



*Kankakee Community College*

## Systems Portfolio Addendum

Presented to the Higher Learning Commission in support of reaffirmation of accreditation  
Submitted 18 December 2015



**Academic  
Quality Improvement  
Program**  
The Higher Learning Commission



**Higher  
Learning  
Commission**  
A commission of the  
North Central Association

### **Criterion One. Mission**

*The institution's mission is clear and articulated publicly; it guides the institution's operations.*

#### **Core Components 1.A. and 1.B.**

##### ***1.A. The institution's mission is broadly understood within the institution and guides its operations.***

- 1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*
- 2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.*
- 3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)*

##### ***1.B. The mission is articulated publicly.***

- 1. The institution clearly articulates its mission through one or more [public](#) documents, such as statements of purpose, vision, values, [goals](#), plans, or institutional priorities.*
- 2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, [public](#) service, economic development, and religious or cultural purpose.*
- 3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.*

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

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

In Fall 2008, KCC faculty and staff voted on the core values that best represent the college and describe how they expect themselves and others to behave, set standards, and drive the

organization's priorities. The core values represent shared beliefs about the qualities that reflect KCC's essential characteristics: Respect, Excellence, Learning, Integrity, Collaboration. The core values are highlighted in both the Faculty Professional Development process as well as the Performance Evaluation of Employees process. Faculty align their professional development activities with one or more core values, and employees are evaluated, in part, on their adherence to and promotion of the core values. Both of these processes are detailed in documents located in the dropbox.

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

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

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

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

**Core Component 1.C.**

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

- 1. The institution addresses its role in a multicultural society.*
- 2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*

*I.C.1* KCC is committed to diversity and embraces the value it brings to our college community. KCC recognizes that all aspects of diversity enrich the educational experience and advance the mission of the institution. Inclusion, respect, and sensitivity are the pillars of our commitment, and promotion of diversity, in all its ideals, is our goal.

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

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

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

KCC also highlights diversity through its college-wide learning objective Ethical Reasoning which states that "Students will apply skills in ethical reasoning and come to understand the ways ethical issues affect individual behaviors, individual lifestyles, and public life." One sub-objective stresses the importance of articulating diverse ethical positions with respect and fairness. This objective is part of many KCC courses and is assessed through KCC's [assessment cycle](#).

KCC also provides scholarships related to diversity including the Cultural Diversity Awareness Scholarship of \$250, the C. Jake and Agnes Gulchinski Study Abroad Scholarship of \$3000, and the Rochelle & Ivan Meyer Fund for Cultural Diversity of \$2250.

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

**Core Component 1.D.**

***1.D. The institution's mission demonstrates commitment to the [public good](#).***

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

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

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

As a part of its stated [philosophy](#), KCC seeks to provide community education including non-credit, continuing education classes designed to meet individual educational goals; to provide public service activities of an educational nature, which may include workshops, seminars, forums, studies for cultural enrichment, community needs assessments, and use of classroom space for seminars, meetings, etc.; and to provide leadership for workforce training and work cooperatively with economic development agencies in the college district.

Like many community colleges around the country, KCC is operating in a rapidly-evolving, increasingly complex, and ever more challenging environment. Over the last several decades, we have seen massive shifts in the global economy; a growing transition toward knowledge- and service-based industry sectors; and increasing economic and workforce competition regionally, nationally, and internationally – placing new expectations and stresses on educational institutions, educators, and students. The recent economic recession (2007-2009), from which the U.S. is still struggling to recover, compounds these dynamics. At the same time, the nation's community colleges have increasingly been called upon to "be all things to all people": to provide the gateway to four-year degrees; to develop skilled workforces; and to serve increasing numbers of students and more diverse kinds of students, from recent high school graduates to mature workers re-training for new careers, and including increasing numbers of students that face English language barriers and are economically and/or educationally disadvantaged. Adding to the challenge, while demands upon educational institutions have been increasing, funding has remained stagnant or has decreased, requiring that community colleges pursue creative new approaches to partnership, collaboration, and resource-leveraging.

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

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

### **Strategic Goal 1: Develop career pathways in target industries**

- Improve regular and sustained interaction with area employers in critical and high-demand sectors to better understand their needs and to create programs and occupational opportunities.
- Enhance workplace learning, contextualized learning, and "earn and learn" opportunities for students.



## **Strategic Goal 2: Take a convening leadership role to strengthen and sustain community partnerships**

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

One example of the College's engaging in these goals are the Career and College Readiness (CCR) initiatives. This group organizes alignment meetings between KCC English, math, and science faculty and local high school faculty teaching in these disciplines. Their work has yielded significant results. KCC has a [record](#) of sustained achievement in relation to its alignment efforts. When we started this work in 2008, 93% of entering students enrolled in at least one developmental course. For the Fall 2014 semester, 82% of entering students enrolled in a developmental reading, writing, and/or math course.

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

### **Criterion Two. Integrity: Ethical and Responsible Conduct**

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

#### **Core Component 2.A.**

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

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

“The Illinois General Assembly enacted the State Officials and Employees Ethics Act, which is a comprehensive revision of State statutes regulating ethical conduct, political activities, and the solicitation and acceptance of gifts by State officials and employees. The Act requires units of local government and community college districts to implement

these regulations by May 19, 2004. The Kankakee Community College Board approved the Ethics Resolution at the May 10, 2004 Board meeting as cited in Public Act 93-615 and amended by Public Act 93-617, codified at 5 ILCS 430/1-1”.

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

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

*Academic integrity.* KCC adheres to the [ICCB Program Approval Manual](#) which contains information on creating new curriculum and courses. KCC’s master syllabus (located in the dropbox) includes the following statement:

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

A full statement on academic honesty is included in the [Code of Campus Affairs & Regulations:](#)  
16.2 An academic community is based on the assumption of mutual integrity shared by its students and faculty. Violations of the athletic or programmatic code of conduct will result in disciplinary action. The following violations of this assumption disrupt the teaching and learning environment and tarnish the public image of the college. Violations will result in disciplinary action by the college against the student.

(a) Cheating: Using or attempting to use unauthorized materials, information, or study aids during any academic exercise or examination.



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

KCC also strictly adheres to copyright law, and the Library provides detailed information on [copyright, plagiarism, and academic honesty](#).

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

Regarding personnel, the Board of Trustees' Policy Manual Section 700 Personnel Policies and the Checklist for Advertising, Screening and Hiring (both of which are located in the dropbox) are used to ensure that fair practices are implemented and maintained for recruitment of open positions. Personnel, full-time faculty, and [adjunct faculty](#) handbooks are available in the dropbox and designed to serve as a reference source concerning college personnel policies.

It is [the policy of the college](#) that no person on the basis of race, gender, sexual orientation, creed, religion, color, marital or parental status, veteran status, age, national origin, political

affiliation and/or beliefs, mental or physical handicap or disability shall be discriminated against. This includes, but is not limited to admissions, employment, financial assistance, placement, recruitment, educational programs, or activities.

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

**Core Component 2.B.**

*2.B. The institution presents itself clearly and completely to its students and to the [public](#) with regard to its programs, requirements, [faculty and staff](#), costs to students, [control](#), and accreditation relationships.*

KCC offers information on its [courses](#), [programs requirements](#), [tuition](#) and fees for courses in the [academic catalog](#) offered online. Semester credit course schedules are available in a print version and [online](#) or on [KCCConnect](#). Information on faculty and staff is available online in the [staff directory](#), as well as the [academic catalog](#). Various [Faculty](#) members have information on individual web pages as well.

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

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

Evidence of programs and services are displayed clearly and completely to students and the public through KCC's [website](#) including the following:

- KCC's [partnership with Bradley University](#)
- KCC's [partnership with global campus](#)
- KCC's [partnership with Northern Illinois University](#)
- [Dual Admission Program](#) signing with Governors State University

- [Health Careers program accreditation](#) information

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

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

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

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

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

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

The Physical Therapist Assistant program receives accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation was initially granted on April 19, 2011. On May 2, 2012 accreditation was continued based on the compliance report submitted March 28, 2012 in which the program was judged to be in compliance. CAPTE will be on campus January 24-27, 2016 for onsite visit.

Emergency Medical Technician-Paramedic (Initial Accreditation): The Commission on Accreditation of Allied Health Education Programs (CAAHEP) voted on March 20, 2015 to

award initial accreditation to the Emergency Medical Technician-Paramedic program at Riverside Medical Center, Kankakee, IL.

The Respiratory Therapist program receives accreditation from the Commission on Accreditation of Allied Health Education Programs through the recommendation of the Committee for Accreditation of Respiratory Care (CoARC). On August 30, 2013 accreditation was continued based on the annual report submitted for Year 2013. The Respiratory Therapist Program to submit an annual report, due on July 1, 2016.

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

**Core Component 2.C.**

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

- 1. The governing board’s deliberations reflect priorities to preserve and enhance the institution.*
- 2. The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.*
- 3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution.*
- 4. The governing board delegates day-to-day management of the institution to the administration and expects the [faculty](#) to oversee academic matters.*

2.C.1 The college is governed by a seven-member elected [Board of Trustees](#) with 6 year term limits. The Board convenes monthly on campus. The sample [agenda](#) and Board of Trustees [meeting minutes](#) from June 8, 2015 list what is discussed at a typical BOT meeting pertaining to priorities of the institution. The governing board’s deliberations reflect priorities to preserve and enhance the institution.

2.C.2 The Board of Trustee Policy Manual includes the following directives:

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

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

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

2.C.3 The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests, or other external parties when such influence would not be in the best interest of the institution. The Board of Trustees Policy Manual directly prohibits Board members from accepting gifts in accordance with the State Officials and Employees Ethics Act:

The Illinois General Assembly has enacted the State Officials and Employees Ethics Act which is a comprehensive revision of State statutes regulating ethical conduct, political activities, and the solicitation and acceptance of gifts by State officials and employees. The Act requires units of local government and community college districts to implement these regulations by May 19, 2004. The Kankakee Community College Board of Trustees approved the Ethics Resolution at the May 10, 2004 Board meeting as cited in Public Act 93-615 and amended by Public Act 93-617, codified at 5 ILCS 430/1-1. (Section 705.00)

The Board also addresses issues regarding Conflicts of Interest in the Board Policy Manual:

Any duality of interest or possible conflict of interest on the part of any Board member should be disclosed to the other members of the Board and made a matter of record, either through the annual procedures or when the interest becomes a matter of Board action.(Section 704.00) A Conflict of Interest memo and policy is located in the dropbox.

2.C.4 The governing board delegates day-to-day management of the institution to the administration and expects the [faculty](#) to oversee academic matters. Shared governance is ensured and facilitated at Kankakee Community College through its [campus committees](#). The structure of this system is comprised of cross-functional and cross-departmental teams whose work is guided by purpose statements and aligned with the College's strategic goals. Membership of committees is determined by the Vice President of Instruction and Student Success and the Faculty Association President who also evaluate the selection process and membership on an annual basis. KCC staff and administrators are encouraged to volunteer to serve on a committee.

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

**Core Component 2.D.**

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

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

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

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



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

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

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

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

**Core Component 2.E.**

***2.E. The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its [faculty](#), students, and staff.***

- 1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its [faculty](#), staff, and students.*
- 2. Students are offered guidance in the ethical use of information resources.*
- 3. The institution has and enforces policies on academic honesty and integrity.*

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

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

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

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

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

The institution has and enforces policies on academic honesty and integrity. The [academic catalog](#) and the master syllabus (located in the dropbox) contain KCC's college-wide plagiarism policy:

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

A full statement on academic honesty is included in the [Code of Campus Affairs & Regulations](#):

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

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

KCC courses have access to [Turnitin](#), an originality check, online grading, and peer review system embedded within the Canvas Learning Management system. Students submit their work through Turnitin which highlights all source material within the document, allowing students and faculty to verify that all source material is properly cited.

KCC has a procedure in place for the reporting and documenting plagiarism and academic honesty violations. By committing any of the actions listed above, the student is subject to

immediate disciplinary action including – but not limited to – being asked to leave the classroom and receiving a grade of “F” for the course.

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

As appropriate, the College provides notification, education, or training to faculty and staff on compliance with intellectual property, copyright, and fair use guidelines as indicated in the Board Policy Manual Section 201.06 which is located in the dropbox. Tutors receive ten hours of training which includes ethics and plagiarism policies. In addition, KCC posts the plagiarism and copyright policy on the [Library webpage](#).

The Human Resources department distributes materials to ensure employees understand and apply ethical practices. An ethics module is included in new faculty and new employee orientation. Course syllabi must include information about copyright laws/violations, and all new employees sign a Conflict of Interest statement. Each June, current administrators re-sign the statement.

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

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

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

**Core Component 3.A.**

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

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning [goals](#) for its undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution’s program quality and learning [goals](#) are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as [dual credit](#), through contractual or consortial arrangements, or any other modality).

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

The [IAI Ongoing Course Review Process](#) is a process of ongoing course review which was designed to evaluate the efficacy of a panel's recommendations. For more information, review the Ongoing Course Review Functions sub-sections in both the General Education Core Curriculum (GECC) Panels and Major Panels sections. KCC participates in this on-going course review, meaning that both IAI course descriptions and individual courses that have previously been granted an IAI code will periodically be reviewed. Six KCC faculty currently serve on IAI panels.

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

#### Panel Responsibilities

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

GECC panels will be managed by [Illinois Board of Higher Education \(IBHE\)](#) and [Illinois Community College Board \(ICCB\)](#) staff. GECC panels usually meet once per semester, but may meet more often as required to fulfill their established duties.

3.A.3 KCC ensures that courses, programs and degrees meet appropriate learning outcomes across all modes of delivery, all locations, and all instructors. Course and program outcomes are monitored by the associate deans within each division and the Vice President of Instruction and Student Success. These same outcomes must be met by all offerings of a particular course and/or program regardless of the instructor or modality. Courses have discipline and program-wide outcomes that are monitored as well.

Associate deans are responsible for supervising, promoting, organizing, coordinating, and evaluating the courses and curricula of the division as well as assisting in course and curriculum development. Additionally, these administrators supervise and evaluate personnel in the division, including both [full-](#) and [part-](#)time instructors and recommend discipline/discharge of staff exhibiting unsatisfactory performance. Associate deans collaborate with faculty to evaluate current division curricula and recommend changes to improve course offerings and ensure the completion of course and general educational assessments for the division. For more information, view the **associate dean job descriptions** located in the dropbox. Furthermore, dual credit courses and instructors must be approved by the appropriate associate dean prior to being offered. For more information, see the dual credit renewal and request form for process in the dropbox.

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

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

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

The College oversees curriculum development to ensure program quality and learning [goals](#) are consistent. The process of curriculum approval is outlined through a committee known as the Curriculum and Academic Standards Committee, composed of faculty, academic administrators,



and student services staff. This committee approves curricular additions and changes and ensures curriculum adoptions meet quality standards demanded by various accrediting bodies, the [Illinois Articulation Initiative](#), and/or the [Illinois Community College Board](#). Please see the dropbox for the detailed Course and Program Development Process to which this committee adheres.

Staying current and innovative is important to our institution. As mandated by the Higher Learning Commission, KCC strives for continuous improvement by pursuing [Action Projects](#) that are focused on that mission. For example, our most recent project, Enhancing Institutional Results Through Informed Decision-Making, has already helped us move forward in ensuring we are collecting the appropriate data, regularly sharing the data, and using the data to drive informed decision making. This project is moving us from thinking about institutional research to achieving institutional results. This project affects organizational change institutionally as well as departmentally, from academic to operational staff. Key organizational processes that are being improved include internal decision-making, continuous quality improvement processes, College-wide reporting, Strategic Plan monitoring, college-wide scorecards, and student services. The key processes and key organizational changes are being changed through leadership of the College President, Cabinet, and the Office of Institutional Research.

Furthermore, to ensure curriculum is current, faculty are required to engage in professional development, and they submit reports on the results of their activities annually (**examples located in the dropbox**). Full-time faculty are provided funding to engage in professional development (\$550 for the 2016 AY, \$650 for the AY, and \$750 for the 2018 AY), \$1,975 in tuition reimbursements at other institutions, and up to 8 credit hours tuition free for KCC classes.

Full- and part-time faculty are provided professional development opportunities during two in-services, one in the spring and one in the fall. Also, the [Teaching and Learning Center](#) provides training on:

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

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

- Professional development publications, a professional development database (EBSCO), and equipment are available at the [Miner Memorial Library](#)

- Online professional development tools (see below)
- Presentation equipment and classroom aids

### **Online professional development tools**

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

Full- or part-time faculty may enroll in [MVCR courses](#) offered through the Illinois Online Network with KCC's membership discount. "The Making the Virtual Classroom a Reality (MVCR) series of online faculty development courses is designed to help students and faculty members acquire the skills and knowledge needed to teach and learn online, to help staff and administration support online education, to improve the quality of online education across the globe, and to research the online teaching and learning context. Faculty plan to spend five to ten hours per week in each MVCR course." Faculty, especially those who teach online, are also encouraged to complete the [Master Online Teaching Certificate](#) offered through the University of Illinois's ION program, and KCC covers the entire cost of these courses.

Additionally, the Teaching and Learning staff provide a [regular schedule](#) of professional development events on a nearly weekly basis. This allows faculty to remain current with their disciplines and learn more ways to be innovative in their courses.

Faculty engage in course-level, General Education, and Program-level assessments as directed by the Assessment Committee to ensure student learning outcomes and general education goals are being met satisfactorily.

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

**Self evaluation of instruction** - Assessment can be used by faculty to help them self-evaluate and improve their teaching.

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

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

1. Changes are being implemented in Gen Ed courses in Fall 2015 based on results of reading comprehension data analyzed this spring. Data will be recollected and analyzed again in Spring 2016.
2. KCC gathered Gen Ed data in Quantitative Reasoning in Spring 2015 to be analyzed in Fall 2015.
3. KCC will gather data from all Gen Ed courses that list Inquiry and Analysis as a Gen Ed outcome during Fall 2015.
4. A program of 15 or so faculty from all divisions will pilot a course assessment program in Fall 2015 that will integrate LiveText with course rubrics and Student Learning Outcomes. The data pulled from these courses will be analyzed, and any changes needed to improve student success will be implemented in the courses. Then, these faculty will champion the program with the rest of the college.
5. Program Assessments are continuing to be done in CTE programs per their certification process.

### **Core Component 3.B.**

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

1. *The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.*
2. *The institution articulates the purposes, content, and intended learning [outcomes](#) of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*
3. *Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.*
4. *The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*
5. *The [faculty](#) and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.*

3.B.1 and 3.B.2 Due to KCC's commitment to the [Illinois Articulation Agreement](#), the general education courses that hold an IAI designation maintain appropriate purpose, content, and learning outcomes in order to articulate properly within KCC but also with other institutions of higher learning.

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

- Communication
- Ethical Reasoning
- Inquiry and Analysis
- Quantitative Reasoning

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

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

### **General Education plan**

The General Education outcomes will be assessed as follows:

- Quantitative Reasoning - Spring 2015
- Inquiry and Analysis - Fall 2015
- Communication
  - Verbal communication - Spring 2016
  - Written communication - Fall 2016
  - Reading comprehension - Fall 2017
- Ethical reasoning - Spring 2017

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

- Only recognized General Education Courses that list the outcome as a general education learning objective will be assessed. The list of courses is found in the [academic catalog](#).
- All courses and sections will conduct the General Education assessment.
- Lead Course Instructors will develop assessments to give students, have them scored, and enter data into LiveText.
- The data analysis subcommittee and IR will analyze the data the next semester and present results.

- Academic divisions will decide appropriate implementation of change
- Gen Ed outcome that was affected by changes need to be re-assessed the next semester after implementation for re-analysis.
- The outcome will then be re-assessed in 4 years.

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

1. Changes are being implemented in Gen Ed courses in Fall 2015 based on results of reading comprehension data analyzed this spring. Data will be recollected and analyzed again in Spring 2016.
2. KCC gathered Gen Ed data in Quantitative Reasoning in Spring 2015 to be analyzed in Fall 2015.
3. KCC will gather data from all Gen Ed courses that list Inquiry and Analysis as a Gen Ed outcome during Fall 2015.
4. A program of 15 or so faculty from all divisions will pilot a course assessment program in Fall 2015 that will integrate LiveText with course rubrics and Student Learning Outcomes. The data pulled from these courses will be analyzed, and any changes needed to improve student success will be implemented in the courses. Then, these faculty will champion the program with the rest of the college.
5. Program Assessments are continuing to be done in CTE programs per their certification process.

*3.B.4* KCC recognizes the human and cultural diversity of the world in which students live and work, and to that end we currently offer [eight degree and four certificate](#) distance education programs. There are [54 courses](#) being offered in the online format, accounting for about 13% of the total credit hours awarded. Online learning is incorporated into KCC's systems of governance and academic oversight. Further, online learning is aligned to the [college strategic goals](#) including 1. Create a culture of completion and 2. Promote an environment of excellence and innovation. Online courses and programs provide access, availability, and opportunities for our students to learn and obtain degrees and certificates in a flexible format, even at a distance.

KCC faculty strive to incorporate diversity into the classroom through dedicated curricula. KCC's Humanities Professor represents KCC at the [Midwest Institute for International and Intercultural Study \(MIIE\)](#), which is a membership organization where she is in an elected Board position. The Humanities Professor and an Academic Advisor lead Cultural Diversity initiatives to encourage class instruction and program activities toward avenues of culture study and global awareness.

Students are encouraged to meet the requirement of the internal recognitions as that is outlined in **TAG: You're It**. These goals currently include “Take 2 classes with IL State identification of “N” or “D,” (Non-western or Diversity courses); Attend four multicultural events; and Give one presentation. Students who complete these requirements are able to list this accomplishment on their co-curricular transcript and receive a pin to wear at graduation.

3.B.5 Our faculty members and students engage in substantial scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the KCC's mission. Faculty examples from the past few years include the following:

[Kristine Condon](#), Professor and Program Coordinator: Paralegal/Legal Assistant Studies

- Presenter, *The Techno-Savvy Paralegal: Incorporating Technical Certifications Into the Paralegal Curriculum*, Central Illinois Paralegal Association, 2015
- Dissertation Published, [\*The Community College as Entrepreneur: Developing and Sustaining Effective Noncredit Workforce Training Partnerships\*](#), National Louis University, 2014
- Presenter, *The Implementation of WorkKeys(R) as a Career Readiness Tool in a Career and Technical Education Program*, College Changes Everything Conference, 2014
- Presenter, *The Techno-Savvy Paralegal: Incorporating Technical Certifications Into the Paralegal Curriculum*, American Association for Paralegal Education North Central Regional Conference, 2014

[John Bordeau](#), Professor and Program Coordinator Computer Graphic Technology

#### Presentations

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

#### Research

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



[Trisha Dandurand](#), Professor of English

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

Students are encouraged to engage in scholarly work as well. Students frequently present academic work and showcase their creative abilities in the yearly [student art show](#). This past spring two notable students presented on academic topics to the college community. Zach Rupp, a student who participated in the Study Abroad program in Spring 2015 semester presented on May 5, 2015 about his experience in a presentation titled: "Divided By a Common Language." Sade Johnson also presented a Cultural Studies Presentation related to the Genocide in Darfur in Spring 2016. By way of another example, in Spring 2015, students presented their own original poetry in a college- wide student poetry reading.

### **Core Component 3.C.**

**3.C. The institution has the [faculty](#) and staff needed for effective, high-quality programs and student services.**

1. The institution has sufficient numbers and continuity of [faculty](#) members to carry out both the classroom and the non-classroom roles of [faculty](#), including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in [assessment](#) of student learning.
2. All [instructors](#) are appropriately qualified, including those in [dual credit](#), contractual, and consortial programs.
3. [Instructors](#) are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that [instructors](#) are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. [Instructors](#) are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

3.C.1 Associate deans and the Vice President of Instruction and Student Success are responsible for ensuring sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; and involvement in assessment of student learning. For example, the following are some of the expressed responsibilities of an associate dean (taken from the Humanities and Social Sciences **Associate Dean Job Description, located in the dropbox**)

1. Supervises the promotion, organization, coordination, and evaluation of the courses and curricula of the division; assists in course and curriculum development.
2. Assists the Vice President of Instruction and Student Success in the recruitment and selection of personnel for full-time instructional positions within the division
3. Supervises and evaluates personnel in the division, including both full- and part-time instructors. Recommends discipline/discharge of staff exhibiting unsatisfactory performance.
4. Collaborates with faculty to evaluate current division curriculum and recommends changes to improve course offerings.
5. Ensures the completion of course and general educational assessments for the division.
6. Uses research on student enrollment, retention, and success to create positive change for the division.

3.C.2 Associate deans periodically audit faculty credentials and review all newly hired faculty members to ensure that faculty teaching general education and other non-occupational courses have a master's degree or higher in the discipline or subfield. If the master's degree is in a discipline other than that which he or she is teaching, the faculty members should have completed a minimum of 18 graduate credit hours in the discipline. The college adheres to [HLC's official guidelines](#) for determining qualified faculty which was updated on August 31<sup>st</sup> of 2015 to include the practices which go into effect in September 2017. We note the guidance regarding "Determination By Factors Other Than Credentials" and "Using 'Tested Experience' As a Basis for Determining Qualified Faculty".. For more information, see the example audit from HSS Division located in the dropbox.

3.C.3 All instructors are evaluated on a regular basis by their immediate supervisors. Tenured faculty, as explained in the [Full-Time Faculty Contract](#), are evaluated every 3 years. Full-time faculty members submit a Professional Development Plan every Academic Year and engage in the professional development activities listed on the plan, eventually submitting a report on the results of their learning at the end of the year to their associate dean (**examples located in the dropbox**).

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

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

Adjunct faculty are evaluated during their first academic year as explained in the [Adjunct Faculty Contract](#) and as deemed necessary in following years.

*3.C.4* Staying current and innovative is important to our institution. As mandated by the Higher Learning Commission, KCC strives for continuous improvement by pursuing Action Projects that are focused on that mission. For example, our most recent project, Enhancing Institutional Results Through Informed Decision-Making, has already helped us move forward in ensuring we are collecting the appropriate data, regularly sharing the data, and using the data to drive informed decision making. This project is moving us from thinking about institutional research to achieving institutional results. This project affects organizational change both institutionally as well as departmentally, from academic to operational staff. Key organizational processes that are being improved include internal decision-making, continuous quality improvement processes, College-wide reporting, Strategic Plan monitoring, College-wide scorecards, and student services. The key processes and key organizational changes are being changed through leadership of the College President, Cabinet, and the Office of Institutional Research.

Faculty receive support for online instruction from the college's Teaching and Learning Center ([TLC](#)). TLC staff deliver training in various formats to accommodate the varying schedules and learning styles of instructors teaching online. These include [face-to-face](#), [hands-on](#), and [online](#) formats as well as personal consultations. The TLC also pays for faculty interested in taking individual ION [MVCR courses](#) and pursuit of the Master Online Teacher certificate. A faculty centric [TLC Blog](#) provides posts on new Canvas features, tips and tricks, and best practices for online instruction.

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

addition to the regular activities provided through their associate deans, The [Teaching and Learning Center](#) provides training on:

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

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

- Professional development publications available at the [Miner Memorial Library](#)
- Online professional development tools (see below)
- Presentation equipment and classroom aids

### **Online professional development tools**

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

Full- or part-time faculty may enroll in [MVCR courses](#) offered through the Illinois Online Network with KCC's membership discount. "The Making the Virtual Classroom a Reality (MVCR) series of online faculty development courses is designed to help students and faculty members acquire the skills and knowledge needed to teach and learn online, to help staff and administration support online education, to improve the quality of online education across the globe, and to research the online teaching and learning context. Faculty plan to spend five to ten hours per week in each MVCR course." Faculty, especially those who teach online, are also encouraged to complete the [Master Online Teaching Certificate](#) offered through the University of Illinois's ION program, and KCC covers the entire cost of these courses.

Additionally, the Teaching and Learning staff provide a [regular schedule](#) of professional development events on a nearly weekly basis. All of this allows faculty to remain current with their disciplines and learn more ways to be innovative in their courses.

3.C.5 Faculty are mandated by the [Faculty Contract](#) to hold a minimum of 7.5 office hours every week in order to be available for student meetings and to provide additional support hours if necessary. While part-time faculty are not required to hold office hours, they generally make

themselves available before and after class, and tutors are available for supporting all students' academic needs.

3.C.6 Staff members provide student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities; and these staff are appropriately qualified, trained, and supported in their professional development:

- [Helpful services](#)
- [Online learning support services](#)
- [Tutoring](#)
- [Financial Aid](#)
- [Academic advising](#)
- [Co-curricular transcripts](#)
- [Qualified Staff](#)

**Core Component 3.D.**

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

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

3.D.1 KCC offers learning support services including a [bookstore](#), [career counseling](#), [childcare](#), [disability services](#), [IT Helpdesk](#) including online self-service features available 24/7/365, online learning support, [testing services](#), [53 computer labs](#), Internet access via wired and Wi-Fi across the main campus and extension centers, Microsoft Office software home use program, a [Transfer Center](#), a [Veteran's Center](#), [tutoring](#), [student employment opportunities](#), [reference library](#), [student clubs and organizations](#), and convenient [campus locations](#).

3.D.2 The College provides [placement testing](#) and [resources](#) for students to study for placement tests. KCC requires that all new degree or certificate seeking students complete [new student orientation](#) before registering for their second semester. Part-time students are encouraged to complete orientation. Tutoring is provided for career and technical degrees in labs designed for particular fields. The College supports several [tutoring labs](#): biology, math, science, and accounting; writing; health careers, and technologically-supported learning.

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

Three sections of the course combination were offered for the first time this semester. Students spend 50 minutes of classroom time in Accelerated Writing Instruction and 50 minutes in English I. Both classes are taught by the same instructor, allowing for a continuity of instruction and faculty/student interaction. Enrolling in the co-requisite courses eliminates the need for students to take Fundamentals of Writing (English 1413) as a prerequisite to English I. Because English 1422 is one less credit hour than English 1413, this also saves tuition costs. In addition, students only need to purchase one set of textbooks.

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

[Advisement services](#) are made conveniently available to all students through scheduled appointments or walk-ins for express advising at the Riverfront Campus or the Harold and Jean Miner South Extension Center. Additional advisors are made available during peak enrollment periods to accommodate more students. The college employs [qualified advisors](#) who utilize their training and experience in assisting, guiding, and encouraging new or returning students in their educational path. KCC has advisors specializing in [Health Careers](#), [Transfer](#) Courses, and



[Occupational/Technology](#) courses. [CTE Academic Advisors](#) attend CTE program advisory committee meetings to remain up-to-date regarding student, program, and industry needs.

Plans are currently underway to institute a Welcome Center at the main campus's front entrance which will both provide students easy access to advising staff and ensure students are consistently and effectively made aware of the advising services KCC offers.

3.D.4 KCC provides to its students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practices sites, museum collections, as appropriate to KCC's offerings).

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

The Library offers a variety of unique collections. [The Harold & Jean Miner Memorial Library](#) collection includes 40,000 items, including books relating to the curriculum, 115 periodical subscriptions, audio and video recordings, and access to a variety of online databases.

One such collection is The Northern Illinois Anglers Association Graves Environmental and Natural History Collection file cabinet which is located on the lower level of the library. The NIAA Graves Environmental and Natural History Collection at Kankakee Community College began in the fall of 1993 with the donation of funds and materials from the Northern Illinois Anglers Association to KCC. The NIAA Graves books are interfiled in the library collection. Items can be found in [KCC's Online Catalog](#) or viewed in a [printable version](#) of the complete list.

A unique aspect of the collection is the availability of research materials on the Kankakee River, including scientific treatises that are no longer in print. The collection also includes:

- Kankakee River Basin studies in both Illinois and Indiana
- Geology surveys of the area
- Lake Michigan studies
- Water resources in Illinois

Also, the library has an online catalog and access to items from libraries worldwide. Interlibrary loans offer students and faculty borrowing privileges from libraries throughout Illinois and the

world. The library staff provides bibliographic and research assistance in using electronic and printed library materials in a variety of formats.

Area health care providers (Riverside Hospital, Provena St. Mary's, Iroquois Memorial Hospital, OAK Orthopedic Center and various extended care sites) provide clinical sites and access to equipment for students' use in Health Career programs.

The institution provides instructional space that will accommodate 24 students per laboratory. All laboratories are provided with the appropriate seating, ventilation, and safety equipment including eyewash stations, safety showers, fire safety, spill kits, and in some laboratories safety shields. Gloves and lab aprons are also provided to ensure the student's safety in the appropriate labs. Students are provided with the necessary glassware, chemicals, and miscellaneous materials to complete labs

Examples of resources necessary to support teaching and learning include:

- Each biology lab is provided with 24 Olympus brand microscopes for the examination of tissues and other microscopic organisms.
- Students taking courses in Anatomy and Physiology are provided with enough models and bones to accommodate students working in groups of 3. Along with the use of a male and female cadaver, students learn all aspects of anatomy and the physiologic functioning of the body. Where assigned anatomy students are provided with dissection equipment and materials such as fetal pigs, sheep hearts, eyes, and kidneys for study.
- Students taking general biology courses are provided with appropriate glassware for measuring, electronic balances for weighing, and water baths or hot plates for heating substances. Chemicals provided support learning of the chemicals of cells, photosynthesis, cellular respiration and enzymatic reactions to name a few.

Along with the above mentioned resources students taking advanced biology courses are provided with 13 different types of live specimens for examination such as Amoeba, Paramecium, Spirogyra, and Volvox and dissection materials such as pigeons, rats, and flowering plants. In addition microbiology students are provided with and must name chemical reactions for 27 different types of bacterial organisms.

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

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

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

3.D.5 The Office of Institutional Research offers [Research Resources](#) for information such as Illinois and United States data/demographics, grant writing, and institutional research guidance. The College offers students services at the [Miner Memorial Library](#) where students can seek information from a reference librarian or conduct their own research. Additionally, the Library offers [18 subject guides](#), access to over [twelve million books and e-books](#), and nearly 50 research [databases](#) to help students conduct virtual research. The [Library staff members](#) provide support and guidance in the effective use of research and information resources. A reference librarian staffs a reference desk during high traffic times in the Library. The librarians offer workshops for courses to teach students how to access information at the library and via the library databases.

In 2014, library staff began an embedded librarian initiative, "Ask a Librarian" where a discussion board is open to students and a participating librarian on Canvas, our learning management system, where students ask the librarian questions about research, citations, and information literacy. The turn-around time for responses is typically 24 hours during the week. The Miner Memorial Library webpage offers [Research Tips](#) to help students guide through the research process.

**Core Component 3.E.**

***3.E. The institution fulfills the claims it makes for an enriched educational environment.***

- 1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*
- 2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.*

The KCC [Office of Student Life](#) provides [co-curricular student clubs](#) (21 clubs) and organizations, activities, and events in order to enhance the quality of student experience while enrolled at KCC. KCC allows students to create a co-curricular transcript, which is a record of campus and community involvement and leadership experiences. It can be sent to other colleges, universities, or employers to highlight students' achievements, experiences, and skills. A [co-curricular transcript](#) supplements a student's academic transcript. The co-curricular transcript helps students to develop resumes and to prepare for job interviews. Activities may include:

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

The Office of Student Life also offers the KCC student organizations the opportunity to qualify to receive funding from Student Life so they can do more as a club or organization. Not only does this funding program instill a consistent organizational requirement amongst student organizations, but it also supports student involvement, commitment, leadership, and enrichment amongst their peers.

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

KCC has been deemed [Military Friendly](#) and is proud to serve and provide an education for students who have served our country. Due to our commitment to helping veterans as they return to college life, KCC will be recognized in [Victory Media](#)'s annual guide as one of the Top 25 Community Colleges and Top 25 Online Programs for veterans.

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

Federal and state-affiliated educational programs currently administered:

- Chapter 30 (Montgomery GI Bill)
- Chapter 31 (VA Vocational-Rehabilitation)
- Chapter 32 (VEAP Veterans Educational Assistance Program)
- Chapter 33 (Post 9/11 GI Bill)
- Chapter 35 (Dependents' Education)

- Chapter 1606 (Montgomery GI Bill - Selected Reserve)
- Chapter 1607 (REAP Reserve Educational Assistance Program)
- Illinois Veterans Grant
- Illinois National Guard Grant
- MIA/POW Scholarship

The Veterans Club is for KCC students and staff who are military veterans, members of the military community, and supporters. Its purpose is to provide a community atmosphere, camaraderie, a gateway to leadership development, and accessibility to benefits. The Veterans Club continues its service by facilitating outreach in the local community with those who have served and their families. The KCC Veterans Club is an approved chapter of [Student Veterans of America](#).

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

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

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

In support of KCC's mission "Enhancing quality of life through learning," the [Office of Institutional Research](#) collaborates with other college departments to collect, analyze, interpret, and report on data to aid college planning, effectiveness, and resource allocation. The KCC Office of Institutional Research is a member of both the national and state Associations for Institutional Research and upholds their [Code of Ethics](#).

[Institutional effectiveness](#) is the systematic and continuous process of measuring how well a college achieves its mission. KCC measures four areas: Accreditation, Institutional Research, Strategic Planning and Outcomes Assessment. It maintains a strategic plan as a guide to reaching

its goals. Also, the college uses continuous quality improvement to improve teaching and learning, and institutional operations.

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

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

The College demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of economic development. [Job placement rates](#) in CTE programs are 80.9% (from 67 respondents in occupational programs) for FY 2015. We also have advisory groups that regularly meet with area businesses to ensure needs are being met.

**Criterion Four. Teaching and Learning: [Evaluation](#) and Improvement**

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

**Core Component 4.A.**

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

- 1. The institution maintains a practice of regular program reviews.*
- 2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.*
- 3. The institution has policies that assure the quality of the credit it accepts in transfer.*
- 4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and [faculty](#) qualifications for all its programs, including [dual credit](#) programs. It assures*

that its [dual credit](#) courses or programs for high school students are equivalent in learning [outcomes](#) and levels of achievement to its higher education curriculum.

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

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

4.A.2 KCC evaluates credit the institution grants from [its credit courses](#). Assessment of prior learning is a means of demonstrating that a person has previously acquired college-level knowledge. KCC students may have prior learning reviewed and assessed by college personnel to earn college credit that applies to their programs. Students may earn credit through any one or a combination of the following:

- [Advanced Placement Program \(AP\)](#)
- [College Level Examination Program \(CLEP\)](#)
- [College-sponsored proficiency examination](#)
- Review of recognized professional license or certificate to advise for potential credit-by-examination possibilities (credit is not advanced based on license or certificate)
- U.S. Armed Forces Institute courses/training recommended by the American Council on Education (military transcript required)
- Career programs completed at the Kankakee Area Career Center or Livingston Area Vocational Center which are articulated with KCC courses



- Transfer credit evaluations for classroom, correspondence or independent study courses taught at colleges accredited by The Higher Learning Commission and a member of the North Central Association or other regional accrediting associations.
- College-level coursework taken at another accredited institution. Visit the [transcript request page](#) for more information.

KCC does not award credit for life experience.

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

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

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

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

- A student must have a current admissions form on file
- A student have not already completed the course for a grade. Conversely, a student may not retake a course for a grade if the student earned a "PR" for the course previously.

- A student have not already completed a higher-level course in the same discipline, as determined by the division chair or program coordinator.
- The student may take a proficiency exam for a specific course only once.

4.A.3 KCC assures quality of credit it transcripts through [transfer](#) by participating in the [Illinois Articulation Initiative \(IAI\)](#) which is a statewide transfer agreement, transferable among more than 100 participating colleges and universities in Illinois. IAI works best for students who know they are going to transfer but are undecided on the college or university that will grant their baccalaureate degree. All colleges and universities participating in the IAI agree to accept a “package” of IAI general education courses in lieu of their own comparable lower-division general education requirements. The IAI General Education transfers as a *package*, meaning course-to-course transfer is not guaranteed.

IAI also includes major recommendations for the first two years of college in several popular majors. Faculty panels, which include KCC faculty and other faculty with expertise in the major field of study, create these recommendations.

### **KCC Transfer Evaluation Guidelines**

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

### **Policies**

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

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

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

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

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

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

Electives are recorded as follows:

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

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

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

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

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

Courses not accepted at this institution:

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

KCC is part of the [Illinois Articulation Initiative](#) (IAI) and the [general education courses](#) offered meet the standards put forth by the IAI. These courses must be reviewed and approved by the appropriate, discipline specific, IAI panel to insure that these standards are met by the individual courses. This will ensure that our courses having IAI approval will articulate with programs at participating four-year institutions in Illinois. The IAI panels are composed of professors at colleges and universities throughout the state, including KCC faculty. They meet regularly to review and approve new curricula or to request revisions or deny requests.

4.A.4 Associate deans and faculty review dual credit instructors' syllabi and assignments to ensure alignment between expectations at KCC on-site courses and dual credit high school courses. For more information, please see **the dual credit course and instructor approval and example credential audit** which are located in the dropbox.

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

The College's Curriculum and Academic Standards (comprised of faculty, academic administrators, and student services staff members) exercise authority over approving high quality curricula (meeting Illinois Articulation, Illinois Community College Board, accrediting bodies, and KCC standards) as well as prerequisites for courses. Faculty members must follow this committee's process (See detailed process on the dropbox) in requesting changes or additions to curriculum by providing rationale and details regarding the proposed changes or additions. Such proposals go through two readings and then are voted upon by members of the committee. Examples of items that must be approved by the CAS Committee are the following: course descriptions, prerequisites, objectives/outcomes, syllabi, and credit hours awarded for courses offered.

The institution maintains and exercises authority over rigor of courses through our IAI and ICCB processes for reviewing and approving transfer courses and/or career and technical courses. Both transfer and career and technical education departments and faculty members regularly meet with advisory committees and/or part of IAI panels in order to align curricula with four-year institutions and industry expectations as appropriate. In addition, KCC faculty have met with their counterparts at various four-year institutions to ensure vertical alignment. For example, the English Department has collaborated with faculty at numerous universities, including Governor's State University and the University of Illinois, to align the composition sequence.

KCC offers learning support services including a [bookstore](#), [career counseling](#), [childcare](#), [disability services](#), [IT Helpdesk](#) including online self-service features available 24/7/365, online learning support, [testing services](#), [53 computer labs](#), Internet access via wired and Wi-Fi across the main campus and extension centers, Microsoft Office software home use program, a [Transfer Center](#), a [Veteran's Center](#), [tutoring](#), [student employment opportunities](#), [reference library](#), [student clubs and organizations](#), and convenient [campus locations](#).

[TRiO](#) staff members serve students who meet low-income and/or first-generation eligibility requirements in order to ensure these students access to learning resources. KCC also requires that all new degree or certificate seeking students complete [new student orientation](#) before registering for their second semester. Part-time students are encouraged to complete orientation.

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

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

4.A.5 Six KCC programs carry professional accreditation or approval: Medical Laboratory Technology, Nursing, Phlebotomy, Physical Therapist Assistant, Emergency Medical Technician- Paramedic, and Respiratory Therapist programs. An additional program, Paralegal/Legal Assistant Studies has received approval.

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

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

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

The Physical Therapist Assistant program receives accreditation by the Commission on Accreditation in Physical Therapy Education (CAPTE). Accreditation was initially granted on April 19, 2011. On May 2, 2012 accreditation was continued based on the compliance report submitted March 28, 2012 in which the program was judged to be in compliance. CAPTE will be on campus January 24-27 for onsite visit.

Emergency Medical Technician- Paramedic (Initial Accreditation): The Commission on Accreditation of Allied Health Education Programs (CAAHEP) voted on March 20, 2015 to award initial accreditation to the Emergency Medical Technician-Paramedic program at Riverside Medical Center, Kankakee, IL.

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

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

For more information, see Health Careers Accrediting Bodies and Business and Technology Accrediting Bodies located in the dropdown.

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

KCC’s Career and Technical Education programs host advisory committee meetings which allow the programs directors and faculty to communicate with area businesses regarding employment trends and opportunities. An example of advisory committee members and committee minutes can be seen on the [Computer Graphic Technology website](#).

KCC regularly engages in [cyclical reviews](#) of our programs, reporting to the Illinois Community College Board. Associate deans, directors, and coordinators analyze costs and revenue of CTE, transfer, developmental education, and student service related departments and/or programs. For program reviews related to academic programs, administrators and faculty analyze course completion and success rates as well as programmatic best practices and exemplary innovation. These teams develop improvement goals, strategies, and timelines. The year following these program reviews, the college reports on the progress these specific teams have made in achieving their improvement goals. Program reviews include assessment of employment rates and of effectiveness of preparation for advanced study, depending on the degree; we learn this information by surveys that are sent to graduates by our Institutional Research Department. Program Review Guidebook.

<b>Core Component 4.B.</b>
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**4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing [assessment](#) of student learning.**

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

4.B.1 The college-wide [general education](#) objectives are:

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

The general education program at KCC is designed to enable students to acquire communication and reasoning skills at a level reflecting college-level learning. Students who complete the general education program will be able to examine complex topics and apply systematic processes to form conclusions. Part of a faculty member's essential duties outlined in the Faculty Handbook (see the relevant documents in the dropbox) is to assess student learning outcomes at the class, course, and program levels as defined by the Faculty Assessment Committee. Assessment involves the use of data to improve student learning. Results from assessment are not used to evaluate individual faculty members' performance but are instead used to improve a class, course, or program.

The institution engages in regular program reviews, [cyclical General Education Assessment](#), and continual course-level learning outcome assessment to assess the achievement of its learning outcomes for curricular and co-curricular programs. Faculty members engage in assessing these general education objectives as well as course-level objectives, using Livetext to record and interpret the data they gather.

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

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

The General Education outcomes will be assessed as follows:

- Quantitative Reasoning - Spring 2015
- Inquiry and Analysis - Fall 2015
- Communication
  - Verbal communication - Spring 2016
  - Written communication - Fall 2016
  - Reading comprehension - Fall 2017
- Ethical reasoning - Spring 2017

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

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

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

1. Changes are being implemented in Gen Ed courses in Fall 2015 based on results of reading comprehension data analyzed this spring. Data will be recollected and analyzed again in Spring 2016.

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

Preliminary work in course assessment has yielded significant results. For example, two nursing faculty members focused on improving RNUR 1129 student success and retention rates by working collaboratively to apply best teaching practices based on current research. Student success and program excellence are two main goals within the nursing program. This process requires learning and collaboration on the part of the faculty and instilling these values in nursing students. For the past 3 semesters, student success/retention rates for RNUR 1129 have been 62% (Spring 13), 67% (Fall 13), & 63% (Spring 14) despite faculty members' efforts to work with RNUR 1106 instructors and RNUR 2443 to better align the curriculum. Therefore, based on student evaluations and best teaching practices, they planned to institute new teaching strategies to help improve our student success/retention rates. In Fall 2014 professors incorporated best teaching practices based on the May 19, 2014 "Flipping the Classroom without Flipping Out" live event facilitated by Tim Bristol, PhD, RN, CNE, ANEF and hosted by Richland Community College, Decatur, IL. and from research completed by T. Schwartz (2014) titled "Flipping the Statistics Classroom in Nursing Education" from the Journal of Nursing Education, volume 53, issue number 4, pp. 199-206. This entailed putting all lectures online in Canvas and utilizing class time for active learning activities. In Fall 2014, 80% of students successfully completed RNUR 1129. This is a considerable increase from the 62-67% average in previous semesters. In Spring 2015, 88% of students successfully completed the course. Based on these results and student evaluation feedback, professors believe that flipping the classroom was a major factor in improving retention rates.

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

As a third example, the English Department significantly redesigned its second year composition course ENGL 1623 based on assessment data, moving the course to a Writing Across the Disciplines format. In the first two semesters of its offering, faculty members collected data and then made targeted changes to the curricula to improve student success the following academic year. One of the course's learning goals is the integration and documentation of source material into original works. Numerous formal and informal assessments suggested students struggle in meeting this objective, leading to the creation of the "Ask a Librarian" program which allows instructors to embed a discussion forum on the course's Canvas shell. This feature allows students to have one-click access to a librarian for help with a research, documentation, and information literacy. As part of the Writing in the Disciplines curriculum, students were required to locate and analyze a professional, peer-reviewed journal within their specific field of student. Assessments indicated students were unclear about how to find and identify peer-reviewed journal, so a [multi-page website](#) was created through the Library in order to aid students in understanding and project completion.

KCC regularly engages in [cyclical reviews](#) of their programs, reporting to the Illinois Community College Board. The Program Review produces data which then may be used to make viable changes to the program, increasing students' success. Included in these reviews are assessments of curricular and co-curricular programs and goals for the coming academic year related to curricular and co-curricular programs. For more information, see the Program Review Guidebook located in the dropbox.

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

KCC allows students to create a co-curricular transcript, which is a record of campus and community involvement and leadership experiences. It can be sent to other colleges, universities, or employers to highlight students' achievements, experiences, and skills. A [co-curricular transcript](#) supplements a student's academic transcript. The co-curricular transcript helps students to develop resumes and to prepare for job interviews. Activities may include:

- **Campus involvement** - Involvement in clubs and organizations, intramural sports or athletics. Participation in or volunteering for on-campus programs and events.

- **Community service** - Volunteering at nonprofit organizations or participating in community events.
- **Career development** - Volunteering or interning in a student's field of study, or job shadowing a professional in the student's field of study.
- **Leadership development** - A student's position as a club or organization officer, planning an event, student ambassador, etc.
- **Honors, awards, recognition** - Any formal recognition of a student's achievements.

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

#### **Core Component 4.C.**

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

1. *The institution has defined [goals](#) for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.*
2. *The institution collects and analyzes information on student retention, persistence, and completion of its programs.*
3. *The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.*
4. *The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)*

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

#### FY 2014-18 Strategic Goals

- Create a culture of completion
- Promote an environment of excellence and innovation
- Develop career pathways in target industries

- Take a convening leadership role to strengthen and sustain community partnerships
- Redesign college foundational coursework

The College has an Enrollment Management Team that regularly meets and has consulted experts (such as [Pam Cox-Otto](#)) in the field of Enrollment Management. This team develops goals and strategies to improve retention, persistence, and completion. Required membership includes representatives from Marketing, Student Services including advising, recruitment, and admissions representatives, a faculty representative, an IT representative, an IR representative, and student services staff.

The role of the Enrollment Management team is to respond to and plan for the enrollment needs of Kankakee Community College. Some of the goals for this academic year include the following:

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

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

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

#### **Automatically awarding certificates and degrees**

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

#### **Mandating orientation for first-time, certificate or degree seeking students**

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

#### **Requiring the development of a master academic plan**

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

Initial results show that 71.8% of the students with a MAP were retained to the next semester whereas only 53.4% of the students without a MAP were retained. The average GPA for each



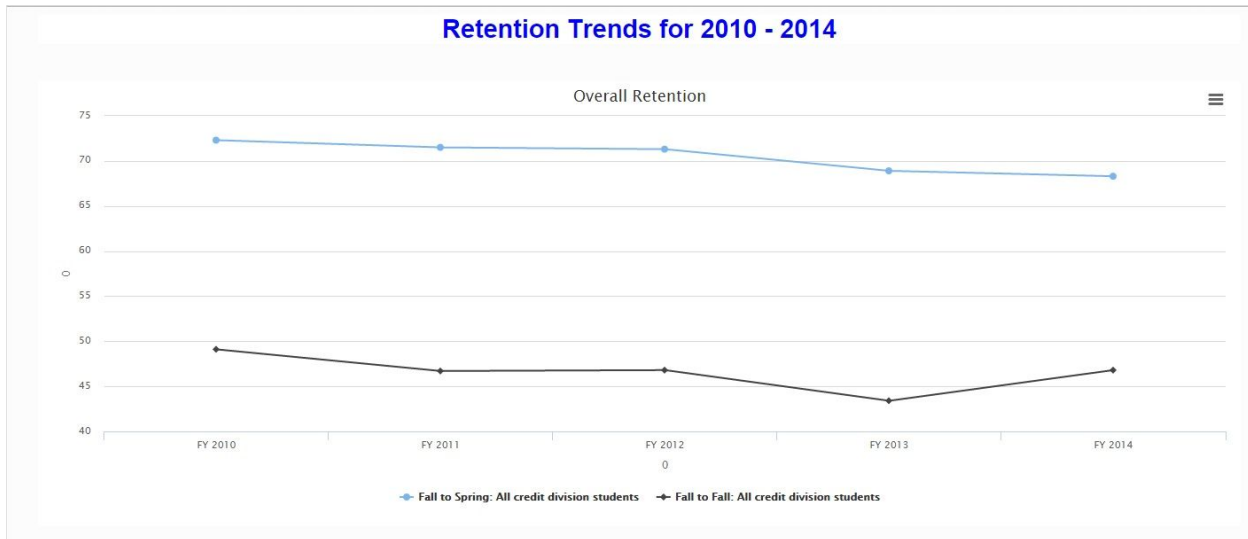
group is also revealing; students with a MAP earned a 2.46 average and those without a MAP earned a 1.70 GPA.

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

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

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

All division dashboards and scorecards are accessible to all employees via the on-campus computer server through their personal login credentials. An example of a division dashboard is the retention trends analyzed in the Instructional and Student Success dashboard. A screenshot of this dashboard on the top of the next page:



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

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

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

**Criterion Five. Resources, Planning, and Institutional Effectiveness**

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

**Core Component 5.A.**

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

- 1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations [wherever and however programs are delivered](#).*
- 2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.*
- 3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.*
- 4. The institution's staff in all areas are appropriately qualified and trained.*
- 5. The institution has a well-developed process in place for budgeting and for monitoring expense.*

5.A.1 KCC strives to foster and develop the necessary resources and infrastructure to ensure its operations are supported wherever and however programs are delivered.

*Sufficient Fiscal and human resources.* The [2015 Noel Levitz Satisfaction survey results](#) indicate that the institution's fiscal and human resources are sufficient in achieving our objectives. See N.L. Survey Section 1: Campus Culture and Policies for more information.

The Board of Trustees adopted a formal Fund Balance policy at its September 14, 2015 meeting, stating that:

“Fund balance is the balance of a fund after all liabilities have been deducted from the assets of the fund. The goal is to establish and maintain a general fund balance of thirty-five percent of operating expenditures. In the event the balance falls below twenty-five percent, based on audited data, the administration shall develop a plan to restore the fund balance to its goal of thirty-five percent. The plan shall be submitted in conjunction with the proposed budget for the ensuing fiscal year.”

The Board Handbook describes the budgeting and financial monitoring processes.

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

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

For the past several years, the Budget Committee has been aligning resources with the college's strategic goals. The Strategic Planning Oversight Committee (SPOC) has implemented a process that ensures priority project costs align with the budget process as well.

Four statements in the Employee Satisfaction Survey that was taken in February 2015, address fiscal and human resources issues. These statements tell us we are doing significantly better than our peers of 43 other two year colleges across the nation.

<b>Statement</b>	<b>KCC Satisfaction Mean</b>	<b>Peer Satisfaction Mean</b>
The institution makes sufficient staff resources available to achieve important objectives	3.54	3.14
The institution makes sufficient budgetary resources available to achieve important objectives	3.67	3.23
My department has the staff needed to do its job well	3.48	3.10
My department has the budget needed to do its job well	3.58	3.12

*Sufficient Physical infrastructure:* The college currently consists of the main Riverfront campus and four remote education centers placed throughout the district consisting of approximately 450,000 square feet of facilities for education, teaching, staff, and administrative purposes. The facilities which are located in the City of Kankakee (Riverfront Campus and Manufacturing and Industrial Technology Center), the Village of Bradley (North Extension Campus), the town of Watseka (South Extension Campus), and the town of Pontiac (Livingston Workforce Services) are strategically placed to benefit the students’ needs as well as that of our community partners, all of which are capable of supporting expanded classes and operating schedules. Additional construction or planning efforts include:

- Construction at the main campus of a 22,000 square foot building to support the alternative technologies education programs, consisting of 2 classroom/lecture spaces and four learning labs plus staff and support space
- Developing concept designs with an architect for renovating the current library into a brand new student success center
- Planning the space in the Manufacturing and Industrial Technology center for potential placement of new and/or expanded educational classes such as HVAC, diesel mechanic, forklift training, and/or truck driver training

- Transferring the college's main power feed supply lines to secure underground cabling, eliminating future power interruptions due to outdated, fragile, weather susceptible overhead service.

*Sufficient Technological Infrastructure:* Sufficient technological infrastructure exists on the College's main campus as well as four recently added remote sites. Over our last reporting period, smart classrooms increased by 14% and computer labs increased by 9%. The College's Internet bandwidth increased by 400% providing better access to student, faculty, and administrative resources. Technology was implemented to streamline various internal processes, including allowing students to complete college orientation online, identifying college completers for the automatic awarding of certificates and degrees, implementation of a web based online admissions application, and the deployment of scorecards and dashboards to aid in decision-making. The College's student information system (SIS) database was upgraded to SQL, an industry standard system, providing for better data reliability, more robust reporting options, and greater access to support resources.

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

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

Kankakee Community College's mission statement is *Enhancing Quality of Life Through Learning*. In fact, the Preamble: Philosophy Statement identified in our negotiated agreements with the [full](#) and [adjunct](#) faculty emphasizes the importance of student engagement in their learning.

KCC's Strategic Goals were developed from a planning process conducted in 2011-2012 and include:

1. Creating a culture of completion
2. Promote an environment of excellence and innovation
3. Develop career pathways in target industries
4. Take a convening leadership role to strengthen and sustain community partnerships
5. Redesign developmental coursework

Feedback, recommendations, and inquiries were provided from a number of sectors across the community and within the college in the development of these goals. Annually, the institution's budgeting process prioritizes the next year's top strategies and aligns them with the institution's strategic goals thus providing the resources aimed at enhancing the institution's position and overall outcomes.

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

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



with strategic goals ensures that the goals remain high priority opportunities during the resource allocation and budgeting processes.

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

In Fall 2015, the Vice President of Instruction and Student Success instructed the associate deans to audit all full time and adjunct faculty credentials to ensure that ICCB and HLC guidelines are being followed. Associate deans periodically audit faculty credentials and review all newly hired faculty members to ensure the faculty teaching general education and other non-occupational courses have a master’s degree or higher in the discipline or subfield. If the master’s degree is in a discipline other than that which he or she is teaching, the faculty members must have completed a minimum of 18 graduate credit hours in the discipline. The college adheres to [HLC’s official guidelines](#) for determining qualified faculty which was updated on August 31<sup>st</sup> of 2015 to include the assumed practices which go into effect in September 2017. We note the guidance regarding “Determination By Factors Other Than Credentials” and “Using ‘Tested Experience’ As a Basis for Determining Qualified Faculty”. For more information, see attached example audit from HSS Division in the dropbox.

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

Budget manager training is provided to all budget managers. Budget managers have access to many reports in the college’s financial reporting system that enable them to view actual expenditures and compare that to the current budget for each account. There are also reports that

enable the budget manager to view monthly expenditures and calculate the unexpended balance. These reports help budget managers monitor spending to ensure they do not over spend their budgets.

### **Audits**

Each year, the Board employs an independent certified public accountant to audit the college's books of record. This audit includes a financial audit of all operating, restricted, and other funds of the college and a compliance audit of specific restricted funds and certain other enrollment and financial data as required by the ICCB or other grantor agencies. The audit is performed in the manner prescribed by the most current ICCB Fiscal Management Manual. The audit report includes recommendations from the auditor concerning potential improvements in accounting methods or other fiscal management matters.

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

### **Budget**

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

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

## **Core Component 5.B.**

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

- 1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.*
- 2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, [faculty](#), staff, and students—in the institution's governance.*
- 3. Administration, [faculty](#), staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.*

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

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

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

opportunities and brings what he learns from these monthly meetings to KCC Board meetings and retreats. Lastly, the Board has general counsel present at all of its Board meetings and is provided a legal update each month.

[KCC's Board of Trustees](#) meets on a regular basis to provide oversight of the KCC's financial and academic policies. Each monthly meeting includes an educational session during which key institutional leaders provide detailed information regarding essential aspects of the College's financial and academic operations. KCC's Board of Trustees retains the service of legal counsel and a treasurer to ensure that it meets legal and fiduciary responsibilities.

As articulated in article 111.0 in KCC's Board Policy Manual, KCC's "Board of Trustees of Community College District 520 derives its authority from the Illinois Public Community College Action (Sections 3-31 through 3-43)." Section 121 of KCC's Board of Trustees Policy Manual provides that the seven members serving as trustees are "elected by the qualified voters of District 520."

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

- A. To interpret or cause to be interpreted the educational and financial needs of the college and the district as they relate to one another, including the periodic reevaluation of these needs.
- B. To develop or cause to be developed policies and procedures in accordance with the educational needs of the citizens to be served by the college.
- C. To select and employ a chief administrator for the district who shall serve as the executive officer of the Board and provide appropriate leadership for the college.
- D. To receive and consider recommendations by individual trustees, regular and special counsel, treasurer, auditor, ad hoc and standing committees of the Board, consultants to the Board, etc.
- E. To adopt regulations for the admission of students which are compatible with the regulations of the Illinois Community College Board.
- F. To consider and take appropriate action upon the curricular offerings of the college upon the recommendation of the President.
- G. To cause to be prepared and to approve the annual budget and all subsequent modifications.
- H. To approve the expenditure of all college funds.
- I. To consider and take appropriate action on administrative recommendations concerning appointments, retention or dismissal of all college employees and to affix the amounts of their salaries.

- J. To serve as a board of appeal for students, employees, and citizens of the district on matters of policy and policy interpretations.
- K. To appoint a treasurer who will receive the taxes of the district, and notify tax collectors in writing accordingly.
- L. To retain legal counsel.
- M. To provide for an annual external independent audit of all funds handled under the supervision of the college.
- N. To conduct all elections as provided by law.
- O. To provide means for keeping the citizens of the district and appropriate state and federal officials informed of institutional purposes, values, conditions and educational and cultural opportunities provided by the college.
- P. To perform other duties specified by state statutes.

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

5.B.2 KCC has various policies and procedures to engage its internal constituencies including the Community College Catalog, Personnel Policy and Procedures Handbook, Faculty/Administrator Handbook, Facility Master Plan and Code of Campus Affairs & Regulations all available via the dropbox.

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

The faculty and institutionally negotiated agreement requires the faculty leadership and the President's Cabinet meet twice a year to discuss and resolve any outstanding issues or concerns. This policy has resulted in on-going open communication between the faculty association, both full-time and adjunct, and the leadership of the institution.

The institution's practice for soliciting feedback from the institution's administrative and support staff includes monthly meetings with the institution's Communications Committee. The Communications Committee consists of representatives (administrative and support staff) from around the institution. Those representatives are charged to serve as liaisons with the rest of the institution's staff. Open communication flows from the college community to the administrative team and back to the representatives. In addition, the college also has a number of standing

[committees](#), made up of faculty, staff, and administration, unique to instructional and institutional policies and procedure. Further, whenever there are more timely issues facing the institution, the college's weekly electronic newsletter *Update* contains an [icon](#) notifying the college community that input or feedback is desired.

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

#### **Core Component 5.C.**

##### ***5.C. The institution engages in systematic and integrated planning.***

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

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

KCC's process for strategic planning is led by the Strategic Planning Oversight Committee (SPOC), which includes stakeholders from all divisions of the organization. SPOC facilitated the

strategic planning for the period of 2014-2018, and external stakeholders from business and industry were represented as was the Board of Trustees who ultimately approved the strategic plan as presented by KCC's President.

KCC's Strategic Plan FY 2014-2018 is the result of a collaboration between the college and the community, and the five strategic goals articulated in the plan are aligned with community need. The Strategic Plan is informed and supported by an Environmental Scan completed in March 2013. The Environmental Scan includes stakeholder-identified opportunities for the college; among additional factors addressed in this report are economic conditions and population trends which impact enrollment and sources of revenue.

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

5.C.2 [KCC's Outcomes Assessment Framework](#) provides guidance for assessment of student learning at the course, program, and institutional levels. [KCC uses evidence from assessment of student learning outcomes](#) to "identify areas where changes in policies and practices may lead to improvement" and "inform institutional decision-making." Associate deans and program directors utilize reports and data from assessment of student learning outcomes to develop divisional and programmatic budget requests. Budget requests are considered by the budget committee and approved on an annual basis.

Industry best practice standards drive evaluation of health career operations, planning, and budget. According to the 2014 NCSBN simulation study results, as much as 50% of designated clinical time can take place in a simulation environment for nursing students when student's learning is assessed and evaluated. The Institute of Medicine reports that in order to improve patient outcomes, interprofessional communication must occur. Simulation, both interprofessional and discipline specific, exposes health career students to clinical situations which cannot be guaranteed in various clinical settings. Students are evaluated against student learning outcomes during their simulation experiences. Based on our assessment and evaluation, simulation enhances and ensures student learning as essential clinical functions and student learning outcomes are measured.



The KCC Foundation awards innovation grants each year to award innovative practices across the college. [Innovation grants](#) are a mini-grant project established by the KCC Foundation to encourage the development of new ideas and innovations that support student success. Current innovation grants under review, such as Advice Week, are aimed at increasing enrollment. The Foundational Coursework Redesign Committee intends to ask administrators, staff, and faculty to join in the effort to increase enrollment at KCC. Advice Week, expected to be held April 11-15, 2016, will be a college-wide initiative aimed at encouraging students to meet with their advisors to register for the Fall 2016 semester. This project builds on efforts currently underway on campus to increase enrollment led by Student Services (classroom visits) and involving faculty in select courses, which have already made a marked improvement in enrollment numbers this semester to date as compared to the same period last academic year. This program will be open to all administration, faculty, and staff, who will be encouraged to take a role in helping students to persist and complete their academic goals. This program is designed to help students fulfill their academic goals by making wise registration decisions (based on their MAPs), registering on-time for classes (even early), and connecting with faculty and advisors on campus to facilitate their registration process and to select courses that align with their needs and responsibilities outside the academic setting.

In combining two courses as co-requisites: Accelerated Writing Instruction (English 1422) and English I (English 1613), qualified students can now simultaneously fulfill developmental and general education composition requirements by scheduling the two classes back-to-back. Students spend 50 minutes of classroom time in Accelerated Writing Instruction and 50 minutes in English I. Both classes are taught by the same instructor, allowing for a continuity of instruction and faculty/student interaction. Three sections of the course combination were offered for the first time in Fall 2015.

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

General education and course assessment plans are located on the [assessment webpage](#). This gives faculty, staff, and other stakeholders the opportunity to see the processes KCC uses in its assessment strategy. All data collected from assessment items (whether it is from General

Education or course-level assessments) are input into LiveText assessment software. LiveText is then used to analyze assessment data to help close the loop and improve student success. LiveText is a significant tool and one toward which the College directs budgetary resources.

5.C.3 Students, employees, and community members are actively involved in KCC's planning process. For the development of the College's strategic goals, external constituents were invited to participate in a community forum to provide feedback. Internal constituents participated in roundtable discussions along with strategic planning leadership to assist with goal definition and refinement.

Students are given voices in planning processes and infrastructure. Students are able to provide feedback online or through Candid Comment boxes located throughout campus. The Student Advisory Committee regularly meets to give administrators and others feedback about how to improve college services. For example, we gained feedback that students wanted more opportunities to use the library and its resources earlier in the morning (prior to 8:00 am courses). The library began opening at 7:30 am and has seen increased foot traffic.

5.C.4 The College administration prepares a three year financial projection each year and shares the projection with the College Board of Trustees at their annual committee of the whole meeting. The projection includes very conservative estimates and is designed to anticipate changes not only in revenues but expenses as well. For example, based on discussions of the possibility of shifting the pension liability from the state to individual colleges, the effect of the shift was incorporated into the projection two years ago, even though it has not yet become effective. The projection also includes conservative estimates of state revenues and incorporates the enrollment changes from recent past, which are the basis for nearly all state revenue. The Board has a policy of maintaining a target of 35% of expenses in fund balance. The institution has consistently outperformed this target, which has resulted in a very strong reserve position to protect the College against delays or reductions in state funding, as well as any other economic changes that may have an adverse effect in the future.

The College implemented a series of changes beginning in Summer 2015 for personnel, operations, and academics, ranging from reductions in force (RIF), elimination of programs (Massage Therapy Certificate Program and Commercial Driver's License Certificate), reduction in sites for the GED/Adult Learning programs (which are funded primarily through grants), to reduced operational capacity in IT, athletics, and other areas. These were some of the results of decisions made by the President, two Vice Presidents, and leadership teams taking into account no state budget (including no state grants) through 2015 for FY16, with no indication as to when a budget will be appropriated for our college. Decisions were made to impact students' learning and opportunities as little as possible, while still being fiscally responsible with our resources.

KCC also subscribes to EMSI ([Economic Modeling Specialists International](#)), which provides information on projected population shifts, including high school graduating class numbers, projected job growth by industry and specific field, and more. These are used to inform our academic offerings, enrollment projections, and resources to be allocated.

5.C.5 KCC's planning anticipates emerging factors, such as technology, demographic shifts, and globalization. In order to better anticipate emerging technology factors, KCC technology leaders participate in various organizations such as the [South Metropolitan Higher Education Consortium \(SMHEC\)](#), ICCC-TC, Ellucian users groups both nationally and locally, and networks with higher education constituents. Other leaders of the college also participate in some of these organizations to stay abreast of the latest technology offerings.

Currently we are in the process of implementing a web-based student planning interface that will streamline the advising process for students, improve advisor/student communication, and give students better insight in scheduling coursework around their chosen degree.

For the last three fiscal years through Fall 2015, due to demographic and economic shifts, the college has experienced a recent downturn in enrollment; in response, the College has strategically worked toward designing efficient and effective scheduling options in its credit division to maximize course fill rates.

Additionally, the College has worked to minimize the impact to its primary mission while also maintaining financial viability and responsibility. Budget managers have made necessary reductions in their budgets. The College implemented a series of changes beginning in Summer 2015 for personnel, operations, and academics, including:

- reductions in force (RIF)
- elimination of programs (Massage Therapy Certificate Program and Commercial Driver's License Certificate)
- reduction in sites for the GED/Adult Learning programs (which are funded primarily through grants)
- reduced operational capacity in IT, athletics, and other areas

These were some of the results of decisions made by the President, two Vice Presidents, and leadership teams taking into account the absence of a state budget (including no state grants) through 2015 for FY16, with no indication as to when a budget will be appropriated for our college. Decisions were made to impact students' learning and opportunities as little as possible, while still being fiscally responsible with our resources.

Sustainability has been a priority of Kankakee Community College for the last seven years. Our

Sustainability Vision is to be “a model of sustainability for District 520, for Illinois higher education, and for Community Colleges nationwide. KCC will also be a leader in sustainability education, preparing students to successfully negotiate inevitable challenges and to live happy and constructive lives that serve the betterment of humanity and future generations.”

To support this Vision, KCC has addressed four goals:

1. Achieve carbon neutrality for the KCC campus by involving faculty, staff, and students in creating and maintaining a campus culture that embodies the ideals of sustainability.
2. Expand KCC’s curriculum to support sustainability and the growing renewable energy industry.
3. Create models that illustrate sustainability and share these models and expanded curriculum with the local community as well as with educational institutions across Illinois.
4. Create partnerships between KCC and other community organizations to promote and nurture sustainability beyond the confines of the KCC campus.

This Sustainability Annual Report addresses progress made in achieving these goals in five areas: Campus, Community, Regional, State-Wide, and National Initiatives.

## **CAMPUS INITIATIVES**

**Campus Sustainability Interested Faculty (CSI-F):** The purpose of CSI-F is to advance sustainability on the Kankakee Community College campus and to provide input on initiatives designed to accomplish our sustainability goals. While the team is comprised of ten faculty and three staff members, there are currently more than two dozen faculty members who incorporate sustainability into their curricula. For more information see, how KCC identifies [Sustainability Courses and Programs](#).

**Greening Your Curriculum:** The College is supporting faculty as they continue to incorporate sustainability related content into their curricula. In 2015, 67 of KCC’s 631 credit courses (or 10.1%) have sustainability-related material. Currently, more of the faculty I have been talking to are finding more ways to introduce sustainability topics into their curricula and are finding that it increases student engagement. Our goal continues to be 100% of curricula involving to some degree sustainability and we are increasing our percentage each year.

**Waste Reduction Plan:** The College is continuing its commitment to [waste reduction](#) by increasing diversion of materials from the waste stream through recycling and reuse. We continue to divert materials at or above the 1987 baseline, and in 2015, we submitted our state-mandated five-year Waste Reduction Plan Update which asserted an overall recycling rate of 69.1%, well above the Illinois Solid Waste Management Act requirement of 40%. As social

justice is one of the tenets of Sustainability, KCC has translated the electronic waste recycling into one of social benefit by donating 2 tons (76% of the e-waste total) to World Computer Exchange for repurposing (see below). Beginning in 2015, KCC also began donating non-useable electronics to [SouthStar Services](#), an organization dedicated to challenging the limits and changing the lives of people with intellectual and developmental disabilities.

**World Computer Exchange:** The [World Computer Exchange](#) is a global education and environment organization founded to connect more youth in developing countries to opportunities, skills, and understanding the Internet while keeping working computers out of landfills. KCC is one of twenty-eight organizations named on the World Computer Exchange Honor Roll of Donors. KCC computers have found their way to Piedras Negras, Mexico, Nicaragua, the Dominican Republic, Senegal, and Nigeria. Since April of 2015, KCC's equipment donations to World Computer Exchange's Chicago Chapter made it possible for them to ship 280 computers to schools in the Dominican Republic, 175 computers to schools in Honduras, and 56 computers to schools in Haiti.

**Sustainability Week:** Held every year during Earth Week, Sustainability Week includes presentations by students and faculty and film showings, all with a focus on Sustainability issues. These were the highlights of this past year's 8th Annual Sustainability Week (April 20-24, 2015) which ended with the [4th Annual SMHEC Student Sustainability Summit](#) at Moraine Valley Community College. This was a free summit, for students and by students, with a focus, this year, on "opportunities." Additionally, The Students for Eco-Quality held a Reusable Cup Sale as a way for KCC students, faculty, and staff to pay less for fountain drinks in the Cafeteria and to reduce the amount of Styrofoam cups used. All of the events and past achievements are detailed publicly on the [college website](#).

**Student Sustainability Literacy:** An annual 36 question survey is sent to all students during Sustainability Week to measure the sustainability learning that occurs at KCC from year to year. The base-line was established in April 2013 at 57.2% and in April 2015 we have increased slightly to 59.3%. With more and more classes incorporating sustainability-related content, we expect that percentage to continually increase. The goal is to work toward a general learning outcome for all graduates at KCC.

**The Horticulture and Agriculture Club:** [This club](#) is going strong with their Farmers Market for faculty, staff, and students. The proceeds from the Farmers Market help fund Horticulture and Agriculture student activities. Students in the Horticulture and Agriculture programs work in the Greenhouse, raise crops hydroponically, and, recently began aquaponically raising tilapia.

**The KCC Men’s Basketball Team:** KCC’s team helped with river cleanup near the Aroma Park Boat Launch station on September 19.

**The 50kW Endurance Wind Turbine:** KCC’s turbine continues to save on energy costs, and has produced 237,947 kW to date (as of June 2015), saving the college about \$18,251 in electricity costs. The wind turbine was originally installed to provide renewable energy for the ATEC building and, when Illinois releases funds in 2016, will finally complete that plan.

**The Solar Array:** Located on the North Extension Center roof, the Solar Array is performing well and produces about 15 MWh/year of renewable energy, lowering our electric bill, and reducing our carbon footprint by more than 22,000 lbs. of CO2 which is an offset equivalent of over 260 trees.

**Hydration Stations:** With filtered water bottle filling stations located around the KCC Riverfront, west Campus, and North Extension Center, students, staff, and visitors have easy access to free filtered water for their reusable water bottles and mugs. Since 2012, the Sustainability Center has provided reusable water bottles at a reasonable cost. The water bottles can also be purchased in the cafeteria. There are currently 7 hydration stations and additional stations are planned.

All of this information and more can be found in the [2015 Sustainability Report Executive Summary](#).

**Core Component 5.D.**

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

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

5.D.1 KCC develops and documents evidence of performance in its operations through the use of scorecards and dashboards. Managers assess and strategize with stakeholders, faculty, and staff in order to develop action plans to increase Instructional and Student Success. The following are example scorecards:

- [Enrollment and Retention for Credit, Continuing Education and Career Services \(CECS\) and Adult Education](#)
- [Student Satisfaction, Completion and Transfer Rates, Student Success, Enrollment](#)

- [Recruitment and Retention, Strategy Development, and Advertising](#)

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

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

In addition to data collected on the scorecards, Marketing and Public Relations also uses outside resources such as online surveys in order to assess the media preferences of Fall 2014 and Spring 2015 local students. These surveys were conducted by [Interact Communications, Inc.](#); there were 350 responses to the survey. The survey asked students about the communication devices they use, how they like to receive different types of information and when, and their preferred social media sites and radio genres. Many students like to receive program information electronically but want financial aid information mailed to them. Marketing and Public Relations will participate for the next year or two in order to obtain comparative data. For Fall 2015, the information collected helped to target the following groups with a series of personal phone calls and follow-up emails, postcards, and media mailings to assist with next steps to enrollment:

- ACT testers who never registered
- COMPASS testers who never registered
- New applicants who had not yet enrolled
- Students who had attended in spring term but had not yet registered for fall.

The contacts with the COMPASS testers yielded a good enough return (50%) to justify continuing to contact this group. The return percentages on the other groups are being reviewed for whether to pursue them in the future.

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



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

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

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

*5.D.2* KCC became an AQIP institution for its reaccreditation efforts in 2001, and KCC continues to be an AQIP institution and plans to continue being an AQIP institution in the future.

The Enrollment Management Committee's Mission Statement, as noted in their meeting minutes, is to respond to and manage the enrollment needs of the college. Meeting minutes detail initiatives that are geared towards their FY15 Goal which is to increase FY14 enrollment totals by 7.5%. This would be an increase of 268 students for Fall 2014 and 369 students for Spring 2015.

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

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



The systematic work of faculty and staff to improve performance is directly tied to achieving the 2014-18 strategic goals. KCC developed individual scorecards dedicated to actions designed to support these strategic goals:

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

The Foundational Coursework Committee, aligned with KCC's strategic goal of Revising Developmental Coursework, has combined two courses as co-requisites: Accelerated Writing Instruction (English 1422) and English I (English 1613). Qualified students can now simultaneously fulfill developmental and general education composition requirements by scheduling the two classes back-to-back. Three sections of the course combination were offered for the first time in Fall 2015. Students spend 50 minutes of classroom time in Accelerated Writing Instruction and 50 minutes in English I. Both classes are taught by the same instructor, allowing for a continuity of instruction and faculty/student interaction.

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

*Summary of Criterion 5* The college routinely reviews its fiscal and infrastructural needs each year and conducts audits per board policy. Resources are allocated based upon institutional planning and revolve around the college's strategic goals. Internal constituencies have input into how resources are allocated. In addition, the college uses AQIP as a means of assessing the college's progress in improving institutional learning and measuring internal processes. Action projects allow the college to identify areas for improvement and using data to better inform decision making.