and availability on the Web site makes knowledge sharing more accessible and more easily communicated.

Support processes are also documented through the work and minutes of SLPC committees. All of the SLPC committees have their charter and meeting minutes posted on the College intranet. The use of an intranet has improved knowledge sharing for processes and increasing capacity for innovation of these processes. Several action project teams have implemented CQI strategies to innovate support service processes. A CQI action project launched in 2008 and completed in 2010 added a CQI presentation to the New Employee Orientation process and developed CQI training modules for team leaders and members. The PDC implemented a service excellence initiative that empowered employees to make immediate decisions rather than wait or rely upon a supervisor. Finally, the formation of the Human Subject Research Review Board (HSRRB) made it easier for faculty to do research. Over 20 submissions have been approved in the three years of its existence. Some of the HSRRB approved projects have resulted in best practice presentations on and off campus.

**6R1** IVCC’s Office of Institutional Research collects and analyzes performance results for both student support services (KPI 3: Service Excellence, Student Retention, Developmental Education Performance, Student Input, Early Alert System Usage) and for administrative support services (KPI 5: Fiscal Responsibility/Affordability, KPI 7: Professional Development Opportunities for All Employee Groups, KPI 8: Utilization of Technology for Teaching and Learning). The measures are listed in Figure 6.1.

Figure 6.1 IVCC Data for Supporting Institutional Operations

<table>
<thead>
<tr>
<th>KPI 3: Service Excellence</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>IVCC Measures</strong></td>
<td><strong>Description</strong></td>
</tr>
<tr>
<td>3a</td>
<td>How much does IVCC emphasize…Providing support you need to help you succeed at this college?</td>
</tr>
<tr>
<td>3c</td>
<td>Quality of Student Relationships with Administrative Personnel and Offices</td>
</tr>
<tr>
<td>3e</td>
<td>Career and Technical Program Graduate Satisfaction (With Services)</td>
</tr>
<tr>
<td>5a</td>
<td>Net Unit Cost</td>
</tr>
<tr>
<td>5b1</td>
<td>Budgeted Revenues vs. Actual Revenues</td>
</tr>
<tr>
<td>5b2</td>
<td>Budgeted Expenditures vs. Actual Expenditures</td>
</tr>
<tr>
<td>5d</td>
<td>Reimbursable Credit Hours</td>
</tr>
</tbody>
</table>
### KPI 7: Professional Development Opportunities for All Employee Groups

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>7a</td>
<td>Availability of Professional Development/Training Opportunities</td>
<td>PACE</td>
</tr>
<tr>
<td>7b</td>
<td>Adequate Support for Faculty Development</td>
<td>HERI</td>
</tr>
</tbody>
</table>

### KPI 8:

<table>
<thead>
<tr>
<th>KPI</th>
<th>Description</th>
<th>Measurement</th>
</tr>
</thead>
<tbody>
<tr>
<td>8a</td>
<td>Availability of Professional Development/Training Opportunities</td>
<td>PACE</td>
</tr>
<tr>
<td>8d</td>
<td>Adequate Support for Faculty Development</td>
<td>HERI</td>
</tr>
</tbody>
</table>

### Other Measures

<table>
<thead>
<tr>
<th>Measure</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Term to Term Retention</td>
<td>NCCBP</td>
</tr>
<tr>
<td>Ranking of Student Term to Term Retention</td>
<td>NCCBP</td>
</tr>
<tr>
<td>Enrollee Success Rates of Developmental and First College Courses After Developmental Coursework</td>
<td>NCCBP</td>
</tr>
<tr>
<td>Rankings of Enrollee Success Rates in Developmental and First College Courses After Developmental Coursework</td>
<td>NCCBP</td>
</tr>
<tr>
<td>Faculty Use of Student Services Marked Sometimes or Often</td>
<td>CCFSSE</td>
</tr>
<tr>
<td>Individual Student and Stakeholder Feedback</td>
<td>Local Measure</td>
</tr>
<tr>
<td>EAS Usage Data 2009-2010 and Fall 2010</td>
<td>Local Measure</td>
</tr>
</tbody>
</table>

### 6R2, 6R5  Student Support Services

#### Figure 6.2 Service Excellence in Student Support Services

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>KPI 3: Service Excellence (3a, 3c, 3e)</td>
<td>(3a) CCSSE – Provide Support That You Need… 3.02</td>
<td>2003 Not Available</td>
<td>CCSSE Cohort and Small College Cohort</td>
<td>(3a) In both 2006 and 2009, IVCC exceeded the CCSEE cohort (2.92, 2.97) and small college cohort (2.94, 3.00) levels.</td>
</tr>
<tr>
<td></td>
<td>(3c) CCSSE – Quality of Relationship with Administrative Personnel…5.05</td>
<td>2003 Not Available</td>
<td>Other Illinois Community Colleges</td>
<td>(3c) The IVCC 2009 measure of quality of student relationships with administrative personnel improved and exceeded target after the IVCC Service Excellence Project was initiated.</td>
</tr>
<tr>
<td></td>
<td>(3e) CTE – Program Graduate Satisfaction 3.07-3.34</td>
<td>FY2008 3.03-3.40</td>
<td>FY2009 Available 2011</td>
<td>(3e) On a four-point scale, the range of eight items is listed. FY 2009 results for Financial Aid, Career Planning, Transfer Planning, and Tutoring exceeded target. Academic Advising, Counseling, Library, and Student Activities did not achieve target.</td>
</tr>
</tbody>
</table>

(2003 Not Available)
Figure 6.3 Student Term to Term Retention (Using the National Community College Benchmarking Project [NCCBP] Formula)

Figure 6.4 Ranking of Student Term to Term Retention

Figure 6.5 Enrollee Success Rates in Developmental and First College Courses
Figure 6.6 NCCBP Rankings of Enrollee Success Rates in Developmental and First College Courses After Developmental Coursework

![NCCBP Rankings of Enrollee Success Rates in Developmental and First College Courses After Developmental Coursework](image)

Figure 6.7 Faculty Use of Student Services Marked Sometimes or Often (from CCFSSE)

<table>
<thead>
<tr>
<th>Service Area</th>
<th>2006 Cohort</th>
<th>2006 IVCC</th>
<th>2009 Cohort</th>
<th>2009 IVCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Academic Advising/Planning</td>
<td>57.0%</td>
<td>50.0%</td>
<td>55.0%</td>
<td>56.0%</td>
</tr>
<tr>
<td>Career Counseling</td>
<td>50.0%</td>
<td>42.0%</td>
<td>48.0%</td>
<td>51.0%</td>
</tr>
<tr>
<td>Job Placement Assistance</td>
<td>33.0%</td>
<td>29.0%</td>
<td>31.0%</td>
<td>32.0%</td>
</tr>
<tr>
<td>Peer or Other Tutoring</td>
<td>70.0%</td>
<td>58.0%</td>
<td>67.0%</td>
<td>69.0%</td>
</tr>
<tr>
<td>Skills Labs (Writing, Math, Etc.)</td>
<td>59.0%</td>
<td>47.0%</td>
<td>59.0%</td>
<td>68.0%</td>
</tr>
<tr>
<td>Child Care</td>
<td>10.0%</td>
<td>8.0%</td>
<td>9.0%</td>
<td>13.0%</td>
</tr>
<tr>
<td>Financial Aid Advising</td>
<td>30.0%</td>
<td>28.0%</td>
<td>29.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Computer Labs</td>
<td>69.0%</td>
<td>67.0%</td>
<td>68.0%</td>
<td>71.0%</td>
</tr>
<tr>
<td>Student Organizations</td>
<td>32.0%</td>
<td>27.0%</td>
<td>32.0%</td>
<td>41.0%</td>
</tr>
<tr>
<td>Transfer Credit Assistance</td>
<td>32.0%</td>
<td>15.0%</td>
<td>31.0%</td>
<td>29.0%</td>
</tr>
<tr>
<td>Services to Students with Disabilities</td>
<td>54.0%</td>
<td>45.0%</td>
<td>55.0%</td>
<td>56.0%</td>
</tr>
</tbody>
</table>

Note that in 2006 many of these areas were beneath the cohort, but in 2009 they were above the cohort.

Figure 6.8 Sample of Individual Student and Stakeholder Feedback: Input Boxes (FY 2009–FY 2010)

<table>
<thead>
<tr>
<th>Service Area</th>
<th>Number of Submissions</th>
<th>Sample of Details</th>
<th>Trends Identified</th>
<th>Referred To</th>
</tr>
</thead>
</table>
| Grounds/Public Areas-4 | 4 | • Lobby is too dark  
  • Requests for better lighting | Improvements to Lobby lighting was added to the Campus Master Plan. | Director of Facilities |
| Safety Services-9 | 9 | Parking:  
  • Need to fix pot holes  
  • Parking lots too far away from buildings | East Campus parking lot paved and expanded. Lot is now closer to the main buildings. | Director of Safety Services |
In 2009-2010, referrals were made from 19 academic disciplines.

**Figure 6.9 EAS Usage Data - Academic Year 2009–2010**

<table>
<thead>
<tr>
<th>Number of Referrals</th>
<th>Retained or Passed</th>
<th>Contact Made but Did Not Retain</th>
<th>Dropped</th>
<th>Did Not Respond to EAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>222</td>
<td>57 (26.0%)</td>
<td>27 (12.0%)</td>
<td>42 (19.0%)</td>
<td>96 (43.0%)</td>
</tr>
</tbody>
</table>

In Fall 2010, referrals were made from 13 academic disciplines.

**Figure 6.10 EAS Usage Data: Academic Year 2010-2011 (Fall 2010 only)**

<table>
<thead>
<tr>
<th>Number of Referrals</th>
<th>Retained or Passed</th>
<th>Contact Made but Did Not Retain</th>
<th>Dropped</th>
<th>Did Not Respond to EAS</th>
</tr>
</thead>
<tbody>
<tr>
<td>129</td>
<td>30 (23.0%)</td>
<td>23 (18.0%)</td>
<td>34 (26.0%)</td>
<td>42 (33.0%)</td>
</tr>
</tbody>
</table>

**6R3, 6R5** Administrative and Organizational Support Services Results

**Figure 6.11 Fiscal Responsibility/Affordability**

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
</table>
| KPI 5: Fiscal Responsibility/Affordability (5a, 5b1, 5b2, 5d) | (5a)< Three-year state average | FY2008 211.82 | FY2009 208.94 | FY2010 187.06 | Illinois State Average and Three-year State Average Compared to IVCC History Only | IVCC net unit cost met the target in 2008, 2009, and 2010. In FY 2008, 2009, and 2010, actual revenues exceeded budgeted revenues while actual expenditures did not achieve the target of ±2.0%.
<p>|                     | (5b1)Actual revenues ≥ 100.0% of budgeted revenues | &gt; 1.3%   | &gt; 7.3%   | &gt; 16.1% | | Each year (2008, 2009, and 2010), reimbursable credit hours = or &gt; |</p>
<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>(8a) CCSSE – Using Email…</td>
<td>2.63</td>
<td>2003 Not Available</td>
<td>2006 2.61</td>
<td>2009 2.68</td>
</tr>
<tr>
<td>(8d) % Online Credit Hours</td>
<td>5.7%</td>
<td>2008 5.1%</td>
<td>2009 7.0%</td>
<td>2010 9.8%</td>
</tr>
<tr>
<td>(8e) CCSSE – Computer Labs Adequate</td>
<td>5.67</td>
<td>2004 5.61</td>
<td>2007 5.65</td>
<td>2010 5.80</td>
</tr>
<tr>
<td>(8f) Adequate Support for Faculty</td>
<td>95.0%</td>
<td>2005 84.0%</td>
<td>2008 94.9%</td>
<td>2011 Not Available</td>
</tr>
</tbody>
</table>

See Figure 4.11 2009 PACE Availability of Professional Development and Training Opportunities

See Figure 4.12 HERI: Adequate Support for Faculty Development

**Figure 6.12 Utilization of Technology for Teaching and Learning**

<table>
<thead>
<tr>
<th>KPI</th>
<th>Target</th>
<th>Results</th>
<th>Comparison</th>
<th>Analysis</th>
</tr>
</thead>
<tbody>
<tr>
<td>Utilization of Technology for Teaching and Learning (8a, 8e, 8f,)</td>
<td>2.63</td>
<td>2003 Not Available</td>
<td>2006 2.61</td>
<td>2009 2.68</td>
</tr>
<tr>
<td>% Online Credit Hours</td>
<td>5.7%</td>
<td>2008 5.1%</td>
<td>2009 7.0%</td>
<td>2010 9.8%</td>
</tr>
<tr>
<td>Computer Labs Adequate</td>
<td>5.67</td>
<td>2004 5.61</td>
<td>2007 5.65</td>
<td>2010 5.80</td>
</tr>
<tr>
<td>Adequate Support for Faculty</td>
<td>95.0%</td>
<td>2005 84.0%</td>
<td>2008 94.9%</td>
<td>2011 Not Available</td>
</tr>
</tbody>
</table>

While IVCC approached the target for “using email to communicate with instructor,” it exceeded it in 2009 but in both years was less that other small colleges or the CCSSE cohort.

Online credit hours exceeded the target each year. No comparative data available to date.

CCSSE item regarding computer labs showed that IVCC met the target only in 2010, but exceeded the national cohort mean in 2004, 2007, and 2010.

IVCC adequate support for faculty approached the target in 2008 and showed a significant increase over 2005. Results for 2011 are pending.

**6R4** Student, administrative, and organizational support services performance results are shared at several committee meetings, including SLPC, which employs the Improvement Legend (see Figure 5.3) to disseminate and follow up on how results were used to inform improvement. Other committees, divisions, and departments also receive the performance data, as do employee groups through faculty in-service dates, SSAC, or Administrative Cabinet. For example, a comprehensive, multi-year Service Excellence Project resulted in improvements on critical NLSSI, CCSSE, and PACE items and confirmed that the project had succeeded and had been institutionalized. Data informed the need for the project and the point at which the project had succeeded and could be concluded.

**6R5** Comparative data can be found in the figures on Student Support Services (see Figures 6.2 through 6.7) and Administrative and Organizational Support Services (see Figures 6.11 and 6.12; see also Figure 4.12).

**6I1, 6I2** A recent improvement includes the development of the system of KPIs, notably those for Supporting Institutional Operations. Another improvement involves a reorganization affecting the management of these processes, specifically, the integration of Academic Affairs and Student Services into the Learning and Student Development Division. The College also instituted a separate Division of Planning and Institutional Effectiveness. IVCC now has a systematic process for using the KPIs and
processes for reviewing and adjusting the measures and targets in response to achieved performance results.

The addition of a Retention Coordinator in February 2009 demonstrates an effort to improve student retention through EAS, a centralized, proactive approach that increased the likelihood of reaching students and guiding them through the steps of remediation.

The culture of the College is much more accepting of and reliant upon data to support institutional operations, and with recent improvements in the structure of the Strategic Planning Process, IVCC can move to better integrate departmental objectives and activities.

**CATEGORY 7 Measuring Effectiveness**

**7P1** Selection of the specific data that contribute to institutional effectiveness began through an AQIP action project devoted to identifying and defining Key Performance Indicators (KPIs). Through the efforts of this action project team, the College confirmed nine KPIs (see Figure O.10) and over 40 measures with corresponding targets. Review and monitoring of continued data availability or alternative data are carried out by the Institutional Research (IR) Committee under the supervision of the Director of Institutional Research.

Data are managed by the Office of Institutional Research with the assistance of the IR Committee. The Director of Institutional Research chairs the IR Committee, participates in Academic Affairs and Student Services administrative teams, and participates as an integral member of the Strategic Leadership and Planning Council (SLPC). As part of the Strategic Planning Process (SPP), the SLPC approved the College’s KPIs and triennially approves its associated measures and targets. The SLPC determines where performance results are distributed and with whom they should be addressed by employing the Improvement Legend (see Figure 5.3).

IVCC makes every effort to use the state-required information and nationally normed survey data at the institutional level to support instructional and non-instructional programs. Figure 7.1 illustrates the College’s use of information and data to support student learning, instructional objectives, and other areas of improvement.

**Figure 7.1 Sources and Uses of Data and Information**

<table>
<thead>
<tr>
<th>Data/Report</th>
<th>Use/Purpose</th>
<th>KPI Supported</th>
<th>Distribution</th>
</tr>
</thead>
<tbody>
<tr>
<td>Five-year Financial Forecast</td>
<td>Budget Development</td>
<td>5: Fiscal Responsibility/ Affordability</td>
<td>Board of Trustees, President’s Council</td>
</tr>
<tr>
<td>Enrollment/Retention</td>
<td>Student Matriculation and Performance</td>
<td>1: Student Success</td>
<td>Enrollment Management Team, Academic Administrators, SLPC</td>
</tr>
<tr>
<td>Illinois Community College Board (ICCB) Program Review</td>
<td>Monitor Career, Academic, and Student Service Program Health</td>
<td>1: Student Success  2: Placement of Graduates in Employment or Continuing Education</td>
<td>Academic Administrators, Board, SLPC, Available on IVCC Web Site</td>
</tr>
<tr>
<td>Data/Report</td>
<td>Use/Purpose</td>
<td>KPI Supported</td>
<td>Distribution</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>---------------------------------------</td>
<td>-------------------------------------------------------------------------------</td>
<td>------------------------------------------------</td>
</tr>
</tbody>
</table>
| Transfer Performance Information (from the National Student Clearinghouse [NSC] and the Illinois Shared Enrollment Database) | Track Student Performance            | 1: Student Success  
2: Placement of Graduates in Employment or Continuing Education           | SLPC, Available on IVCC Web Site               |
| ICCB Data Submissions (A1, C1, E1, N1, S3, GS) | Compile and Compare Statewide Student Enrollment and Completion Data as well as Faculty, Staff, and Salary Data | 1: Student Success  
5: Fiscal Responsibility/Affordability  
8: Utilization of Technology for Teaching and Learning | SLPC, Program Coordinators                |
| Community College Survey of Student Engagement (CCSSE) | Measure and Benchmark Student Engagement Data | 3: Service Excellence  
8: Utilization of Technology for Teaching and Learning  
9: Diversity Awareness | Faculty, SLPC, Learning and Student Development Administrators, Student Leaders, Available on the IVCC Web Site |
| Noel Levitz Student Satisfaction Inventory (NLSSI) | Measure and Benchmark Student Satisfaction Levels | 3: Service Excellence  
9: Diversity Awareness | Faculty, SLPC, Student Leaders, Available on the IVCC Web Site               |
| Personal Assessment of the College Environment (PACE) | Measure and Benchmark Employee Satisfaction and Institutional Culture | 6: Job Satisfaction  
7: Professional Development Opportunities for All Employee Groups | Faculty, Support Staff Advisory Committee, SLPC |
| Higher Education Research Institute (HERI) Faculty Survey | Measure and Benchmark Faculty Satisfaction, Sources of Stress, Teaching Methods, and Student Interactions | 6: Job Satisfaction  
7: Professional Development Opportunities for All Employee Groups  
8: Utilization of Technology for Teaching and Learning  
9: Diversity Awareness | Faculty, SLPC                                |
| ICCB Data and Characteristics and Performance Report | Provide Illinois Peer Comparison on Students, Faculty, Staff, Financials, and Facilities Data | 2: Placement of Graduates in Employment or Continuing Education  
4: District Population Served  
5: Fiscal Responsibility/Affordability | SLPC                                          |
| National Community College Benchmarking Project (NCCBP) | Measure and Benchmark Student Success, Persistence, Class Size, and Student Service Ratios | 1: Student Academic Success  
4: District Population Served | SLPC, Academic Administrators, Board of Trustees |

**7P2** Earlier cycles of strategic planning did not include performance indicators or pre-defined measures; rather, they identified measurable activities that reflected but were not aligned with plan objectives. The current strategic planning cycle (FY 2011-2013) links KPIs to the instructional and non-instructional objectives (see Figure 2.1). The Office of Institutional Research distributes the KPI measures and results as part of the agenda for SLPC. SLPC members in turn communicate the performance levels to their constituency departments and divisions.
Action teams, following the Plan-Do-Study-Act model, have requested performance information when planning and studying an improvement effort. In recent years, the culture throughout the College has shifted towards using data to inform decisions.

In 2009, IVCC’s President reorganized his senior leadership team and created a position devoted to Planning and Institutional Effectiveness (PIE). The Vice President for Planning and Institutional Effectiveness was charged with leading the SLPC, aligning strategic planning with the AQIP cycle, and facilitating improved institutional effectiveness as a result of these processes. The SLPC now supports an agenda that includes reporting results from the reports shown in Figure 7.1 as well as distributing and using the results where they will have the greatest impact (see the Improvement Legend in Figure 5.3).

7P3 Data needs determined for departments and units initially reflected the information required for external reporting (for example, program accreditation, ICCB reports, or grant reports). As the Office of Institutional Research grew, matured, and offered regular data access, the focus expanded to include data needs for internal institutional improvement or benchmarking (for example, the annual IVCC Program Review Process that complements the five-year program review required by ICCB). Finally, data needs for strategic planning are fulfilled primarily through the KPIs. Data are collected by the Office of Institutional Research in cooperation with Information Technology (IT) and stored within the data warehouse that supplements the administrative Enterprise Resource Plan (ERP).

The IR Committee has a Data Request Form that all employees can access and submit through the IR intranet site. Staff may also contact the Office of Institutional Research to assist with a data request, which may result in a submission to IT for necessary system query reports. Some staff who use regular financial and standard system reports contact an IT staff person directly.

Since the implementation of the Colleague administrative software system in December 2000, team leaders for each Colleague module continue to meet every two weeks to resolve system issues, provide module updates, discuss patch load lists, implement data clean up, and review and update the Colleague Project List. The team leaders prioritize projects on the Colleague Project List, and they are completed as the necessary human and financial resources are available. Figure 7.2 shows the information needs of various stakeholder groups and the College’s procedures for meeting those needs.

Figure 7.2 Stakeholder Information Needs and Access Mechanisms

<table>
<thead>
<tr>
<th>Information Needed</th>
<th>Access Mechanism</th>
<th>Stakeholder Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>College Policies, Forms, Employee Handbook, Departmental and Individual Web Sites, Communications, Scheduling, and All Internal Information</td>
<td>IVCC Intranet, Microsoft Office, Resource25</td>
<td>Employees</td>
</tr>
<tr>
<td>Program and Course Information, Student Support Services, and Other Public Information</td>
<td>IVCC Web Site</td>
<td>Students, Employees, Community</td>
</tr>
<tr>
<td>Administrative System for Processing Campus Information. Modules Include Student, Human Resources/ Payroll, Financial Aid, Purchasing, and Financial</td>
<td>Colleague, Legacy, WebAdvisor</td>
<td>Employees</td>
</tr>
<tr>
<td>Enrollment Trends; College, Student, Employee, and Financial Profiles</td>
<td>IVCC Quick Facts Sheet, IVCC Web Site, Presentations, New Employee Training, Five-year Financial Forecast</td>
<td>Employees</td>
</tr>
</tbody>
</table>
Currently, most analysis of data is performed in the Office of Institutional Research, and that analysis is discussed and expanded through sharing with relevant leadership and groups, first through the SLPC (see Figure 5.3). Campus-wide surveys are regularly shared with SLPC, President’s Council, the Board Planning Committee, Faculty, Student Government, and the Support Staff Advisory Committee (SSAC). General information and some reports are made available on the College Web site and the intranet. During the past five years, an increase in the presence of the Office of Institutional Research has resulted in more information being shared and used throughout the College. The recent addition of a data warehouse complementing the College’s ERP has made student enrollment information more accessible and accurate.

Analysis also occurs as part of the “study” portion of the Plan-Do-Study-Act cycle of improvement employed in the College’s AQIP action projects (see Figure 7.3).

### Figure 7.3 2011 Action Projects

<table>
<thead>
<tr>
<th>Action Project Name</th>
<th>Description</th>
<th>Data Collected/Analyzed</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Web Site Research</td>
<td>Determine needs of students/stakeholders using the College Web site and assess if content and/or design changes are needed to meet needs</td>
<td>Survey data; focus group data; exercise results (time and pathway to locate key information)</td>
</tr>
<tr>
<td>Strategic Enrollment Management</td>
<td>Determine optimal enrollment and retention targets; improve student access, transitions, and persistence</td>
<td>Enrollment data; student success, retention, and persistence data by student group(s); student engagement and satisfaction data</td>
</tr>
</tbody>
</table>
| Student Learning Outcomes Team         | Conduct full-faculty pilot of online general education goal assessment process; use results to improve and fully implement process | Assessment designs; targets met/unmet; results in categories:  
  - Pedagogy  
  - Student needs  
  - Curricular needs  
  - Assessment design |

The needs and priorities for comparative data were initially determined in response to external requirements. However, as accessibility and use of data in decision making grew, the College employed three types of comparative data: (1) internal, (2) ICCB state community college data, and (3) nationally normed educational data, such as NLSSI, CCSSE, and Integrated Postsecondary Educational Data System (IPEDS). The nine KPIs include comparative data whenever possible.
Internal enrollment/credit hour, success, and retention reports contain internally comparative information used by the academic administrators and are frequently shared with division faculty. Trend information is available in the Demographics Report shared with College administration and the Board. State data are used to compare IVCC to its peer college group. Information from the ICCB Data and Characteristics Report annually compares all members of the Illinois Community College System. IVCC compares its tuition and universal fees to the peer college group and the state average.

Benchmarking against any non-academic businesses is limited. However, business professionals and area employers who are members of advisory committees for career programs provide ideas and recommendations to improve or update curriculum, equipment, and student experiences in IVCC’s programs so that graduate skills better match the job market needs. Figure 7.4 illustrates the various benchmark groups IVCC uses to assess comparative data.

Figure 7.4 Comparative Information Sources

<table>
<thead>
<tr>
<th>Comparison Group</th>
<th>Description</th>
</tr>
</thead>
</table>
| Illinois Community Colleges | - Data from ICCB and IPEDS are used for comparisons with other community colleges. Both allow access to peer group as well as general comparisons.  
  - Comparative data are also provided by ICCB to assist Illinois community colleges in the preparation of the Performance Report, which evaluates all Illinois colleges on the six goals of the Illinois Commitment.  
  - The IVCC Business Office often uses an established ICCB peer group for comparison purposes regarding financial and enrollment information. |
  - IPEDS: http://nces.ed.gov/ipeds/coo  
    http://nces.ed.gov/ipeds/pas/ |
  - CCSSE: http://www.ccsse.org |
| Non-educational Institutions | - Data from Illinois Valley businesses used to compare employees’ benefits, such as health insurance and sick-time allocations.  
  - Illinois Department of Employment Security (IDES) salary data used to assist in determination of the staff salary schedule. |

7P6 IVCC does not yet have a systematic process for ensuring that data analysis aligns with strategic goals at the department and unit levels. However, some units, such as Academic Affairs, review student retention, success, and program-level performance data on a regular basis as a resource for developing department-level improvement objectives. Furthermore, the KPIs align with the College’s strategic goals and objectives, and each measure aligns with one or more AQIP category.

The 2008-2010 SPP represented the first implementation in which the plan was aligned with the AQIP cycle. Evaluation of the planning process resulted in recommended improvements, including (a) aligning the KPI measures and targets to strategic plan objectives rather than to each separate activity and (b) developing a more standardized process for division/departmental activities to enter and be aligned with...
the planning process. More information regarding recommended improvements is available on the IVCC Web site (http://www.ivcc.edu/cqi.aspx?id=10532).

**7P7** IVCC places much emphasis on providing appropriate access to reliably functioning information systems, which can be observed by noting the multiple teams meeting to discuss topics such as information security (Sensitive Information Committee), functionality of the ERP and attached pieces (Colleague Module Leads), and student and staff access (IT Committee). Problems that arise are acted upon appropriately and almost immediately by the information systems managers. Some measures being taken to assist the College in providing secure access are listed in Figure 7.5.

**Figure 7.5 Data Security and Access**

<table>
<thead>
<tr>
<th>ITEM</th>
<th>METHOD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Servers</td>
<td>Restricted physical access, fire suppression, redundant HVAC, redundant power, environmental monitoring, redundant firewalls</td>
</tr>
<tr>
<td>Off-campus Access to Secured Systems</td>
<td>Virtual Private Networks (VPN)</td>
</tr>
<tr>
<td>Segmented Access</td>
<td>Virtual Local Area Networks (VLAN), separating less secure traffic</td>
</tr>
<tr>
<td>Prevention of Security Breaches</td>
<td>Internal security audits, penetration testing (by an external firm)</td>
</tr>
<tr>
<td>Data Backups/Reliability</td>
<td>Kept secure in a separate location, redundant servers</td>
</tr>
<tr>
<td>Student Access</td>
<td>Documented password reset procedures performed by a limited staff, student identification procedures for access to personal and financial records</td>
</tr>
</tbody>
</table>

The IT Committee monitors the IT Strategic Plan, which focuses efforts on six goal areas, including security. Current strategic activities include the drafting of a disaster recovery plan. On a regular basis, queries are run to ensure data cleanliness and to predict completeness of state reporting. The Module Leads Committee, as part of its charter, allows for discussion leading to a better understanding of the data elements collected and stored in the ERP. Two other main functions of the Module Leads Committee are to refine definitions of data elements and to test upgrades and patches to the system. A major portion of the testing procedures includes checking for data accuracy and integrity within the system before the patch is applied. By proper testing, the College ensures reliability by preventing downtime of the ERP system.

The Sensitive Information Committee has been actively training employees, working towards Payment Card Industry-Data Security Standards (PCI-DSS) Compliance (credit card industry standards) and the prevention of putting sensitive information at risk. Other steps in place to prevent restricted access to information include cross training of employees who have the most access to the system, putting procedures in place to help those who assist the staff and students of the College, and monitoring and tracking of downtime of the different information systems.

The financial systems have additional procedures in place to ensure the validity of collected and distributed information. Procedures such as segregation of duties, a tiered approval process, monthly reconciliations, an annual audit, and monthly budget-to-actual review are in place to ensure accuracy. Timeliness is managed by daily deposit procedures, real-time student account postings, and financial entry batch postings at least nightly.

**7R1** The primary measures for performance and effectiveness of IVCC’s system for information and knowledge management are represented in the IT Strategic Plan, specifically in the infrastructure.
institutional effectiveness, and security goal areas. Figure 7.6 shows an excerpt from the IT Strategic Plan, and details these goals, as well as the corresponding objectives and measures.

**Figure 7.6 IT Strategic Plan: Goals for Information and Knowledge Management System**

<table>
<thead>
<tr>
<th>Goal</th>
<th>Objectives</th>
<th>Measures (updated 2011)</th>
</tr>
</thead>
</table>
| Maintain and Enhance Infrastructure (Goal 1) | Integrate new technologies and replace obsolete equipment | --Upgrade projects completed  
--Wireless access availability on campus  
--Saturation of available bandwidth  
--Network availability  
--Unique daily wireless users  
--Student-to-computer ratio  
--NLSSI (computer labs question)  
--CCSSE (computer labs question)  
--Age and viability of computer equipment  
--Quantity of e-waste removed and disposed |
| | Provide adequate network access and bandwidth | |
| | Increase efficiency and cost savings through technology | |
| | Equipment expanded or improved facilities | |
| | Make appropriate computing equipment and facilities available to students and employees | |
| | Support campus recycling and sustainability efforts | |
| Optimize Institutional Effectiveness Through Technology (Goal 4) | Improve currency, completeness, accuracy, and consistency of campus data | --Reports filed on time  
--Data elements standardized  
--Reduced paper use  
--Increased online access to information  
--Number of processes revised  
--Estimated time saved  
--Number of processes documented |
| | Reduce reliance on paper-based processes | |
| | Increase access to campus data from information systems and through system integration | |
| | Increase efficiency by streamlining and documenting processes | |
| Assure Data, System, and Equipment Security (Goal 6) | Faculty and staff understand legal issues associated with use of info technology | --Faculty and staff read Use of Computing Resources policy and sign Acknowledgment Form  
--System performance at peak times  
--Limited or no incidents concerning the Family Educational Rights and Privacy Act (FERPA), Digital Millennium Copyright Act (DMCA), Health Insurance Portability and Accountability Act (HIPAA), Gramm-Leach-Bliley Act (GLBA), etc.  
--Security breaches  
--Inventory results |
| | Availability of key information systems meet or exceed effectiveness target | |
| | Mandated federal information regulations meet or exceed effectiveness target | |
| | College operates with no security breaches | |
| | Physical inventory counts match college records | |

The College’s overall system for measuring effectiveness for Categories 1-6 and 9 is accomplished through the measures within the nine KPIs (see Figure O.10). There is a process in place for the Office of Institutional Research to annually input results and compare to targets. In addition, there is a process for the IR Committee to review the appropriateness of targets on the three-year cycle that coincides with the SPP.

7R2 Each year the Director of Information Technology (IT) and Director of Learning Technologies (LT) present a progress update on the IT Strategic Plan to the College Board of Trustees. Over the past three years, they have been able to show significant progress in the three goal areas related to the information management and knowledge system (see Figure 7.7).
Figure 7.7 Progress Update IT Strategic Plan (Selected Goals)

<table>
<thead>
<tr>
<th>Goal Area</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
</tr>
</thead>
<tbody>
<tr>
<td>Infrastructure</td>
<td>--Increased bandwidth</td>
<td>--Increased bandwidth</td>
<td>--Increased bandwidth (21kb)</td>
</tr>
<tr>
<td></td>
<td>--Upgraded Firewall system for Internet connection and servers</td>
<td>--Upgraded to Microsoft 2007</td>
<td>--Increased wireless capacity</td>
</tr>
<tr>
<td></td>
<td>--Implemented Cisco Clean Access to allow students to access wirelessly in key areas</td>
<td>--Installed VOIP phone system and 400 phones</td>
<td>--Migrated from Novell Netware to Windows Active Directory and from Lotus Notes to Exchange</td>
</tr>
<tr>
<td>Institutional Effectiveness</td>
<td>--Spring 2008 grade reports became available securely online via WebAdvisor</td>
<td>--Implemented Higher Ed Analytics (data warehouse)</td>
<td>--IT Committee sub-team made significant progress in drafting an IT Disaster Recovery Plan</td>
</tr>
<tr>
<td></td>
<td>--Implemented eCommerce and Instant Enrollment to enable Continuing Education Web-based enrollment</td>
<td>--Standardized computers with Office 2007/DVD burners</td>
<td></td>
</tr>
<tr>
<td></td>
<td>--Began training for campus-wide transition to Office 2007</td>
<td>--Administered IT Vision Survey</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>--Updated Student Email Guidelines</td>
<td></td>
</tr>
<tr>
<td>Security</td>
<td>--Provided orientation regarding legal issues to Adjunct Faculty Teaching Academy and New Employee Orientation</td>
<td>--Completed rebuild of Data Center</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>--Initiated Theft Protection Team</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>--Changed Colleague password criteria (privacy)</td>
<td></td>
</tr>
</tbody>
</table>

At the end of the three-year strategic planning cycle (2013), the College anticipates having performance results on the effectiveness of its KPI system.

**7R3** IVCC has not compared its results for measuring effectiveness with other colleges or other non-academic organizations. The development and systematic use of KPIs and targets as part of the SPP should help the College focus on results for measuring effectiveness in achieving strategic goals.

In addition to determining comparison benchmarks for the IT and knowledge management system, one next step will be to compare the College’s KPI system with other colleges.

**7I1** With the entire leadership team in place, including the newly created position of Vice President for Planning and Institutional Effectiveness along with the implementation of the KPI Measures and Targets, IVCC is much closer to having an inclusive system that supports institutional effectiveness. The College now has performance targets and comparable data from a variety of resources which are analyzed by decision makers and shared appropriately throughout the campus community in efforts to both celebrate and improve the College’s current position.

**7I2** Available data are much more reliable than in the past due to the data cleanup efforts initiated by the Module Leads Committee. Over time, there has been a better understanding of the data by a larger group of employees.

During recent years, an expectation of data-informed decision making has become the norm. Almost all cross-campus committees have IR representation. At nearly every meeting, the SLPCC is informed of recently analyzed information to consider for possible action. The College’s KPIs are monitored by the IR
Committee and will also be considered for action by the SLPC and other relevant committees. The Administrative Cabinet disseminates resulting changes and discusses solutions to recently discovered issues or problems.

**CATEGORY 8 Planning Continuous Improvement**

8P1 IVCC’s key planning processes, including strategic planning, financial forecast (and associated Budget Council), technology planning (Information Technology [IT] Strategic Plan), and facilities Master Planning are interrelated. Each year, departments consider strategic goals and objectives as they prepare their annual operating budgets so that funds will be available for activities to meet the objectives and goals. The College’s Budget Council makes a determination regarding funding for initiatives to meet the goals set out in the Strategic Planning Process (SPP). The College updates the facilities Master Plan every five years to plan for additional facilities and infrastructure needed to carry out the Mission, Vision, and Core Values (MVCV) of IVCC. The IT Strategic Plan, like the College’s strategic plan, is on a three-year cycle that is updated on an annual basis to align the technology needs of IVCC with the strategic planning and budgeting processes. The Board of Trustees approves the strategic plan, the facilities Master Plan, the annual operating budgets, and IT Strategic Plan.

8P2 Long-term strategies are selected through the key planning processes described in 8P1.

**Figure 8.1 Selection of Long-Term and Short-Term Strategies**

<table>
<thead>
<tr>
<th>Long-term Strategies</th>
<th>Cycle</th>
<th>Selected Through</th>
<th>Short-term Strategies</th>
<th>Selected By</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Strategic Goals</td>
<td>Three-year</td>
<td>Environmental Scan; Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis; Mission, Vision, Values Review</td>
<td>Strategic Objectives and Activities</td>
<td>Divisions and Departments</td>
</tr>
<tr>
<td>IVCC Facilities Master Plan Goals</td>
<td>Five-year</td>
<td>Needs Analysis Workshops with Internal and External Stakeholders</td>
<td>Annual Protection Health Safety (PHS) Funded Capital Projects Based on Priority and Resources</td>
<td>Board Facilities Committee and President’s Council, Approved Annually by Board of Trustees</td>
</tr>
<tr>
<td>Comprehensive Statewide Program Review</td>
<td>Five-year (Continuous)</td>
<td>ICCB Maintains Statewide Program Review Cycle</td>
<td>IVCC Annual Career and Technical Education (CTE) Program Review and Assessment of General Education Goals (Each Semester)</td>
<td>Deans and Faculty, Reviewed Biannually by Student Learning Outcomes (SLO) Team and Strategic Leadership and Planning Council (SLPC)</td>
</tr>
<tr>
<td>IVCC Financial Forecast</td>
<td>Five-year (Continuous)</td>
<td>Review of Trend Data for Audits, Tax Rates, Tuition and Fee Rates, Enrollment Demographics, and Instructional Costs</td>
<td>IVCC Annual Budget Process</td>
<td>Budget Council, Approved Annually by Board of Trustees</td>
</tr>
</tbody>
</table>
The College begins its SPP by engaging in environmental scanning, which includes faculty, staff, Board members, and community leaders, and involving identification of trends and emerging issues across eight different scan demographics. These trends and issues, in combination with an internal SWOT analysis and accompanied by review of the College’s MVCV formed the basis for development of the College’s five strategic goals. Subsequent cycles of the SPP likewise commenced with the environmental scan, SWOT analysis, and MVCV review, which facilitated development of goals (long-term strategies) for the next strategic planning cycle (see Figures 2.1 and 2.2). At the division and departmental level, objectives (short-term strategies) should be developed and aligned with appropriate strategic goals. A similar process is used on the corresponding three-year cycle for the IT Strategic Plan, which relies upon historical data on technology needs and use and information regarding vendor and industry upgrades to produce an annual project list that is submitted to the Board for approval and to the Budget Council for resource allocation.

Facilities Master Plan goals are updated every five years; however, the Board Facilities Committee, in cooperation with College administration, selects and authorizes annual capital projects based upon strategic need, priority, and resource availability to move toward the longer-term goals. The Illinois Community College Board (ICCB) provides a rotating cycle of academic and career programs for review across the state. IVCC maintains its own annual program review process for each CTE program, and an online assessment of general education goals each semester. Finally, the Five-year Financial Forecast prepared by the Vice President for Business Services and Finance and the Controller reviews a seven-to-ten year history of College expenditures, state and local revenues, tuition and fee rates, student enrollment demographics, and net instructional costs to anticipate priorities in the annual budget process.

8P3 IVCC develops its key action plans through two main avenues: (1) AQIP components, including a Strategy Forum, Systems Appraisal Feedback Report, and action projects; and (2) Strategic Leadership and Planning Council (SLPC) and associated committees. Team discussion at the Strategy Forum allowed the College to identify gaps while the Systems Appraisal Feedback Report helped the College focus its attention (on O’s and OO’s) through action projects. We have continued this approach with the current action projects and through the committees reporting to SLPC (see Figure 8.2). This approach was developed during the previous strategic planning cycles when the leadership and responsibility for AQIP and CQI was decentralized. Centralizing leadership for AQIP and CQI with the Vice President for Planning and Institutional Effectiveness (PIE) allows IVCC the opportunity to assign this responsibility and move toward a more systematic process.

**Figure 8.2 Key Action Plans**

<table>
<thead>
<tr>
<th>IVCC Strategic Goal</th>
<th>Associated AQIP Action Projects 2010-2011</th>
<th>Associated SLPC Committees</th>
</tr>
</thead>
<tbody>
<tr>
<td>(1) Assist all students in identifying and achieving their educational and career goals.</td>
<td>Strategic Enrollment Management IVCC Web Site Research and Design</td>
<td>Student Learning Outcomes Team Teaching and Learning Committee Curriculum Committee Student Success Committee</td>
</tr>
<tr>
<td>IVCC Strategic Goal</td>
<td>Associated AQIP Action Projects 2010-2011</td>
<td>Associated SLPC Committees</td>
</tr>
<tr>
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</tr>
<tr>
<td>(2) Promote the value of higher education.</td>
<td>IVCC Web Site Research and Design</td>
<td>Institutional Research (IR) Committee</td>
</tr>
<tr>
<td>(3) Grow and nurture all resources needed to provide quality programs and services.</td>
<td>Assessment of Student Learning Outcomes Implementation Strategic Enrollment Management</td>
<td>SLO Team Operations and Safety Committees IT Committee</td>
</tr>
<tr>
<td>(4) Promote understanding of diverse cultures and beliefs.</td>
<td>IVCC Web Site Research and Design Assessment of Student Learning Implementation</td>
<td>Professional Development Committee and Diversity Team Teaching and Learning Committee Curriculum Committee</td>
</tr>
<tr>
<td>(5) Demonstrate IVCC’s Core Values through an inclusive and collaborative environment.</td>
<td>Strategic Enrollment Management</td>
<td>Professional Development Committee</td>
</tr>
</tbody>
</table>

**8P4** The Vice President for Planning and Institutional Effectiveness and the SLPC ensures that objectives are coordinated and aligned with College goals and have corresponding measures and targets using primarily the Key Performance Indicators ([KPIs], see Figure O.10). Currently, SLPC is revising the process for division and departmental submission of strategies and action plans to improve alignment. Evaluation of the College’s previous strategic planning cycle revealed that there was confusion regarding strategic and operational activities and action plans and funding allocation for each type.

**8P5** Performance measures and targets are defined and selected through two methods: KPI Review and SLPC action. The KPIs were developed through an AQIP Action Project team and included defined measures and initial targets. Following their development, the IR Committee updated performance targets, and it reviews the results annually with measure and target updates scheduled every three years. The KPI results are also reviewed annually by SLPC against the target values.

For some objectives, SLPC committees define, select, and set measures and targets. For example, the IT Committee, under the joint leadership of the Director of Information Technology and Director of Learning Technologies, defines the objectives under the six goal areas of the IT Strategic Plan and identifies associated measures and targets. Results are reviewed as part of the agenda of scheduled meetings by committee members and shared with SLPC.

**8P6** The financial planning process (Five-Year Forecast) anticipates state and local property tax revenues and tuition levels needed to meet the funding threshold (85.0 percent of state average) that qualifies the College to levy an additional equity tax. Also anticipated are instructional costs, student enrollment, and expenditures by fund and type. This forecast informs the College budget process, and the Budget Council uses the identified priorities or limitations regarding resources in their deliberations with budget managers.

SLPC and Budget Council are revising the process for divisions and departments to develop and submit their objectives and strategies so that it is more closely aligned to the Financial Forecast and budgeting process. The College has begun to accomplish this revision by requiring budget managers to address how their requests are tied to the strategic goals and identified priorities.

**8P7** The College’s SPP is based on data-informed decisions. IVCC collects current data and historical data, conducts needs assessments, prepares comparisons with peers, and looks at what other colleges have done to learn from their experiences. With financial planning, the budget is developed based upon the Financial Forecast, which reflects seven-to-ten years of trend data, including histories of audit
information, tax rates, tuition and fee rates, state (ICCB grant) funding, and net instructional costs. The mapping of trend data to some degree mitigates risk. The IT plan assesses risk through its security goal and objectives and guards against duplication of services. New program planning incorporates part-time faculty and a three-year threshold to reach minimum enrollment as a way to confirm a sustainable need. Facilities planning relies upon sustainable buildings and materials to minimize the risk to the environment, and risks related to human resources are addressed through the Office of Human Resources’s system of criminal and financial background checks for identified positions.

In some cases, the risk is too great, and the College decides to change direction. There are several levels of oversight before decisions are made, including division/departmental approval, senior administration approval, Board Committee approval, and ultimately Board of Trustees approval. Each of these steps requires accompanying data to illustrate past performance and anticipate future performance.

IVCC addresses development of faculty, staff, and administrator capabilities as strategies change through broad participation in the planning process and through in-service presentations and professional development offerings. At the department level, faculty and staff have been involved in developing strategic planning objectives; in addition, objectives have been submitted for consideration from committees and teams with broad representation of employees. Workshops have been conducted to assist administrators and other supervisors to state objectives in measurable terms and to identify appropriate measures and targets.

Development of IVCC faculty, staff, and administrator capabilities is also achieved through professional development initiatives, including a CQI presentation at New Employee Orientation. A recent AQIP action project team developed team leader and member training to help teams learn to employ the Plan-Do-Study-Act model in their action project or other improvement efforts. Individually, supervisors can develop their staff members through the Employee Development Plan (EDP), which links individual goals to the strategic goals of the College.

One of the criteria for IVCC’s new SPP was to evaluate regularly the effectiveness of the process itself. Measures of effectiveness will include timelines met, success of integrating planning into the budget development and approval process, participation of employees across the College, and percentage of targets met for identified strategic objectives. To date, there is not a systematic approach that has been implemented, and improved to demonstrate the effectiveness of the planning process. What does exist is a narrative report of the activities performed and objectives achieved through the work of teams and committees for the 2008-2010 strategic planning cycle. In addition, there are results across the nine KPI areas that correspond to AQIP Categories 1 through 6 and Category 9.

The full narrative evaluation of the 2008-2010 SPP can be found at http://www.ivcc.edu/cqi.aspx?id=10532. Sample excerpts from this report include both the results achieved through departments, divisions, assigned Goal Champions, and SLPC. Including all of the results from the 2008-2010 SPP would exceed the scope and limits of this document; therefore, a sample of the results achieved in each goal category is included.
Figure 8.3 2008-2010 Sample Strategic Plan Results

<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Goal Champion</th>
<th>Results Achieved By</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Goal 1:</strong> Enable all students to identify and achieve their educational and career goals.</td>
<td><strong>Goal Champion</strong>&lt;br&gt;Divisions and Assigned Departments</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;(Includes Curriculum Committee and Educational Excellence Council)</td>
</tr>
<tr>
<td>Employees working toward this goal were able to achieve the objective and provide earlier and broader assessment of student readiness for college, through the following activities:</td>
<td><strong>Teaching and Learning</strong>&lt;br&gt;---Created enhanced Program Review Process for Career and Technical Education (CTE) programs&lt;br&gt;---Chartered General Education Assessment Action Project&lt;br&gt;---Expanded Honors Program&lt;br&gt;---Improved processes related to student success in writing, information literacy, and low placement scores&lt;br&gt;---Heard updates about a Writing Across Campus initiative to improve student writing&lt;br&gt;---Approved reading requirement for ENG 1001, 1205</td>
<td><strong>Curriculum</strong>&lt;br&gt;---Approved 21 new welding courses&lt;br&gt;---Established reading placement for ENG 1001, 1205&lt;br&gt;---Approved courses for Illinois Articulation Initiative (IAI) Global Appreciation requirement</td>
</tr>
<tr>
<td>• Increased the number ACT scores sent to IVCC from area high school students.</td>
<td><strong>Educational Excellence Council</strong>&lt;br&gt;---Addressed faculty and counselor evaluation system documents and procedures&lt;br&gt;---Determined Faculty Handbook updates</td>
<td><strong>Scheduling and Planning Committee</strong>&lt;br&gt;(Includes Strategic Marketing Ad Hoc Team, College Events Committee, and Class Schedule Committee)</td>
</tr>
<tr>
<td>• Increased and maintained the number of IVCC students attending New Student Orientation (2008=305, 2009=387, 2010=381).</td>
<td></td>
<td><strong>Strategic Marketing</strong>&lt;br&gt;---Initiated coordinated marketing campaigns: (1) Take Control… and (2) IVCC Is the Best Fit for Me&lt;br&gt;---Initiated monthly community event calendars and associated news highlights on College Web page&lt;br&gt;---Developed College MySpace site&lt;br&gt;---Initiated three-issue contract for Career Focus publication&lt;br&gt;---Developed and produced semi-annual President’s newsletter&lt;br&gt;---Designed and initiated targeted marketing campaign for Ottawa Center</td>
</tr>
<tr>
<td>• Increased the overall number of new students exposed to Career Cruising (CC), first by requiring it at New Student Orientation, then through confirming their experience with CC at their local high schools.</td>
<td><strong>College Events Committee</strong>&lt;br&gt;---Set up lobby and information desk monitors featuring daily events&lt;br&gt;---Fully implemented R25 Webviewer room scheduling and S25 Webviewer course scheduling programs</td>
<td><strong>Class Schedule Committee</strong>&lt;br&gt;---Streamlined schedule development and publication processes&lt;br&gt;---Reworked schedule as marketing piece&lt;br&gt;---Reviewed potential alternative schedules (such as four-day) and Master</td>
</tr>
</tbody>
</table>

Goal 2: Promote the value of higher education.

Employees working toward this goal were able to make progress toward the objective and increase market penetration by developing an outcome-oriented brand and strategically coordinated campaign.

- Designed comprehensive, coordinated message and brand (“quality *cost* convenience”).
- Used partnerships (City of Ottawa and Marquette Academy) to live the brand.
- Published and distributed specialized marketing pieces for target groups, including potential Career and Technical students and Ottawa Center students.

**Goal Champion**
Divisions and Assigned Departments

**Scheduling and Planning Committee**
(Includes Strategic Marketing Ad Hoc Team, College Events Committee, and Class Schedule Committee)

**Strategic Marketing**
**Ad Hoc Team**
---Initiated coordinated marketing campaigns: (1) Take Control… and (2) IVCC Is the Best Fit for Me
---Initiated monthly community event calendars and associated news highlights on College Web page
---Developed College MySpace site
---Initiated three-issue contract for Career Focus publication
---Developed and produced semi-annual President’s newsletter
---Designed and initiated targeted marketing campaign for Ottawa Center

**College Events Committee**
---Set up lobby and information desk monitors featuring daily events
---Fully implemented R25 Webviewer room scheduling and S25 Webviewer course scheduling programs

**Class Schedule Committee**
---Streamlined schedule development and publication processes
---Reworked schedule as marketing piece
---Reviewed potential alternative schedules (such as four-day) and Master
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Results Achieved By</th>
</tr>
</thead>
</table>
| **Goal 3: Grow and nurture the resources needed to provide quality programs and services.** Employees working toward this goal were able to achieve the objective and improve service excellence across the college. | **Goal Champion** Divisions and Assigned Departments  
**Operations Committee** (Includes Safety Committee)  
**Professional Development Committee** (Includes Service Excellence Team) |
|  
- Personal Assessment of College Environment (PACE) 2009 results moved closer to collaborative style as compared to 2006 administration.  
- Community College Survey of Student Engagement (CCSSE) 2009 results showed an increase in quality of student relationships with instructors compared to 2006 administration.  
- CCSSE 2009 results showed an increase in the quality of student relationships with administrative personnel and offices compared to 2006 administration. |  
**Operations**  
-- Solicited feedback from advisory group of students in wheelchairs resulting in accessibility improvements and associated PHS projects  
-- Reviewed and improved campus smoking policy  
-- Reviewed and recommended two capital improvement projects: biology lab renovation and Building G electric work  
**Safety Committee**  
-- Activated emergency text messaging system activated  
-- Installed new emergency call boxes  
-- Held annual fire and tornado drills  
-- Added regular workshop on bloodborne pathogens  
-- Participated in bio pandemic exercise  
-- Participated in mock disaster drill with NRC  
-- Participated in Threat and Risk Assessment training provided by the Texas Engineering Extension Service  
**Service Excellence Team**  
-- Modified We Value Your Input form for measuring effectiveness  
-- Promoted service excellence through all-staff in-service workshops  
-- Tracked EDP rating for customer service  
-- Modified EDP, changing customer service to service excellence and making it the number one category  
-- Added service excellence language to basic summary of every job description  
-- Developed New Employee Orientation session for service excellence  
-- Added standard interview question for service excellence  
-- Implemented “give ’em a pickle” recognition program |
| **Goal 4: Determine and respond to technological needs.** Increase Colleague user’s ability to access information to allow for data-based decision making. | **Goal Champion** Divisions and Assigned Departments  
**Information Technology Committee** (Includes Module Leads Team) |
|  
- Collected baseline survey data that revealed decision makers (Administrative Cabinet) successfully used Datatel’s Colleague student information system 38.5% of the time without assistance from administrative assistants, co-workers, or IT staff.  
- Collected baseline survey data that revealed major users successfully used Datatel’s Colleague student |  
**Infrastructure**  
-- Upgraded firewalls and installed Cisco Clean Access to allow student-owned computer access to network  
-- Upgraded Scantron testing technology  
-- Expanded wireless network areas  
-- Increased bandwidth to 23MH and partnered with La Salle County Broadband Initiative to expand high-speed Internet access in county  
-- Upgraded to Microsoft 2007 and CMS Web page content management  
Note: Additional detail available in annual IT Strategic Plans |
<table>
<thead>
<tr>
<th>Strategic Goal</th>
<th>Results Achieved By</th>
</tr>
</thead>
<tbody>
<tr>
<td>information system 73.0% of the time without assistance from administrative assistants, co-workers, or IT staff.</td>
<td>Security \n--Began work on technology-related disaster plan \n--Explored Higher Education Opportunity Act (HEOA) requirements for online learner verification \n--Began routinely addressing Federal Educational Rights and Privacy Act (FERPA) and Gramm-Leach Bliley (GLB) Act training for all new employees</td>
</tr>
</tbody>
</table>
| **Goal 5: Promote understanding of diverse cultures and beliefs.** Provide the College and community with coordinated cultural diversity programming and multicultural education training. | **Goal Champion** Divisions and Assigned Departments  
**Professional Development Committee**—Diversity Team  
--Sponsored Martin Luther King, Jr., Writing Contest  
--Sponsored Black History, Native American History, and Women’s History months with associated activities and presentations  
--Recognized Sexual Assault Awareness Month  
--Celebrated Earth Day  
--Featured religious presentation activities  
--Facilitated Hispanic heritage events  
--Held Cinco de Mayo fiesta luncheon  
--Sponsored Cultural Centre productions *Ballet Folklorico Quetzalcoatl* and *Jazzy Musical Impressions and Expressions*  
--Held Day of the Dead activities  
--Facilitated Citizenship Ceremony  
--Sponsored human trafficking speaker  
--Circulated Cesar Chavez national holiday petition  
--Created five Presidential Commissions on the status of IVCC students |

**8R3** KPI measures and three-year targets have been identified for each objective approved as part of the strategic plan (see Figure 2.1). Performance will be measured throughout the 2011-2013 planning cycle in terms of the College’s ability to meet the identified targets. KPI results are shared annually with SLPC to ensure that the objectives remain current, and the measures continue to be realistic and challenging.

**8R4** While certain KPI measures have associated comparative data benchmarked with either a national cohort or other Illinois community colleges, IVCC does not yet have performance results to compare its planning system to others.

**8R5** Currently, the evidence of the planning process’s effectiveness is limited to the achievement of objectives listed in Figure 8.3.

**8I1. 8I2**

Advantages of the 2008-2010 SPP  
The planning process employed for the 2008-2010 strategic plan moved beyond planning to implementation through a full cycle. The decentralized process was consistent with available staffing and used existing faculty, staff, or administrators with appropriate expertise as goal champions. Leaders also relied upon action project teams to align with the AQIP accreditation cycle. This also represented the first IVCC strategic planning process that integrated measurable objectives and associated measures for most of the activities.
By developing a detailed planning process, incorporating measures, and improving alignment with AQIP, IVCC was able to strengthen its SPP, a key recommendation that emerged from the 2008 AQIP Strategy Forum.

Challenges with the 2008-2010 SPP
Though this planning process had many strengths and produced many improvements to the College, some particular challenges emerged. Due to changes in senior leadership, the planning process did not always proceed as originally designed. For example, development and implementation of external environmental scanning preceded the implementation phase by over two years rather than immediately preceding the subsequent steps. Future cycles of the planning process will follow the process depicted on the flowchart more closely.

Though the decentralized process was appropriate to the organizational leadership and structure at the time, it was difficult to coordinate. Changes not only in senior leadership but also in identified goal champions led to some gaps in the process. Due in part to these difficulties with coordination, new strategic objectives were not identified or implemented as the primary objectives were met. The associated measures were aligned with the many activities that emerged from the plan rather than being associated with the objectives, resulting in too many measures and the inability to routinely measure and aggregate all of them. Based upon the identified challenges to the process, several improvements will be made to current and upcoming planning processes.

Recommended Improvements to the IVCC SPP
Two steps will now be emphasized to strengthen the planning process. They have always been an implicit part of the process but will be more formalized. Specifically, long-term visioning and setting priorities by both the Board and the President’s Council will be given more attention to clarify the College’s direction. Opportunities exist to engage leadership in visioning and setting priorities as part of goal setting during performance or governance evaluation or during the scanning or campus Master Plan processes.

Rather than assigning measures for the many activities undertaken during implementation, the appropriate KPIs will be assigned to strategic objectives. KPI results will be routinely reviewed by SLPC to identify if a particular strategic objective needs to be changed to address emerging issues or can be retired and replaced with a new priority. Using the KPIs will allow leadership to be more formative and proactive in its evaluation of the strategic actions of the College versus an end-of-term, summative evaluation.

Finally, outcomes from the planning process, including AQIP action projects, Systems Portfolio feedback, committee accomplishments, and progress toward strategic goals, will be centrally located in the Planning and Institutional Effectiveness Office. Though planning takes place across campus, aggregating and measuring the results will be a function of PIE and IR and can be available as a resource for all of the departments within the College.

CATEGORY 9 Building Collaborative Relationships

IVCC relies on formal and informal processes to create, prioritize, and maintain key collaborative relationships (see Figure O.12) that maximize the College’s programs and services for its students and stakeholders. The College uses needs analysis, intentional and strategic outreach, environmental scanning, and other planning and decision-making tools to determine the importance and appropriateness of entering into key collaborative relationships and partnerships. Collaborative relationships with organizations from which IVCC receives students, including district high schools, educational and
workforce agencies, employers, armed services, and other colleges and universities, typically involve formal processes that require commitment of resources.

IVCC’s partnership with Marquette Academy for the Running Start program is a prime example of a formal process. Running Start is a cooperative approach that includes a combination of dual credit and dual enrollment courses, availability of an algebra refresher course, and the potential to earn an associate degree and high school diploma nearly simultaneously. Students begin the program in their junior year by taking a combination of dual credit and dual enrollment courses and are released in the afternoon of their senior year to enroll in IVCC courses that apply towards an associate degree.

An example of a formal process that involves intentional and strategic outreach is the agreements for dual credit and dual enrollment courses. IVCC has partnered directly with 19 of the 21 high schools within the College’s district to offer dual credit and/or dual enrollment courses for high school juniors and seniors through two programs, the Early Entry College (E2C) Program for transfer courses and the Partnerships for College and Career Success (PCCS) for career courses. IVCC’s Recruitment and Dual Credit/Dual Enrollment Coordinator is charged with coordinating these courses and implementing continuous improvement strategies in the recruitment, registration, and reporting processes associated with IVCC’s course offerings. IVCC’s commitment to staffing this collaboration has resulted in formal agreements with its partners.

IVCC’s Ottawa Center (OC) reflects the formal partnership between IVCC and the City of Ottawa to bring higher education to the eastern half of the district. This is the first time in the College’s 87-year history that an extension center was opened at a site renovated by an area city and dedicated solely to IVCC. An estimated 40 percent of the College’s current student population resides in the eastern half of the district. After an informal survey of close to 600 credit and noncredit students and break-even analysis, the College opened its doors for students in Fall 2010.

The College’s program advisory committees are examples of formal partnerships strategically forged with local employers. Each Career and Technical Education (CTE) program meets at least once a year with its advisory committee to get input and to share information about current program offerings. Employer representatives are recommended by industry professionals or recruited by program coordinators or other academic leaders. The advisory committees provide the College with guidance for curriculum development, revisions, internships, and job placement.

Advisory committee members in turn send their current employees to IVCC to upgrade and expand their skills. The Business Training Center (BTC) is an important community program for employee development and training. The BTC serves district companies by providing business consulting and training programs that improve employee performance and enhance organizational productivity, efficiency, and quality. The BTC also works with state agencies to obtain grant funds to reduce the training costs for area employers. The College ensures educational and training services are available to business and industry through credit and noncredit programs and services.

Informal processes include the College’s long-standing relationship with credit and noncredit extension sites throughout the district. While few formal agreements exist, the College has been able to offer college credit and noncredit courses in convenient locations across the district at area high schools and community sites for 30 years. IVCC and each individual site have established one main contact, and together they schedule courses and programs based on informal needs analysis for that site, community, and/or current IVCC students.
Specific IVCC departments have built relationships with area high schools in various ways to maximize student recruitment and success. One example is the Counselor Connection, an annual event structured to create and build relationships between high school and IVCC counselors so that they may better serve high school students preparing for college. In addition, the College’s Disability Services staff attends senior staffing meetings to assist students in the transition between high school and college. IVCC and high school math and English faculty meet annually to network and discuss curricula and teaching methodologies while IVCC and high school librarians meet annually to share ideas and anticipate joint needs.

IVCC sponsors events on campus and participates in area partner events to foster positive relationships and to establish vital communication links to potential students. One example is the annual Career Expo. The Career Expo invites eighth grade and high school students to IVCC’s campus to participate in hands-on career exploration activities. At the most recent Expo, the College had close to 1,200 students on campus attending sessions developed by over 25 educational and industry partners. College Night is another example of how IVCC creates relationships with potential students. Not only is this event a prime opportunity to recruit for IVCC, but IVCC also opens this event up to over 50 colleges from around the state. College Night helps strengthen the relationship between IVCC and the other participating colleges through face-to-face interaction with professional peers.

9P2 IVCC continues a history of partnerships with other educational institutions and organizations that receive IVCC students through the development of formal articulation agreements and by hosting joint events and programs on campus. An example of a formal agreement is the Illinois Articulation Initiative (IAI), through which the College collaborates with the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), Illinois public universities, and Illinois community colleges to provide a system of seamless transfer between state community colleges and universities. Events and programs include Private and Independent Colleges and Universities (PICU) Day and Transfer Days. Transfer Days, features representatives on campus from public and private colleges and universities, provide opportunities for students and counselors to meet with university representatives.

Acknowledging that IVCC is the only postsecondary institution in a 50-mile radius, IVCC actively pursues partnerships with baccalaureate- and graduate-degree granting institutions to extend campus offerings for completion of bachelor and master degrees, continuing professional development, and graduate credits designed to meet the lifelong-learning needs of district partners. In pursuing partnership, IVCC’s administration is aware of the needs of key stakeholders and the relative value of credits and degrees from prospective partners, and prioritizes those colleges and universities that provide accessible programs and scheduling. A long-term partnership with Franklin University provides online coursework toward baccalaureate completion while a new partnership with Lincoln College allows students to attend IVCC’s campus in a weekly compressed schedule.

Employers are an identified key stakeholder group of IVCC (see Figure O.6). IVCC builds and maintains relationships with employers to serve on IVCC’s CTE program advisory committees and potentially hire IVCC graduates. As new programs are developed, industry representatives are personally contacted and invited to campus for initial meetings designed to maximize their participation and engagement. College program coordinators establish relationships, facilitate internships, and secure clinical sites for IVCC students. Less formal processes that promote business and industry relationships include ongoing programs and services, such as employer panel discussions; online job and internship postings; annual job fairs; campus recruitment events; and other employer- or industry-specific contracts, events, programs, and services.
An example of a formal partnership based on strategic outreach with area employers is IVCC’s current agreement with the six in-district hospitals. To meet local market demand, these major employers of IVCC nursing students entered into an agreement with the College whereby each hospital contributes annually toward the salary of a nursing instructor at the College. This partnership is reviewed each year by the College President and CEOs of the six supporting hospitals and has been in place for over six years. Hospital CEOs review NCLEX results, trends in enrollment data, and completion rates to determine the effectiveness of this agreement.

IVCC has established partnerships with several organizations that provide services to students. In some cases, IVCC has initiated the partnership while in others the College has been approached by the potential partners in response to a community need. If significant needs exist, College resources are available to commit, and the partnership has been evaluated favorably within the context of the College mission, IVCC will commit to the partnership. The partnership may be implemented formally through a signed contract or less formally through verbal or written agreements.

Through a formal partnership with IVCC’s local workforce board, the College administers a Dislocated Workers Center (DWC) on campus. This partnership allows eligible DWC clients direct access to retraining services and IVCC career and academic programs. The DWC, located within IVCC’s main building, is a branch of the local integrated workforce system and provides employment-related services to both employers and job seekers under Title I of the Workforce Investment Act. Individuals served at the Center can enroll in college-training programs and/or receive career planning and job search assistance. IVCC also works with underserved populations through the Hispanic Partnership Council, Youth Service Bureau, and other community-based organizations. The College uses various publications to market IVCC services to the district in an effort to reach these populations through established community partners.

The IVCC Foundation invests in the future of IVCC students by providing 100-200 scholarships annually. In 2010, the Foundation provided over $165,000 in scholarship funding to more than 150 IVCC students. The College houses the Foundation office on its main campus, and the Director of Community Relations, Marketing, and Development oversees Foundation operations. Salaries of the Foundation Assistant and Alumni Relations Coordinator, though College employees, are reimbursed by the Foundation.

The I-READ Literacy program at IVCC partners with all public libraries within the district to provide locations convenient to the community for adult and family literacy programs and services. Another College partnership includes Against Domestic Violence and Sexual Assault Service (ADV/SAS), the regional domestic abuse agency that assists students and community members who are victims or potential victims of domestic violence or sexual assault. North Central Behavioral Center, a regional mental health organization, provides training to counselors and needed services to IVCC students.

IVCC, workforce agencies (such as the North Central Illinois [NCI] Works Workforce Investment Board) and educational organizations (such as the Starved Rock Area Vocational Technical Education [SRAVTE]) maintain partnerships through active participation on joint community projects and events and membership on various committees and decision-making boards. Processes vary depending on the desired outcome for individual partnerships. Partners share results of reports and information from commissioned needs analysis, environmental scanning, and participation on various planning committees. These relationships lead to state and federal grant opportunities, formal service, or project agreements.

IVCC creates, prioritizes, and builds relationships with organizations that supply materials and services to maximize available resources. Relationships can be established and maintained by the College’s Purchasing Department or individual divisions, departments, or programs. The Purchasing
Department is responsible for communicating policies, statutory regulations, and guidelines to current and prospective vendors and for assisting internal stakeholders with compliance. They are an active partner with internal stakeholders in researching and acquiring needed goods and services. They maintain membership in a purchasing cooperative, which also helps build and maintain relationships with vendors and co-purchasers.

Academic divisions, departments, and career and technical program coordinators are responsible for conducting market research regarding new equipment and technology that affect teaching and learning and promote improved programs and services for students and stakeholders. The budget process assists IVCC in prioritizing capital expenditures by analyzing needs across campus within available resources. Priorities are established based on needs of students, the needs of academic and occupational programs, and alignment with the College’s strategic goals.

IVCC is currently instituting green practices on campus and incorporating these practices into the supplier chain. New construction will meet Leadership in Energy and Environmental Design (LEED) silver standards and use geothermal energy for heating and cooling. New vehicles are hybrid automobiles, and paper purchased is recommended by the Forest Stewardship Council and the Rainforest Alliance. In addition, IVCC installed a meteorological tower to determine the feasibility of a wind turbine to provide electricity to the campus. In 2009, the College recycled 12,958 pounds of electronic waste. In 2010, IVCC joined the Tree Campus USA as an ongoing initiative.

IVCC continues to commit resources to maintaining strong partnerships with area high schools and other educational organizations, such as the Regional Offices of Education (ROEs) and SRAVTE to create and build relationships with potential students through programs, services, and events. The ROE offices and SRAVTE are a direct link to area high school students, educators, counselors, and administrators.

Through joint planning efforts, the La Salle County ROE was able to use the College’s new OC for its Regional Work Study program. Participating students are from Ottawa Township High School and La Salle-Peru Township High School. Five students were enrolled in the Fall 2010 program with the same number enrolled in the Spring 2011. Three students graduated or are scheduled to graduate, thereby receiving their high school diplomas. The College has encouraged these students to continue on a higher education path.

IVCC maintains relationships with professional organizations, accrediting boards, formal contractual agencies, workforce development boards, internship and clinical sites, and statewide educational associations. These relationships include the active participation of all stakeholders, which allows IVCC to remain current regarding community needs and build responsive programs and projects.

The College plays an active role in supporting regional community and economic development organizations and works aggressively to maintain relationships with regional economic development groups, local Chambers of Commerce, and other key professional organizations. The process of creating and building these collaborations varies depending on the nature of the relationship and desired outcomes though the College uses its strategic goals as an underlying guideline in establishing these relationships.

IVCC views itself as an important partner in the success of initiatives, projects, and events of membership associations, external organizations, and general community partnerships. Strategically, these relationships are usually based on the need for collaborative planning, maximizing resources, advancing the College’s mission and vision, and providing professional development opportunities, all of which improve student learning.
IVCC ensures that the needs of those involved in partnership relationships are met by interviewing or surveying participants, conducting informal needs analyses, and collecting data. IVCC tracks the number of students passing licensure exams, continuing on to four-year colleges and universities, and obtaining employment in their field of study. Results help determine the effectiveness of key partnerships that relate to student success and the need to expand or alter existing relationships to continue to meet the needs of students and the community. Additionally, contract renewals are a formal evaluation tool for effective partnerships.

IVCC bases internal relationships first and foremost on its Core Values. These values are meant to guide the communication and behaviors of all faculty and staff. IVCC’s Core Values are prominently displayed throughout campus. The Core Values are first introduced during New Employee Orientation and continue to be referenced annually during the employee development process.

Specific processes, such as selection committees, process improvement teams, and standing committees across campus, require cross-functional representation. Cross-functional representation promotes communication and leads to more efficient changes and improvements across campus. All teams and committees post meeting notes on the College’s intranet site to ensure that all staff can access up-to-date information on activities and decisions across campus.

IVCC plans events, such as support staff retreats, faculty development days, and administrative workshops, to promote communication and relationships between key groups. Further, IVCC offers two all-staff in-services and an all-staff development day designed to expand collaboration and increase understanding of internal roles and responsibilities. Finally, social events are held to accommodate staff requests to network outside of normal business hours. These include staff picnics and employee recognition events.

While there are various measures throughout the College that analyze collaborative relationships, there is no system-wide process. Through data collection, the College tracks the percent of high school graduates that come directly to IVCC (see Figure 2.5), analyzes student satisfaction and engagement (see Figure 3.5 and Figure 1.19), determines employee satisfaction (see Figure 4.10), and measures graduate satisfaction (see Figure 3.9) and employer satisfaction (see Figure 1.14).

IVCC regularly collects data through the Key Performance Indicators (KPIs) assigned to Building Collaborative Relationships as shown in Figure 9.1.

**Figure 9.1 IVCC Data for Building Collaborative Relationships**

<table>
<thead>
<tr>
<th>KPI 2: Placement of Graduates in Employment or Continuing Education</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>IVCC Measures</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2b1</td>
<td>Transfer Graduates Who Pursued Additional Education at IVCC or Transferred</td>
<td>National Student Clearinghouse (NSC) Student Tracker</td>
</tr>
<tr>
<td>2b2</td>
<td>Career Graduates: Percent Employed or Continuing Their Education</td>
<td>ICCB CTE Follow-up Survey</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>KPI 3: Service Excellence</th>
<th>Description</th>
<th>Instruments/Measures</th>
</tr>
</thead>
<tbody>
<tr>
<td>3e</td>
<td>Career and Technical Program Graduate Satisfaction (With Services)</td>
<td>ICCB CTE Graduate Follow-up Survey</td>
</tr>
<tr>
<td>3f</td>
<td>Noel Levitz Student Satisfaction Inventory (NLSSI) Survey Summary</td>
<td>NLSSI</td>
</tr>
</tbody>
</table>
IVCC and Marquette Academy’s Running Start program and the new OC are still in their pilot phase, so data are limited. However, review of Marquette Academy students taking IVCC dual credit or enrollment courses shows a high percentage who went on to college. The College will continue to serve those students interested in participating in only the dual credit or enrollment classes without registration in the Running Start program, but this new program provides another avenue for students who live in the College’s district to have access to higher education.

Figure 9.2 Marquette Academy Dual Credit or Enrollment Students’ College Attendance

<table>
<thead>
<tr>
<th>Year/Semester</th>
<th>Number of Dual Credit or Enrollment Students</th>
<th>Number Who Went on to College</th>
<th>Number Who Went to IVCC</th>
<th>% of Students Who Enrolled at IVCC</th>
<th>% of College Attendees Who Enrolled at IVCC</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005 Fall</td>
<td>56</td>
<td>51</td>
<td>9</td>
<td>16.1</td>
<td>17.6</td>
</tr>
<tr>
<td>2006 Spring</td>
<td>52</td>
<td>52</td>
<td>10</td>
<td>19.2</td>
<td>19.2</td>
</tr>
<tr>
<td>2006 Fall</td>
<td>60</td>
<td>56</td>
<td>13</td>
<td>21.7</td>
<td>23.2</td>
</tr>
<tr>
<td>2007 Spring</td>
<td>61</td>
<td>58</td>
<td>15</td>
<td>24.6</td>
<td>25.9</td>
</tr>
<tr>
<td>2007 Fall</td>
<td>52</td>
<td>27</td>
<td>10</td>
<td>19.2</td>
<td>37.0</td>
</tr>
<tr>
<td>2008 Spring</td>
<td>48</td>
<td>24</td>
<td>8</td>
<td>16.7</td>
<td>33.3</td>
</tr>
</tbody>
</table>

A survey of students in their first semester at the OC revealed some information regarding course-taking patterns. Slightly over 9.0 percent of responding students would not have enrolled at IVCC if the OC was not open in Fall 2010; 2.8 percent would have enrolled at a different college while 6.5 percent would not have enrolled in college.

External relationships are measured by their effect on student success. IVCC tracks the number of high schools participating in dual credit and dual enrollment courses and the number of registered credit hours for the program. IVCC tracks graduates who have transferred or continued their education at IVCC (see Figure 1.9). The College also tracks career graduates by the percent that are employed or continue with further education (see Figure 1.10). IVCC tracks transfer student GPAs and can compare the results to other community colleges transfer students (see Figure 1.11).
See Figure 9.3 Number of High Schools with Active Dual Credit or Enrollment Courses

See Figure 9.4 Dual Credit or Enrollment Registered Credits

See Figure 1.9 Transfer Graduates Who Pursued Additional Education at IVCC or Transferred (KPI 2b)

See Figure 1.10 Career Graduates: Percent Employed or Continuing Their Education (KPI 2b)

See Figure 1.11 IVCC All Student Performance Who Transferred: Mean Cumulative GPA for Students Who Transferred

Internal relationships are measured by IVCC using the PACE survey to evaluate employee satisfaction. IVCC looks at three basic areas related to internal relationships: teamwork, institutional structure, and supervisory relationships.

See Figure 4.10 PACE Employee Survey Categories (KPI 6a, 6b, 6c)

9R3 Several comparative results are available on either a state or national level. The PACE survey, which measures internal relationships and employee satisfaction, provides comparative results nationally as identified in 9R2 (see Figure 4.10). The CCSSE includes a state and national cohort comparison (see
Figure 1.19). Also, comparative data for transfer student GPAs are available from IVCC and all other Illinois community colleges (see Figure 1.11). IVCC has not yet identified appropriate measures to compare itself to organizations outside of higher education.

**911** IVCC is currently determining the best data sources to accurately measure the percent of high school graduates enrolling at the College (see Figure 2.5) and the impact of the dual credit and dual enrollment programs. The Recruitment and Dual Credit/Dual Enrollment Coordinator first requests high school graduation lists, and the Director of Institutional Research (IR), with the input of the IR Committee and approval by the Strategic Leadership and Planning Council (SLPC), forwards the High School to IVCC Feedback Report to district superintendents and principals. A later invitation letter promises them a report featuring aggregate follow-up data if the high schools annually submit their graduation lists to IVCC’s Office of Institutional Research. The Director then submits the graduation lists to NSC Student Tracker and prepares a summary report for each high school, including how many and what percentage go on to college and which colleges they attend. (No individual data is released due to privacy laws, and there must be a minimum of ten students to produce the report.) This improves the accuracy of IVCC’s data, allows the College to assess the impact of dual credit and dual enrollment over time, and provides a valuable service to the high schools.

**912** Regular data collection and analysis at specific intervals are enabling IVCC to become more data informed. Establishing a systematic, overarching process to build, prioritize, and evaluate collaborative relationships or partnerships while using results to measure their impact will help the College to better evaluate new partnership opportunities and prioritize existing partnerships according to their affect on students.