2010 LINCOLN AWARD
FEEDBACK REPORT

APPLICANT: ILLINOIS CENTRAL COLLEGE

LINCOLN TRACKING INFORMATION

✓ Date Feedback Report Mailed to Applicant: EMAILED TO VICKY STEWART 12/4/10

LINCOLN AWARD FEEDBACK REPORT
For
ILLINOIS CENTRAL COLLEGE

INTRODUCTION

The Lincoln Award Board of Examiners has evaluated your organization's application for assessment and recognition. This Feedback Report contains background information on the evaluation and scoring process used, and the findings of the Examiner Team that reviewed your organization's application. The report includes an Executive Summary of overall findings, as well as detailed comments for each Item of your organization's strengths and opportunities for improvement relative to the Criteria for Performance Excellence.

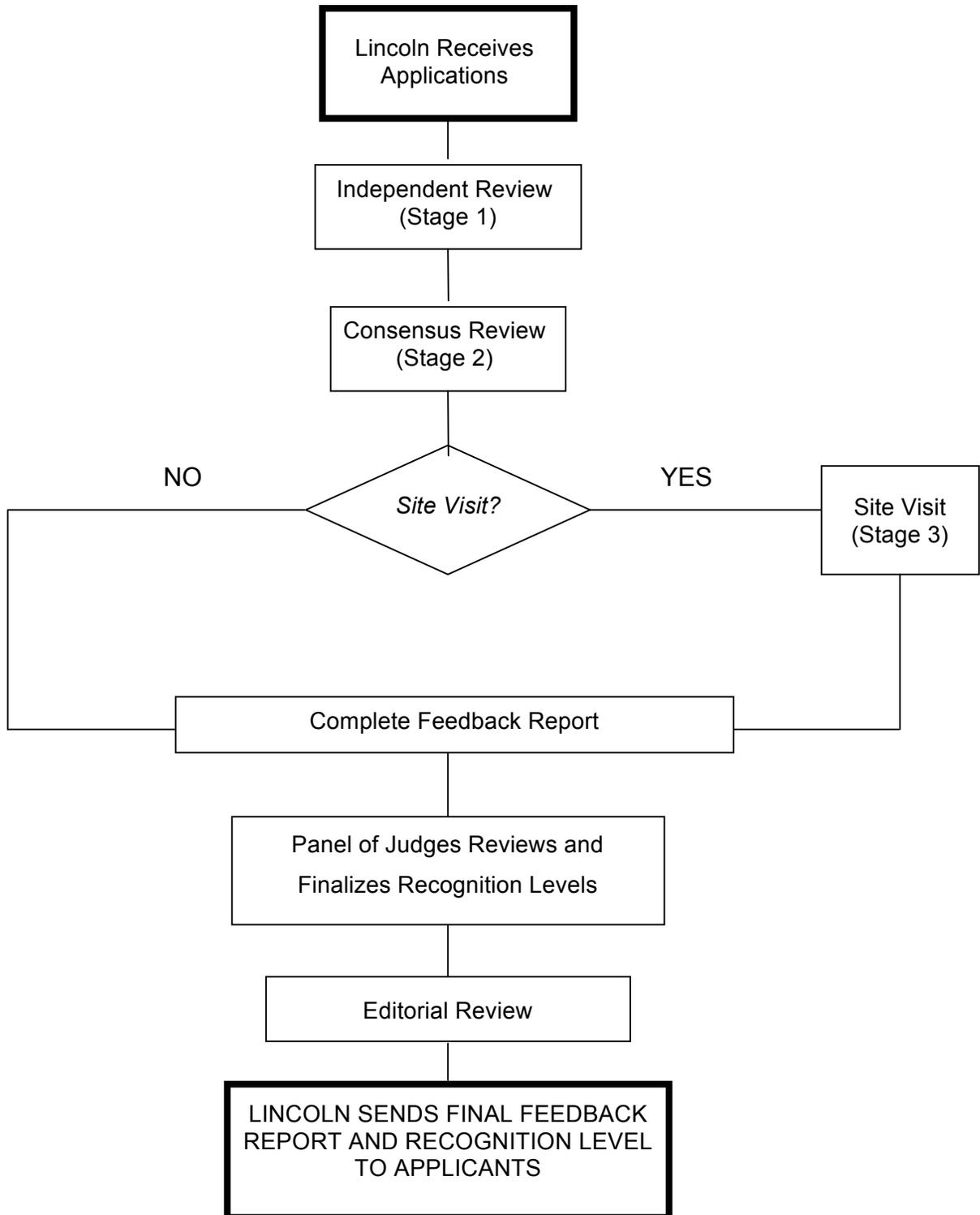## APPLICATION REVIEW AND EVALUATION PROCESS

The process used by the Lincoln Award examiner team to review your Lincoln application involved up to three stages. Figure 1 on the next page outlines each of these stages, and identifies further reviews by our Editorial Board and Panel of Judges.

The process began with an ***independent review (Stage 1)*** of your application. At the outset of this stage, members of the Lincoln Award Board of Examiners were assigned to each of the applications under review. Examiner teams were comprised of a Senior Examiner to serve as team leader, and other Examiners. Examiner assignments were made to ensure no conflict of interest and the best use of Examiner expertise and experience. In stage 1, each member of the assigned Examiner team completed an independent evaluation of your application using the scoring system developed for the Malcolm Baldrige National Quality Award Program as adopted for the Lincoln Award program.

Each application then went through a ***consensus review (Stage 2)***. At this stage, your Examiner team consolidated the feedback from the stage 1 reviews, and participated in a meeting to review the application and reach agreement on key findings. This included developing consensus on the feedback comments explaining your organization's strengths and opportunities for improvement, on the score for Items within each Category, and on the score for the overall application. The Team Leader directed the consensus review to clarify and resolve any differences resulting from the independent review and to ensure that comments reflected the best possible analysis and thinking of the Examiner team as a whole.

The third stage of the process is the ***site visit review***. For applicants at the Gold or Silver level, the Panel of Judges reviewed the consensus feedback and made a determination as to whether or not these applicants would be offered a site visit. For those Gold or Silver applicants who were offered and accepted a site visit, the Examiner team prepared for and conducted a site visit to clarify and verify information provided in the application, including the extent of deployment and integration of management systems. The site visit team also verified the extent to which management systems throughout the organization have been systematically evaluated and improved. Upon completion of the site visit review, the Examiner team revised the Feedback Report to achieve consensus based upon the updated findings.

EVALUATION PROCESS – Figure 1

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All Feedback Reports prepared by the Examiner teams are reviewed by the Panel of Judges to ensure consistent calibration in scoring and application of the Criteria across the teams. The Judges held several meetings to review all applicant Feedback Reports in order to determine the appropriate level of recognition based on the profile of strengths and opportunities for improvement contained in the Feedback Report.

Feedback Reports were reviewed and edited to ensure completeness and clarity by the Award office and selected Examiners. The Feedback Reports were then provided to the applicants for use in future improvement planning.

ON-SITE FEEDBACK REPORT REVIEW
An optional, on-site review of this feedback report may be conducted at the applicant's request. The purpose of this meeting would be to explain the content and rationale behind the comments in the Feedback Report. This optional activity is based on the premise that a conversation about the organization's Feedback Report with experienced Examiners may enhance the applicant's understanding of the feedback and the opportunities for improvement contained in the report.

LINCOLN AWARD RECOGNITION LEVELS
The Lincoln Award program provides a system for recognizing organizations at three levels that are representative of progress and growth toward performance excellence. Award levels reflect the increasing maturity of a performance management system as defined by the Lincoln Award Criteria for Performance Excellence.

The Lincoln Bronze Award for Commitment to Excellence – evidence of the beginnings of effective, systematic approaches for many major processes that are required by the Criteria, even if some areas or units may be in the early stages of deployment. Some key results are reported. Major processes include strategic planning, action planning, market planning, customer/ stakeholder relationship building and satisfaction measurement, performance measurement and analysis, workforce engagement, development and satisfaction measurement, the design, management and improvement of key work processes, and senior leadership involvement in key approaches. Because deployment is a minimal factor in determining this award level, site visits are NOT required for this award.

The Lincoln Silver Award for Progress Towards Excellence – evidence of systematic, well deployed approaches for major processes. The organization is beginning to evaluate and improve these approaches and has been able to show some positive results in key areas to demonstrate progress. Because deployment is a significant factor in determining this award level, site visits are required.

The Lincoln Gold Award for Achievement of Excellence –evidence that systematic approaches for most to nearly all key Item requirements are in place and well deployed, fact-based evaluation and improvement of these processes has led to refinement, and results demonstrate no pattern of adverse trends and good performance relative to comparisons in areas important to the organization. The organization can be considered a Role Model. Because deployment is a significant factor in determining this award level, site visits are required.

SCORING SYSTEM
The scoring system is designed to differentiate applicants by the degree of progress demonstrated in successfully implementing performance management practices and principles, and to facilitate

feedback. The applicant receives a score that is provided as a percentage range for each Item in the seven Categories (Leadership, Strategic Planning, Patient, Customer and Market Focus, etc.). This percentage range is based on the "Scoring Guidelines" in Figure 2, which describe the characteristics typically associated with specific scores.

When assessing your organization's scores, note that Categories 1 through 6 consider "Process" scoring guidelines; Category 7 considers "Results" scoring guidelines.

Process refers to the methods your organization uses and improves to address the Item requirements in Categories 1-6. The four factors used to evaluate process are Approach, Deployment, Learning and Integration (ADLI).

"Approach" (A) refers to:
- the methods used to accomplish the process
- the appropriateness of the methods to the Item requirements
- the effectiveness of your use of the methods
- the degree to which the approach is repeatable and based on reliable data and information (i.e., systematic)

"Deployment" (D) refers to the extent to which:
- your approach is applied in addressing Item requirements relevant and important to your organization
- your approach is applied consistently
- your approach is used by all appropriate work units

"Learning" (L) refers to:
- refining your approach through cycles of evaluation and improvement
- encouraging breakthrough change to your approach through innovation
- sharing refinements and innovations with other relevant work units and processes in your organization

"Integration" (I) refers to the extent to which:
- your approach is aligned with organizational needs identified in the Organizational Profile and other Process Item requirements
- your measures, information, and improvement systems are complementary across processes and work units
- your plans, processes, results, analyses, learning, and actions are harmonized across processes and work units to support organization-wide goals

Results refer to your organization's outputs and outcomes in achieving the requirements in Items 7.1-7.6 (Category 7). The four factors used to evaluate results are Levels, Trends, Comparisons, and Integration (LeTCI).

"Levels" (Le) refers to:
- your current level of performance

"Trends" (T) refers to:
- the rate of your performance improvements or the sustainability of good performance (i.e., the slope of trend data)
- the breadth (i.e., the extent of deployment) of your performance results

"Comparisons" (C) refers to:
- your performance relative to appropriate comparisons, such as competitors or organizations similar to yours
- your performance relative to benchmarks or industry leaders
- and/or benchmarks

"Integration" (I) refers to the extent to which:
- your results measures (often through segmentation) address important customer, product and service, market, process, and action plan performance requirements identified in your Organizational Profile and in Process Items
- your results include valid indicators of future performance
- your results are harmonized across processes and work units to support organization-wide goals

CRITERIA – PROCESS SCORING GUIDELINES - Figure 2

SCORE	PROCESS (Categories 1 – 6)
0% or 5%	- No **systematic approach** to Item Requirements is evident; information is **anecdotal**. (A) - Little or no **deployment** of any **systematic approach** is evident. (D) - An improvement orientation is not evident; improvement is achieved through reacting to problems. (L) - No organizational **alignment** is evident; individual areas or work units operate independently. (I)
10%, 15%, 20%, or 25%	- The beginning of a **systematic approach** to the **basic requirements** of the Item is evident. (A) - The **approach** is in the early stages of **deployment** in most areas or work units, inhibiting progress in achieving the **basic requirements** of the Item. (D) - Early stages of a transition from reacting to problems to a general improvement orientation are evident. (L) - The **approach** is aligned with other areas or work units largely through joint problem solving. (I)
30%, 35%, 40%, or 45%	- An **effective, systematic approach**, responsive to the **basic requirements** of the Item, is evident. (A) - The **approach** is **deployed**, although some areas or work units are in early stages of **deployment**. (D) - The beginning of a **systematic approach** to evaluation and improvement of **key processes** is evident. (L) - The **approach** is in early stages of **alignment** with your basic organizational needs identified in response to the Organizational Profile and other Process Items. (I)
50%, 55%, 60%, or 65%	- An **effective, systematic approach**, responsive to the **overall requirements** of the Item, is evident. (A) - The **approach** is well **deployed**, although **deployment** may vary in some areas or work units. (D) - A fact-based, **systematic** evaluation and improvement **process** and some organizational **LEARNING**, including **innovation**, are in place for improving the efficiency and effectiveness of **key processes**. (L) - The **approach** is **aligned** with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)
70%, 75%, 80%, or 85%	- An **effective, systematic approach**, responsive to the **multiple requirements** of the Item, is evident. (A) - The **approach** is well **deployed**, with no significant gaps. (D) - Fact-based, **systematic** evaluation and improvement and organizational **learning**, including **innovation**, are **key** management tools; there is clear evidence of refinement and innovation as a result of organizational-level **analysis** and sharing. (L) - The **approach** is **integrated** with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)
90%, 95%, or 100%	- An **effective, systematic approach**, fully responsive to the **multiple requirements** of the Item, is evident. (A) - The **approach** is fully **deployed** without significant weaknesses or gaps in any areas or work units. (D) - Fact-based, **systematic** evaluation and improvement and organizational **learning** through **innovation** are **key** organization-wide tools; refinement and **innovation**, backed by **analysis** and sharing, are evident throughout the organization. (L) - The **approach** is well **integrated** with your organizational needs identified in response to the Organizational Profile and other Process Items. (I)

CRITERIA – RESULTS SCORING GUIDELINES - Figure 2 cont'd

SCORE	RESULTS (Category 7)
0% or 5%	- There are no organizational **performance results** and/or poor **results** in areas reported. (Le) **Trend** data either are not reported or show mainly adverse **trends**. (T) - Comparative information is not reported. (C) **Results** are not reported for any areas of importance to the accomplishment of your organization's **mission.** No **performance projections** are reported. (I)
10%, 15%, 20%, or 25%	- A few organizational **performance results** are reported; and early good **performance levels** are evident in a few areas. (Le) - Some **trend** data are reported, with some adverse **trends** evident. (T) - Little or no comparative information is reported. (C) **Results** are reported for a few areas of importance to the accomplishment of your organization's **mission.** Limited or no **performance projections** are reported. (I)
30%, 35%, 40%, or 45%	- Good organizational **performance levels** are reported for some areas of importance to the Item requirements. (Le) - Some **trend** data are reported, and a majority of the **trends** presented are beneficial. (T) - Early stages of obtaining comparative information are evident. (C) **Results** are reported for many areas of importance to the accomplishment of your organization's **mission.** Limited **performance projections** are reported. (I)
50%, 55%, 60%, or 65%	- Good organizational **performance levels** are reported for most areas of importance to the Item requirements. (Le) - Beneficial **trends** are evident in areas of importance to the accomplishment of your organization's **mission. (**T) - Some current **performance levels** have been evaluated against relevant comparisons and/or **benchmarks** and show areas of good relative **performance.** (C) - Organizational **performance results** are reported for most **key student** and **stakeholder,** market, and **process** requirements. **Performance projections** for some high-priority **results** are reported. (I)
70%, 75%, 80%, or 85%	- Good to excellent organizational **performance levels** are reported for most areas of importance to the Item requirements. (Le) - Beneficial **trends** have been sustained over time in most areas of importance to the accomplishment of your organization's **mission.** (T) - Many to most **trends** and current **performance levels** have been evaluated against relevant comparisons and/or **benchmarks** and show areas of leadership and very good relative **performance.** (C) - Organizational **performance results** are reported for most **key student** and **stakeholder**, market, **process**, and **action plan** requirements, and they include some **projections** of your future **performance.** (I)
90%, 95%, or 100%	- Excellent organizational **performance levels** are reported for most areas of importance to the Item requirements. (Le) - Beneficial **trends** have been sustained over time in all areas of importance to the accomplishment of your organization's **mission.** (T) - Evidence of health care sector and **benchmark** leadership is demonstrated in many areas. (C) - Organizational **performance results** fully address **key student** and **stakeholder,** market, **process**, and **action plan** requirements, and they include **projections** of your future **performance**. (I)

EXECUTIVE SUMMARY

Illinois Central College scored between 390 and 490 based on Board of Examiner review of the organization's written application and site visit review for the Lincoln Award. This assessment places the organization at the ***SILVER AWARD for Progress Towards Excellence*** recognition level.

Organizational Context

Illinois Central College is a public 2 year community college serving Illinois Community College District 514, including a population in excess of 372,000 and covers 2322 square miles in all or parts of ten counties in Central Illinois. ICC's main educational offerings are: transfer education; career and technical education, including associate degree and occupational certificates; developmental education for students not yet ready for college; corporate training (non credit professional development); and community education (noncredit enjoyment) programs. These programs and services are provided in four locations, a main campus in East Peoria, a north campus in Peoria, a downtown Peoria campus and a site in Pekin. In addition, dual credit courses are offered at 27 different high schools and serve more than 1400 high school students. ICC employs 1267 individuals in four major work groups, faculty, management, custodial/ maintenance/skilled trades and classified employees. Adjunct faculty represents 70% of the faculty group and full time faculty generates 56% of the credit hours.

ICC is the only publicly funded higher education institution within the geographic area it serves. With an annual enrollment of 18,933 students, no other higher education institution in the area serves a comparable number of students. In FY10, 39.4% of all high school graduates in the district matriculated to ICC.

The core values, learning, community, integrity, responsibility and excellence are the principles that guide daily behaviors and decision-making. The core competencies, quality education, a wide variety of courses and programs, and affordability are critical to ICC's success and provide a competitive advantage by enabling the college to offer a comprehensive, high-quality program of offerings that ensure citizens have access to education and can find what they need.

Strategic advantages identified by ICC include a large employee base, new corporate training facility, and underutilized space. Key strategic challenges include an under representation of African Americans, underprepared students, low student engagement, student dissatisfaction with timely feedback on course progress, advisement experience, timeliness of financial aid and helpfulness, and overall college experience, energy and health benefit costs, and the economy.

Key Strengths

The Mission, Vision, and Values of the college are well communicated through methods such as the Celebration of Learning, Strategic Forum and e-mail across all campuses resulting in all employees reporting that they feel part of the larger system regardless of work unit or location.

The Strategic Planning and Action Planning Processes are well developed and have been through several cycles of improvement. These planning processes are aligned throughout the different levels of the organization through the use of the Blueprint Strategic Plan, Department, Division, and Program Plans.

All employee groups across the college from leadership to support staff are engaged in the work of the college. Employees share a strong student focus and see their role to actively contribute to and promote student success regardless of job title.

Information Technology systems support the work of the organization with data collection and dissemination across the organization. Many departments use local data collection to drive improvements in their areas. Actions related to key work process improvement is evident through the use of process mapping and Six Sigma.

Significant Improvement Opportunities

The primary area for improvement is related to the maturity of key processes, and a systematic approach to using data to improve these processes. While improvements throughout the organization have been made, systematic fact based evaluation and improvement cycles are not evident for most methods and approaches used by the college. If the college does not determine the relevance and effectiveness of the current approaches, improvement activities may not have the intended impact because the approaches used may not be the right approaches.

While the college collects and uses data and information for improvement, they rely primarily on indirect or lagging indicators. In addition, effective data analysis is not consistent as evidenced by continued weak performance relative to comparative values on several strategic challenge areas such as overall student satisfaction; student satisfaction with quality of instruction; student satisfaction with timely feedback on course progress, in spite of efforts by Six Sigma and other improvement teams.

While there is strong vertical integration through the college by the use of Action Plans at each level of the organization there is not a similar alignment across departments, programs or divisions. Each department, program and division is able to connect their work to the success of the college in meeting strategic objectives, however they do not always working together to contribute to the success of the college, for example AQIP teams do not use the resources of the Institutional Research Department.

Key Strengths and Significant Improvement Opportunities for Results

Most measures of employee engagement and satisfaction demonstrate favorable trends with current performance exceeding the PACE national norm comparison values.

Financial outcomes are positive despite a national recession in a State that has been in a fiscal crisis due to the poor economy.

The college has mixed student satisfaction levels and poor performance relative to comparative values on several measures.

The college has very limited use of projections and is primarily based on historical performance and future goals. Projections based on comparison institutions are likewise limited which may inhibit the college's ability to stretch to reach benchmarks or "best in class" performance.

The college has limited results for workforce focused outcomes and for process effectiveness outcomes focusing primarily on satisfaction measures to evaluate performance in these areas.

STRENGTHS & OPPORTUNITIES FOR IMPROVEMENT

1 LEADERSHIP

The *Leadership* Category examines how your organization's **senior leaders'** personal actions guide and sustain your organization. Also examined are your organization's **governance** system and **how** your organization fulfills its legal, ethical, and societal responsibilities and supports its **key** communities.

1.1 Senior Leadership – Describe how senior leaders guide and sustain your organization. Describe how senior leaders communicate with your workforce and encourage high performance.

1.1 Strengths	
Area to Address	**Comment**
1.1a(1)	Illinois Central College (ICC) identified core values, the vision and mission through a series of collaborative activities such as dialogues, focus groups and surveys involving students, staff and other stakeholders. The Vision, Values, and Mission (VVM) are reviewed annually as part of the Strategic Planning Process at the Cabinet and Board Retreats to evaluate the effectiveness in carrying out the mission, achieving the vision and to determine if changes are needed. Following a review an improvement to the VVM deployment included incorporating the values in staff performance evaluations. Two items were added to the annual PACE survey to determine if core values were guiding employees actions and to determine if supervisors were educating employees on the applicant's goals. The VVM are widely deployed and reinforced through a variety of approaches including the Strategic Forum, new employee orientation, the Bluebook, the annual Celebration of Learning, screen savers, videos, posters, employee performance standards and development plans and ICC's Baldrige journey. The VVM are deployed to suppliers and partners by posting them in meeting rooms, publishing them in brochures, sharing them in routine correspondence, television ads and news releases. Senior leaders' personal actions reflect their commitment to the values through their involvement in committees and activities and by serving on boards, advisory councils and planning groups in the community. Most staff interviewed during the site visit was familiar with core values and indicated that senior leaders actively promoted the college's values.
1.1a(2)	Senior leaders promote an organizational environment that fosters and requires legal behavior by demonstrating commitment to the core values of integrity and responsibility. The Celebration of Learning, Strategic Forum, department meetings, Conversations with Cabinet, the Celebration of Service as well as the presence of Campus Police, provide opportunities for Senior Leaders to demonstrate this commitment.
1.1a(3)	Senior Leaders create a sustainable organization through the strategic planning process where strategies are developed to respond to both internal and external opportunities and threats. In addition, through implementation of the Baldrige Criteria and Six Sigma, CC has broadened participation in decision making, enhanced organizational learning with a goal of leading to greater long term sustainability. Six Sigma has been adopted as the Performance improvement mechanism throughout the organization and is reviewed annually for effectiveness. The strategic planning process sets the stage for accomplishment of the vision and strategic objectives through the alignment of strategies and actions throughout the organization.

	Innovation is supported by the Cabinet as new ideas are generated through the division and department planning processes. Organizational and workforce learning is a newly added component to Program Plans that informs The Learning Center (TLC) of needed skills, knowledge and competencies required to meet performance expectations. Development for leaders is achieved through the Managers Retreat, the Strategic Forum, and attendance at the Continuous Quality Improvement Network (CQIN) conference.
1.1b(1)	ICC communicates with and engages the workforce through a variety of methods including the Celebration of Learning, quarterly Conversations with Cabinet, e-mail messages, Six Sigma Gate Reviews, expanded membership in the Strategic Forum, and division and individual meetings. Key decisions are communicated internally through these same methods and dissemination of Cabinet meeting minutes. Key decisions are communicated externally to students, suppliers, and stakeholders through media releases, press conferences presentations at events and during committee/community board meetings. High performance is recognized at monthly board meetings, recognition of Six Sigma teams, at the Celebration of Learning, employee recognition banquet, a variety of faculty awards including the Gaffion Award and the Teaching Excellence Award, and through less formal actions such as "Wow the Prez" program and personal notes from senior leaders.
1.1b(2)	The Cabinet is responsible for working with teams to develop action plans to achieve the vision. At weekly Cabinet meetings members review their assigned Blueprint action plans and progress in accomplishing plans. For FY 11 an improvement to the action plan review process was introduced that is intended to improve accountability for monitoring and accomplishing action steps. Progress is reported on action items to be accomplished during the next two months along with current performance relative to action plan measures and goals.

1.1 Opportunities for Improvement (OFI)

Area to Address	Comment
1.1a(3)	While there are many approaches identified by ICC to creating a sustainable environment, there does not appear to be a systematic approach to evaluate the effectiveness of these combined methods as strategies for organizational sustainability. As a result, ICC may miss other potential threats to sustainability such as the continual decrease in state funding as well as potential misuse of resources such as staff time and money.
1.1b(1)	**While there are several approaches in place to communicate, engage and reinforce the workforce, there is not a system in place to evaluate the effectiveness of these strategies. As a result, ICC may not be approaching employees in the manner necessary to encourage high performance that can negatively impact ICC's ability to address strategic challenges related to student dissatisfaction which continues to be less favorable than comparison values in the annual Student Satisfaction Inventory.**

SCORE RANGE:
45-55%

1.2 Governance and Societal Responsibilities –Describe your organization's governance system and approach to leadership improvement. Describe how your organization assures legal and ethical behavior, fulfills its societal responsibilities and supports its key communities.

	1.2 Strengths
Area to Address	**Comment**
1.2a(1)	The governance system achieves accountability for management's actions through enforcing and administering ICC's policies and procedures and through the annual leadership evaluation. Fiscal accountability is achieved through Board financial oversight including monitoring, reviewing and approving the annual operating and capital budgets; financial reports, and investment activities. Expenditures are reviewed and approved at monthly Board meetings. The Board is required to select and approve the external audit firm and then the Board must review and approve the annual audit report. Transparency in operations is achieved through public participation in Board meetings, student representation on the Board, publication of meeting minutes, and policies and procedures. Selection and disclosure policies and practices are governed by state regulation. Independence in external audits is achieved by the VP recommending an external audit firm for approval by the Board. This firm conducts an audit of financial statements and systems of internal controls. Protection of stakeholder interests is achieved as Trustees are elected and represent the stakeholder community and all Board meetings are held in compliance with the Open Meeting Act allowing for community attendance and oversight.
1.2a(2)	Managers are evaluated on an annual basis through the use of an Employee Performance Standards and Development Plan that is based on performance goals of their Department or Program Plan. Cabinet members are evaluated annually by the President through different tools and data gathered are used to develop individual performance plans. The Board evaluates the President through an internally developed 360 degree evaluation process that includes a self evaluation which has gone through at least one improvement cycle leading to a change from a 5 point to a 4 point scale in order to force a rating (eliminating the choice of a response for neutral). Since 2008, the Board completes an annual self evaluation at the February retreat.
1.2b(1)	To minimize adverse impacts on society, ICC's programs, offerings, services, and operations are developed based on student and stakeholder requirements that are gauged against indicators of success, review of best practice, review of policy, review by legal counsel, and review against key processes, programs and services already available. Examples include in 2005 when ICC had the opportunity to purchase a former mental health facility and turn it into a new campus and in 2008 when ICC was approached about establishing a campus in Pekin. In these cases, town hall meetings and voting on actions at public meetings allowed public concerns to be identified and evaluated. Compliance measures are identified for regulatory, safety, accreditation and legal requirements. Examples of measures include lost days, Illinois Community College Board (ICCB) program approval and successful accreditation.
1.2b(2)	Ethical behavior is promoted and ensured through a variety of approaches including alignment with core values with expected behaviors published and distributed in the Bluebook, Faculty Handbook, Staff Resource Guide and on the website. In 2004 an Ethics Ordinance was adopted to strengthen ethics expectations. In 2009 a Managers' Training Program was launched that focuses on promoting, ensuring, and monitoring ethical and legal behavior and responding to breaches in ethical behavior. ICC uses the Employee Performance Standards and Development Plan to monitor ethical behavior through

	employee ratings of ability to demonstrate a professional image and hold self to high ethical standards. The Personal Assessment of the College Environment (PACE) survey also collects data on 4 questions related to ethical behavior. Breaches in the ethics ordinance are managed by the Ethics Adviser and the Ethics Commission.
1.2c(1)	Societal well being and benefits are aligned with ICC's mission and vision as well as being integrated in strategy and daily operations. An example is that affordability is critical to providing access to the college and a strategic priority focuses on maintaining value. The well being of the environmental, social and economic systems are considered at an operational level through the recycling program, and energy conservation. A new green collar jobs training program was approved in 2009.
1.2c(2)	ICC selects its key communities based on alignment with the mission. Key communities have been identified as K-12 Education, the United Way and low-income students. ICC supports and strengthens its key communities by senior leader involvement in the United Way, serving on K-12 committees, support of the Foundation, serving on Boards, advisory groups, community organizations and civic clubs. Specific programs such as College for Kids, dual credit classes, The Academy, and The Annual Day of Caring have been implemented as strategies that provide mutual benefit for ICC and their key communities.

1.2 Opportunities for Improvement (OFI)

Area to Address	Comment
1.2a(1)	**While there is a Board self evaluation that has been in place since 2008, and some ideas for improvements to the Board functioning have been identified, the self evaluation has not been used to improve the effectiveness of the governance system. Without a process to evaluate its effectiveness, inefficiencies may not be identified and accountability may be compromised potentially leading to negative community perception of ICC and the Board.**
1.2a(2)	While there was an improvement identified to the evaluation method of the President, there does not appear to be a system in place to evaluate the effectiveness of the performance review process to further leadership development and improve personal leadership effectiveness for managers or Cabinet members. As a result, the majority of the senior leaders may not be involved in leadership development which may lead to poor engagement and/or poor overall organizational performance.
1.2b(2)	**While ICC collects data on the employee performance appraisal and the PACE survey questions related to ethical behavior, there is not a process to use this information to improve the ethics program. As a result, ICC may miss an opportunity to engage employees in improving their understanding and contributions to an ethical organization and demonstrating commitment to the core values.**
1.2c(2)	**While ICC identifies key communities there is not a system in place to evaluate the strategies used to support and strengthen key communities. As a result, it may be difficult to determine if the goal of mutual benefit for ICC and key communities is achieved.**

SCORE RANGE:
40-50%

2 STRATEGIC PLANNING

The *Strategic Planning* Category examines **how** your organization develops **strategic objectives** and **action plans**. Also examined are **how** your chosen **strategic objectives** and **action plans** are **deployed** and changed if circumstances require, and **how** progress is measured.

2.1 Strategy Development – Describe how your organization establishes its strategy to address its strategic challenges and leverages its strategic advantages. Summarize your organization's key strategic objectives and their related goals.

2.1 Strengths	
Area to Address	**Comment**
2.1a(1)	The Strategic Planning Retreat in January of each year is step 1 in a 12 step process that is inclusive, systematic and evolves through subsequent steps that includes a series of meetings and review by a variety of employees at all levels and key stakeholders including the Cabinet, Institutional Research, and faculty into August. Embedded in the strategic planning process (step 10) is an annual review of its effectiveness. This review has led to improvements in the planning process including the Cabinet Retreat and the Strategic Forum Meeting to review finalized goals, strategies, and action plans. Employees are included in the process via the year-end report which is distributed to all employees in August.
2.1a(2)	The planning process addresses several key factors to provide context for decision making. Institutional Research conducts an internal and external environmental scan to identify the following key factors: risks/shifts in technology; programs and services; student/community demographics; markets; student/stakeholder preferences; competition/comparison groups and regulatory environment. Utilizing these data, a SWOT analysis is completed. In advance of the retreat, the Institutional Research Director and the Vice President of Planning and Organizational Effectiveness create a PowerPoint presentation that addresses the most pertinent findings of the scan. In addition, core competencies are reviewed by the strategic planning participants to determine if they still provide a competitive advantage and if new competencies need to be developed. At the Cabinet retreats held in February and May, Cabinet members consider workload assignments, the College's financial resources, and the skills and training needs of the workforce to ensure the college is able to execute the strategic plan.
2.1b(1)	The college has identified four strategic priorities that include outreach, learning, service and value. Strategic objectives are identified under each strategic priority along with initiatives and corresponding goals. The strategic objectives and corresponding FY 11 goals include increasing credit hours by 2%; increasing noncredit participation by 1%, increasing course success rate to 73.75%, exceed the mean of 3 summative Student Satisfaction Inventory measures, exceed the mean for employee ratings of teamwork and overall satisfaction and contain the growth in unit cost to 3%.
2.1b(2)	At the strategic planning retreat, the participants identify the strategic challenges and advantages that will impact the college's four strategic priorities: outreach, learning, service and value. An improvement to the planning process for FY10 included recording challenges, advantages, objectives and strategies on a chart to make the alignment apparent and to assist in communication. As strategic objectives and initiatives are developed, they are tied to a corresponding advantage or challenge. Specific needs of the market and student segments are researched to identify opportunities for innovation in educational programs,

	offerings, services, and operations, for example the recently introduced green collar jobs program. Core competencies are reviewed to ensure the competencies provide a competitive advantage and to identify new competencies that the college should develop to compete more successfully. Strategic objectives consider and balance the needs of students and stakeholders through the identification and measurement of the needs and requirements of the different student segments and stakeholder groups allowing the Cabinet to discuss and reallocate resources as necessary.
**2.1 Opportunities for Improvement (OFI)**
Area to Address	**Comment**
2.1a(1)	While ICC identifies 1 year (short term) and 2 year (long term) goals, longer term time frames are not determined for a number of areas identified by ICC as requiring more than a 1 to 2 year forecast. This includes items such as long-term financial planning, land use and construction, or acquisition of instructional facilities. As a result, ICC may find that necessary resources for long term sustainability are not available as systematic planning efforts do not include these extended projects.
2.1b(1)	**While there is evidence of evaluation and improvement to the strategic planning process and the process for aligning strategy with challenges and advantages is reviewed each year, it is not inclusive of evaluating and improving the methods ICC uses to determine strategic objectives. If the college does not evaluate the methods used to determine strategic objectives, sequential actions and necessary resources may be lacking which may inhibit long term sustainability and success.**
2.1b(1)	While there are end of year targets for strategic objectives, there is not a timetable consistent with the strategic plan review process to determine if the college is on track to meet end of year objectives. Without interim targets or goals, the college may not be able to identify mid cycle corrections and find it is unable to meet end of year goals.

SCORE RANGE:
60-70%

2.2 Strategy Deployment – Describe how your organization converts its strategic objectives into action plans. Summarize your organization's action plans, how they are deployed, and key action plan performance measures or indicators. Project your organization's future performance relative to key comparisons on these performance measures or indicators.

	2.2 Strengths
Area to Address	**Comment**
2.2a(1)	Key action plans have been created for each of the strategic initiatives in the four strategic priority areas. Examples of action plans under the strategic priority of outreach include: develop programs and services to meet the needs of African Americans; develop programs and services to meet the needs of nontraditional enrollments, build schedule at ICC south, and engage employees in recruitment.
2.2a(2)	Action plans are developed and deployed as a systematic part of the overall strategic planning process. Cabinet members are assigned to form cross-functional Blueprint teams to develop action plans based on strategic objectives and initiatives developed in January at the Strategic Planning Retreat. In March, the strategic goals, objectives and action plans are deployed for division, department, and program plan development. Cabinet members work with managers in their division to develop and align division, department and program plans with the strategic goals. In May, prior to finalizing the budget, these plans are rolled back up to the Cabinet for review. A template for action plans is used to ensure actions are aligned with the four strategic priorities. In FY10, ICC reorganized the steps to the deployment process to provide more timely communication to program coordinators and managers in order to improve alignment of the institutional goals and strategies with division, department, and program plans.
2.2a(3)	As Cabinet members review the development of program plans with department directors, they also review staffing, technology, software and facility remodeling requests. These discussions validate the need for resource allocation. As the Cabinet builds the budget, discussions around risks of not allocating resources lead to funding requests being denied, delayed, or adjusted based on the availability of funds and the impact of the request on ICC's ability to meet strategic goals. The goal of these discussions is to achieve a balanced budget in June.
2.2a(4)	Actions plans are monitored at weekly Cabinet meetings where Cabinet members can make decisions to change or revise plans. As circumstances change, the decision to shift or accelerate plans is determined. Once the decision has been made to modify an action plan, a Cabinet member may be given a new responsibility or asked to revise the plan. In FY08, a new competitor in the career and technical area announced plans midyear to locate in East Peoria. In response to this threat, the Cabinet made the decision to accelerate the process to open a facility in Pekin, as a follow-up to ongoing discussion of the needs with the K-12 district for the area. Action plans were modified and deployed to address this newly identified strategic challenge.
2.2a(5)	The Cabinet reviews staffing and skill development needs at its May retreat to allocate resources for the coming year. ICC has initiated a process which is early in its deployment, to ensure professional development needs are identified as part of the program plan development. An example of identification of a staffing need in the action plan process includes the development of a position for on-site minority representative at the Peoria High Schools for minority recruitment. The President, in discussion with his Cabinet, decided to authorize the position of a minority recruiter.
2.2a(6)	The key performance measures for tracking progress on the Blueprint action plans are identified for each strategic initiative. The action plan measures are checked for alignment

	to strategic objectives by the Cabinet and agreed upon at the retreat in late February. Action plan measurements address market, student, and stakeholder segments targeted in the plan which are deployed through division, department and program plans. Some of these measures are tracked by Six Sigma Black Belts to monitor progress.
2.2b	Performance projections or goals for one year and two year planning horizons are identified for key strategic objectives. Projections are determined using historical trend data and a review of the changes in the external environment. Performance is projected relative to comparison groups for some strategic goals including course success rates, student satisfaction with their college experiences, employee ratings of teamwork and overall climate, and unit cost. If a gap exists between ICC and the comparison group, further analysis is conducted to determine root causes, and action plans are revised to reflect decisions made as a result.

2.2 Opportunities for Improvement (OFI)

Area to Address	Comment
2.2a(2)	**While an improvement to the action plan deployment process was made by reorganizing the steps involved to provide more timely communication and improve alignment to goals and strategies across the organization, there is not a systematic process to evaluate and improve the action plan development and deployment process. Further, while there is clear alignment between strategic goals, division, department and program plans this alignment is not effectively deployed to the individual employee level despite efforts to align performance plans with program plans. Without a process to evaluate the methods used to develop and deploy action plans, ICC may not have necessary information on which to base improvement strategies, and the actions taken to improve the action plan development and deployment process may not have the intended effect. Also, without effective deployment of action plans throughout the entire organization, there may be difficulties in the execution and attainment of strategic objectives.**
2.2a(6)	**While there is a process to identify goals or projections for key strategic objectives, there is not a systematic process to establish key performance measures or indicators for tracking the achievement and effectiveness of action plans. Action plans include action items, names of individuals to whom the item is assigned and a target date. Some key performance measures for tracking performance on action plans are identified and are associated with strategic objectives but these action plan targets may not provide the level of detail in real time to ensure action plan achievement or effectiveness.**
2.2b	While ICC projects performance against similar providers in establishing goals/projections for some key performance measures in the strategic priority and strategic objectives in the areas of value, service and learning, there are no such projections for the strategic priority and strategic objectives of outreach. As a result, goals/projections for two major strategic objectives, increasing credit hours, and increasing noncredit participation may not provide sufficient information on which to drive improvements and ICC may fall behind competitors in these areas.

SCORE RANGE:
45-55%

3 CUSTOMER FOCUS

The *Customer Focus* Category examines **how** your organization engages its **students** and **stakeholders** for long-term marketplace success. This **engagement** strategy includes **how** your organization builds a **student-** and **stakeholder-**focused culture. Also examined is **how** your organization listens to the **voice of its customers** (your **students** and **stakeholders**) and uses this information to improve and identify opportunities for **innovation**.

3.1 Customer Engagement – Describe how your organization determines educational programs, offerings, and services to support their use by student and stakeholders. Describe also how your organization builds a student-and stakeholder-focused culture.

3.1 Strengths	
Area to Address	**Comment**
3.1a(1)	ICC uses a variety of methods, such as surveys, focus groups, study groups, advisory councils, and complaint data to identify the requirements and expectations from students, stakeholders and market segments. ICC uses Six Sigma teams, Academic Quality Improvement Program (AQIP) teams, focus groups and targeted surveys to further clarify the needs of the students and stakeholders. ICC uses the information collected to create strategies and/or develop processes to meet the requirements and expectations. Some areas of improvement based on data collected include providing timely academic warnings, posting grades on the Blackboard system for students to check their grades real-time, reducing graduation costs for the applicant and students, director position created to manage student advisors (academic and general) to provide consistency in service, created the CougarCARE principles, launched customer training and new employee orientation. The information collected is shared with faculty, staff, students and stakeholders to help identify and innovate programs/offerings.
3.1a(2)	ICC determined key mechanisms to seek information through the annual technology scan and research that revealed the generational differences amongst the students and stakeholders. ICC has established and advertises a variety of access mechanisms based on the most effective way a particular age group communicates, including a web site, e-mail, general information phone number, student call center, recruiters and direct interaction between faculty, staff and students. A new Social Media Advisory Committee was created to evaluate new media and its impact on promotion and marketing of the organization. Due to issues of no or missed communications, ICC determined that they will communicate college announcements to students and staff via the college's provided email accounts, instead of personal email accounts.
3.1a(3)	To keep educational programs and offerings current the college evaluates and determines improvement opportunities to the methods used to obtain information on student needs and requirements as part of the Strategic Planning Process. As a result, improved data are available for planning programs and services. In FY09 a Six Sigma team was formed to look at the scheduling of course offerings and resulted in increased hybrid and summer offerings based on student preferences for nontraditional and developmental students. The Curriculum Committee annually reviews the curriculum development process for improvements to this process. In FY09, this resulted in a program profile template to reflect labor market need for programs and the creation of the on-line Curriculum Development System (CSD). An annual review of noncredit courses considers enrollment, class cancellations, and workshop evaluations determine if the course development process is effective. In FY09 based on this analysis a position was created for Business Outreach

	Representative to call on businesses regularly to identify needs for program development.
3.1b(1)	ICC creates its culture that ensures positive student and stakeholder experience and contributes to customer engagement by hiring employees who demonstrate the core values, and then orients them to the mission, vision, values, the CougarCARE principals (service standards) and service excellence program to ensure they meet the goal of creating an exceptional educational experience. This is further reinforced through the Employee Performance Standards and Development Plan where employees are evaluated for supporting the organization and its customer service goals. In addition, the Service Excellence Project, a customer service curriculum consisting of 3 segments is deployed to the faculty and staff. Through these programs, the faculty and staff learn that their goal is to create an "exceptional educational experience."
3.1b(2)	ICC builds and manages relationships with students starting with engaging students through the recruitment process and continues with application, testing, financial aid, advising and enrollment. College recruiters use high school visits, career fairs, College Night, Discover the Organization, campus visit days, and speaking to classes at high schools to build relationships with potential students and stakeholders. Blueprint Teams are created to develop action plans to increase student and stakeholder engagement. The Student Activities group engages students with activities such as group trips, seminars, and clubs.
3.1b(3)	In order to keep approaches for creating culture and building relationships current, ICC uses the Strategic Planning Process to determine if there is additional information needed for these processes to be effective. Due to competitor analysis it was learned that competitors were positioning themselves based on personalized service. As a result, the service excellence training and CourgarCare principles were launched. In addition, division, department and program plans are reviewed annually, and updated to improve relationships with students and stakeholders. Examples include the Marketing department piloting a Facebook page to facilitate two-way communication with traditional students.

3.1 Opportunities for Improvement (OFI)

Area to Address	Comment
3.1a(2)	While ICC uses research to reveal generational differences among students and stakeholders to identify the most effective way a particular age groups wishes to communicate, and the college has several communication methods available, there is no process to evaluate the effectiveness of these approaches or to differentiate the approaches by student group. As a result, the college may not have information to know if they successfully implemented findings from the research to meet the unique needs of their student groups.
3.1b(1)	**While there are several approaches in place to create a culture that ensures positive student and stakeholder experience and engagement such as the CougarCare principles, core training in service excellence, and student services, there is no process to evaluate and improve these approaches. As a result, the applicant may not have information to determine which approaches are working well and which approaches are not having the intended effect, which may make it difficult to determine where to allocate resources for the best return on investment.**
3.1b(2)	**Although the college uses Blueprint teams to increase engagement, there is no system in place to evaluate and improve the approaches to build and manage relationships with students and stakeholders. As a result ICC may not know if the Blueprint teams and their strategies or other methods used to build and manage relationships are effective in engaging students and stakeholders, and in fact, student engagement results remain low in comparison to benchmark data.**

SCORE RANGE:
40-50%

3.2 Voice of the Customer – Describe how your organization listens to your students and stakeholders and acquires satisfaction and dissatisfaction information. Describe also how student and stakeholder information is used to improve your marketplace success.

3.2 Strengths	
Area to Address	**Comment**
3.2a(1)	The primary method the college listens to students to obtain feedback is through the biennial Satisfaction Inventory (SSI) which has 70 standardized items with comparison data from other participating community colleges. Ten customized items have been added to probe the importance of emerging concerns. To further clarify the results of the SSI, focus groups, surveys, study groups and study circles are used to capture additional voicing. Listening methods for employers, one stakeholder group includes Employer Follow-up Survey, Career and Technical Advisory Committees and contact with the Business Outreach Specialist. Listening methods for the other stakeholder group, the community at large includes the publicly elected Board of Trustees, public comment at Board meetings, manager's participation on community boards and feedback through the information desk and website. Data collected by these methods are used as part of the process improvement methodology and results are used when revising division and department plans.
3.2a(2)	ICC listens to former students by using the Career and Technical Education Follow-up Survey (CTE), the non-returning Student Survey and the Transfer Student Survey to determine whether or not the organization has met the needs and requirements of the students. Recruiters and faculty gain valuable information about prospective students through interviews, prospect cards, and inquiries. The survey results are disseminated to administrators and staff for review for improvement opportunities. In 2009, during a review of the process, it was determined that changing the mailing date of the Non-returning Student Survey closer to their departure date, might improve the survey response rate, so the date was changed.
3.2a(3)	Student and stakeholder complaints are received through e-mails, phone calls, letters, in person and the college's web site. As part of the CougarCARE principles and the customer service training deployed in the Fall of 2008, if an employee receives a complaint, they have been to apologize, take immediate action, and if extra assistance is required, contact the individual best equipped to assist. Students who have complaints involving faculty members are asked to first discuss them with the faculty member. If not resolved, the student can request a meeting with the Dean or Associate Dean. If still unresolved, the student must follow the formal grievance procedure outlined in the Student Handbook. Student-to-student disputes are resolved through the Dean of Student Services. The college assesses student satisfaction with the complaint process through the SSI. In FY10, ICC created a Facebook page to provide additional means for students to voice their complaints.
3.2b(1)	The primary source of information related to student satisfaction and dissatisfaction comes from the Student Satisfaction Inventory (SSI) which is disaggregated by student segment and market segment. Factors rated high in importance and low in satisfaction are identified as weaknesses and are addressed through the strategic plan. Examples include the development of action plans in FY09 related to improving the financial aid and advisement processes. The SSI and Community College Survey of Student Engagement (CCSSE) provide information that is used to target activities that engage students. Results from the CSSE are discussed at open meetings and with faculty through the Learning Center. A Blueprint team was established in FY09 to focus on actions to improve student engagement. The Employer Follow-up Survey is used to gauge employers' satisfaction with the skills of

	the applicant's graduates. Results are reviewed by the Cabinet and disseminated to departments to refine program plans and curriculum.
3.2c(1)	ICC identifies current and anticipates future students and stakeholder groups and market segments by reviewing the SWOT analysis during the Strategic Planning Process. Through this assessment, the college examines trends, makes predictions and anticipates future student, stakeholder and market segment needs. For example the college has learned that there was no growth projected in the population of the district through 2018 but the number of 65 to 74 year olds was projected to grow significantly, high school graduated was projected to peak in 2012 and then decline, and the number of nontraditional students enrolling at ICC had declined over the last decade. Based on this analysis, the college had developed strategies to develop programs and services to attract the nontraditional market segment for credit classes and focus non-credit education of the growing group of 65 to 74 year olds. The competitor assessment is used by the college to determine the need to develop new competencies, establish new programs, or adapt its offerings to attract new market segments or enhance marketing to existing ones. A thorough labor market analysis is conducted to identify emerging career opportunities as well as track careers on the decline. This information along with contacts with employers and the Career and Technical program advisory committee provide information to help determine if new programs and career opportunities should be developed.
3.2c(2)	ICC uses the information collected from the Student Satisfaction Inventory (SSI) and transactional surveys from various departments to identify and anticipate student and stakeholder requirements. The survey results are compared against current and past performance, benchmarked with industry recognizable standards, disaggregated by student and market segment to examine factors that impact enrollment and purchasing decisions. To anticipate changing requirements ICC reviews best practices, emerging research, literature, and emerging technologies and its impact in the classroom and in communication.
3.2c(3)	Information on students, stakeholders, and the market is used by the college to improve program development and marketing strategies. When a market is targeted, programs and services are identified and developed to meet their needs. Marketing is responsible to develop communication strategies that will resonate with the particular market segment. For example, the expansion of the program for lifelong learners includes redesigning a wing of the North Campus. Research indicated that lifelong learners want a sense of community so the space was designed with comfortable furniture and a flat screen television to provide space for socialization. The college involved participants in the selection of furniture and based on their requirement to have easy access to the facility, the parking is being moved closer the building.
3.2c(4)	ICC applicant keeps the listening, satisfaction, dissatisfaction and engagement approaches current with the needs of the organization through annual reviews by the Institutional Resource (IR) Director and Vice President of Planning and Organizational Effectiveness (VPPOE) of methods to obtain the voice of the customer and determine levels of satisfaction and engagement of students and stakeholders. Existing sources (Community College Survey of Student Engagement and Student Satisfaction Inventory) are reviewed to identify gaps in data collection. Current improvement efforts include enrollment services and advising and counseling evaluating the possibility of reducing the number of surveys they use to survey their customers.

3.2 Opportunities for Improvement (OFI)

Area to Address	Comment

3.2a(1)	**Although the applicant has methods to listen to its students and stakeholders and create action plans, there is no system in place to evaluate the effectiveness of the various listening methods. Without a process to evaluate the listening methods, the applicant may not be collecting the most relevant information from students and market segments on which to plan strategies to improve programs, offerings services and support.**
3.2a(3)	Although the applicant receives student and stakeholder complaints through various mechanisms and employees have been trained to respond to complaints, there is no process to aggregate and analyze this information for use to improve the organization. If the complaints are not collected into one repository, analyzed for root cause and improvements made, the applicant may be unsuccessful in preventing future similar complaints.
3.2b(1)	**While ICC collects information relative to student satisfaction and dissatisfaction via the SSI, and the results are used to develop actions to improve performance of low scoring student service processes, and an annual review of the methods attempts to determine if there are gaps in the data collection, there is not a systematic fact based process to evaluate and improve the methods used to acquire satisfaction and dissatisfaction information. In addition, there is no systematic process to aggregate and analyze data collected from the noncredit student segment, an area targeted in the strategic plan for increased participation. As a result, the college may not have the best or most relevant data on which to plan improvement actions and the ability to be successful in increasing the noncredit participation may be more difficult if satisfaction information from current noncredit participants is not utilized.**

SCORE RANGE:
40-50%

4 MEASUREMENT, ANALYSIS, AND KNOWLEDGE MANAGEMENT

The *Measurement, Analysis, and Knowledge Management* Category examines **how** your organization selects, gathers, analyzes, manages, and improves its data, information, and **knowledge assets** and **how** it manages its information technology. The Category also examines **how** your organization reviews and uses reviews to improve its **performance**.

4.1 Measurement, Analysis and Improvement of Organizational Performance –
Describe how your organization measures, analyzes, reviews, and improves student and operational performance through the use of data and information at all levels and in all parts of your organization.

4.1 Strengths	
Area to Address	**Comment**
4.1a(1)	ICC's senior leaders (Cabinet) adopted a set of Indicators of Institutional Effectiveness in 2004. Measures include: degree/certificate completion rate; students obtaining employment in related field; course success rate for all students; fall to fall retention; fall to spring retention; students' understanding of people of other racial and ethnic backgrounds; intellectual growth; credit hours; non-credit participation rates; minority enrollments; market penetration (credit and non-credit); experience met expectations – overall satisfaction – would enroll again; employee rating of four climate factors; employee diversity; service excellence scale of 9 items; unit cost; and fund balance. These measures are linked to the institution's four strategic priorities (Learning, Service, Outreach, and Value) and is reviewed and updated annually as part of the strategic planning process. Short-term (one year) and long-term (two year) goals and comparison benchmarks are set during the strategic planning. Performance data are reviewed at the weekly Cabinet meetings and new measures are adopted if a need is determined. Division, department/program, and individual strategic goals are linked to performance metrics.
4.1a(2)	As part of the strategic planning process, the college identifies the need for comparison data sources to measure performance at the institutional as well as the division and department levels. The Vice Present for Organizational Planning and Effectiveness and the Director of Institutional Research identify potential data sources that are then recommended to the Cabinet. ICC currently uses the following sources for comparative data: the Illinois Community College Board for standardized data from other Illinois Community Colleges; the National Community College Benchmarking Project for comparison of measures not available from other sources (includes 210 public institutions, 147 with demographics similar to the applicant's); the Community College Survey of Student Engagement for measuring and comparing students' engagement in learning; the Noel-Levitz Student Satisfaction Inventory; the Personal Assessment of the College Environment to obtain workforce perceptions of the college climate; and data from the National Center for Education Statistics.
4.1b	The Cabinet reviews indicators of institutional effectiveness twice a year at the end of each semester. A comprehensive review of the performance indicators takes place as part of the annual strategic planning process and includes external and internal measures. The external assessment includes demographic trends, information from the district's K-12 education system with emphasis on high schools, data regarding the area's labor market, higher education market information inclusive of competitor profiles and trends, and technological findings used in higher education. Internal assessments are made regarding strategic plan

	effectiveness and target objectives/dates and include results from the Student Needs and Expectations inventory (SSI); college climate survey (PACE), student engagement survey (CCSSE), financial performance data, and results from the prior years' division and departmental program plans. As they become available, results related to action plans developed as part of the strategic plan are reviewed during the weekly Cabinet meetings and during monthly meetings of Cabinet members with department/program directors.
4.1c	Midyear and annual reviews of trends (good or otherwise) by the Cabinet of the indicators of institutional effectiveness is a systematic approach to determine whether goals are being met. As necessary, the Cabinet may decide to assign a Blueprint, AQIP, or Six Sigma team to design process improvements in response to unfavorable results.

4.1 Opportunities for Improvement (OFI)

Area to Address	Comment
4.1a	While performance measures are reviewed and selected as part of the strategic planning process, it is not evident that the process of selecting performance measures has been systematically evaluated. Failure to evaluate this process may result in the selection of measures that fail to convey the true performance of aspects of the college that could impede achievement of organizational goals.
4.1a(2)	Although comparison data are selected and this information is used to set institutional goals on a limited number of measures indicated as important to the college (exceeding the SSI mean on 3 SSI summative rating measures, exceeding the mean on the PACE teamwork and overall workforce satisfaction measures, and meeting or exceeding the mean on the CCSSE student engagement measures), the process to select and use comparative data is not fully deployed. Without a process to understanding and evaluate the college's performance relative to comparable organizations and best practices, ICC may not be able to achieve top levels of performance and achieve their vision of providing an exceptional education experience.
4.1b	**While the college reviews performance on the indicators of institutional effectiveness and analyzes some data, there is not a systematic process to analyze the data collected for all measures (e.g. AQIP, local surveys, student learning data, and instructional delivery data) to understand relationships between results and root causes. Without analysis of the data, the applicant may be basing decisions and actions on assumptions or erroneous conclusions.**
4.1c	While a blueprint team, workgroup or six sigma team may be assigned to study a non-beneficial trend following Cabinet midyear and annual reviews of the institutional indicators, this action is a reaction to measures that fail to meet goals. There is not a systematic process to translate organizational performance review findings into priorities for continuous and breakthrough improvement. Without a process to determine priorities for establishing performance improvement strategies, the college may not be using resources in a manner that helps them meet strategic priorities.

SCORE RANGE:
40-50%

4.2 Management of Information, Knowledge, and Information Technology,– Describe how your organization ensures the quality and availability of needed data, information, software, and hardware for your workforce, students and stakeholders, suppliers, partners, collaborators. Describe how your organization builds and manages its knowledge assets.

4.2 Strengths	
Area to Address	**Comment**
4.2a(1)	The integrity and reliability of organizational data depend on the skills of the data entry personnel managed by the leader of each system whose responsibility it is to monitor, review, and deal with errors via exception reports and feedback mechanisms. Field checks are used to validate data. Standard sets of field definitions are followed and exception reporting ensures consistent and accurate data. Systems are designed to provide real-time access to data as it is entered. Technology Services, using the Computer Security Institute guidelines, is responsible for the security and confidentiality of the information management systems providing users access to only those data for which they are authorized. Software systems have been selected to meet standards regarding Social Security Number access and for payment processing. The entire network is protected by layers of security beginning with perimeter firewalls. Information technology department leadership review industry trends and best practices to prepare for the annual strategic planning Strength, Weakness, Opportunity, and Threat (SWOT) analysis. As practical, best practices such as standardizing hardware/software and regular vulnerability testing (described below) are adopted to improve the department's approaches.
4.2a(2)	ICC's website serves as the portal to data, resources, and services. All members of the campus community (internal and external) have access to portions of the college's web-site depending upon their job responsibilities or enrollment (for students) with security measures in place as required. The Technology Help desk is available to faculty, staff, and students 79 hours per week by telephone, e-mail, the web, or in person.
4.2a(3)	ICC uses a variety of tools to manage organizational knowledge. These include traditional methods (meetings, publications, memorandums, forums and retreats) as well as those supported by technology (e-mail, intranet, web-site). The Teaching and Learning Center (TLC) and Human Resources facilitate knowledge transfer of essential information through orientation and training programs. The Celebration of Learning program that occurs just before the start of each semester provides opportunities for most faculty and staff to engage in information sharing activities. Additional individual training and cross-functional teams disseminate organizational knowledge through Blueprint, Academic Quality Improvement Program (Higher Learning Commission accreditation process), and Six Sigma efforts. Training focuses on best practices to support strategic plan actions.
4.2b(1)	The college's annual strategic planning process SWOT analysis includes an external and internal technology scan to provide an overview of past and future technology trends. A broad range of data is considered from external surveys as well as from internal use. The Teaching and Learning Center offers training to those seeking assistance and training materials for all systems are available on-line. Hardware is purchased on a three year rotation basis and Technology Services manages all hardware/software purchasing to maintain compatibility and reduce service issues. Security is tested on an annual basis by external firms to identify potential vulnerabilities. In FY10 a firm was contracted to perform external penetration testing to identify vulnerabilities, which led to the replacement of a compromised web server. For FY11 the system will be tested for internal vulnerabilities.
4.2b(2)	A redundancy system is in place for all servers at each campus location to guard against loss of data resulting from partial or complete failure of hard/software or network failure.

	Enterprise system data (PeopleSoft) are backed up by a disaster recovery (HADR) system. The most recent month's full data is backed up to DVD and archived date is secured in a disaster proof safe. The data center also has a back-up generator in the event of loss of electricity.
4.2b(3)	The need to stay current (and competitive) with technological capacity necessitates constant review and updating of hardware/software and network(s). For example, a recent review of costs and management issues related to internal-hosting the Blackboard application for academic support indicated benefits for shifting to manage hosting. The information technology department presented the Cabinet with a plan to change the hosting and the plan was approved and implemented before the start of the fall 2010 semester. Future trends are assessed and recommendations are a part of the Technology Program Plan (a comprehensive document including survey results provided by EDUCAUSE). The Technology Advisory Committee plans for technology needs, incorporating requests from managers, program plans, and Six Sigma projects. The Enterprise Systems department manages requests for changes to the enterprise software applications.

4.2 Opportunities for Improvement (OFI)	
Area to Address	**Comment**
4.2a(2)	**There is not a systematic process to evaluate and improve the approaches used by the applicant to make data and information available to the workforce, students and others. As a result, the college may not know if they are providing information in the most accessible manner to enable the workforce to contribute to the success of the organization, and for students to obtain needed information to contribute to their own success.**
4.2a(3)	While a number of processes are in place to collect and transfer workforce knowledge and knowledge to and from students, there are not consistent processes to systematically transfer relevant knowledge from and to stakeholders, suppliers, partners and collaborators. Failure to systematically acquire and share knowledge with: employer partners may mean missed opportunities for non-credit activities or graduate placements; K-12 partners may mean missed student recruitment opportunities.

SCORE RANGE:

40-50%

5 WORKFORCE FOCUS

The *Workforce Focus* Category examines **how** your organization engages, manages, and develops your **workforce** to utilize its full potential in **alignment** with your organization's overall **mission**, strategy, and **action plans**. The Category examines your ability to assess **workforce capability** and **capacity** needs and to build a **workforce** environment conducive to **high performance**.

5.1 Work Engagement: Describe how your organization engages, compensates, and rewards your workforce to achieve high performance. Describe how members of your workforce, including leaders, are developed to achieve high performance. Describe how you assess workforce engagement and use the results to achieve higher performance.

	5.1 Strengths
Area to Address	**Comment**
5.1a(1)	In 2006, ICC selected the PACE (Personal Assessment of the College Environment) survey to assess the climate and measure levels of workforce satisfaction and engagement. The selection process was based on research from the Gallup organization, college-wide focus groups and listening sessions. The college determined that questions on the PACE survey closely align with eight of the 12 factors that identified by Gallup research as influencing employee engagement.
5.1a(2)	Senior leaders model open communication through emails on timely topics of importance to the College, quarterly conversations with Cabinet held on all campuses, open gate reviews at each stage of six sigma projects, public meetings to review surveys or research, and distribution of Cabinet meeting minutes. High performance work is fostered by using measures for each division, department, and program for the purpose of assessing performance on achievement of action plans and providing opportunities for employees to work on teams that evaluate the data on needs of students and stakeholders to identify improvement opportunities. The college benefits from diverse ideas cultures and thinking of the workforce through a variety of standing committees that are formed with representation from a cross divisional group of employees.
5.1a(3)	ICC's evaluation process supports high performance work and workforce engagement by aligning individual performance plans with the work to be accomplished in their program plan. All employees go through an annual evaluation process: non-instructional staff uses an evaluation instrument that includes review of the prior year's plan, a self-evaluation, and an assessment of performance against the core values: non-tenured and first year faculty's evaluations include classroom observations, self-evaluation, and student assessments; and, tenured faculty evaluations include a self-evaluation, informal observations by the Associate Dean, and formal classroom observations every three years. Beginning in 2007, the Core Values became a standard part of the performance appraisal instrument for non-instructional staff. In 2002 through labor negotiations, the faculty contract established standards that increased rank and/or salary for participating in specific activities (e.g. training, committee membership). *In addition, the college utilizes its Six Sigma Black Belt positions to identify employees who exhibit leadership potential and invites these employees to serve in the Black Belt role for a minimum of two years.*
5.1b(1)	The Learning Center (TLC) was established in 2000 to provide training to faculty to enhance the quality of instruction, one of the applicant's core competencies. Professional development for all staff was added to TLC in 2008. TLC training supports the strategic plan, program plans, and employee performance plans through their calendar of events. For

	example, in 2009 a module was developed for New Manager's Orientation that includes training on ethics and ethical practices as it relates to the core values of integrity and responsibility. In FY10, the program plans and services included identification of skills that needed to be developed in order to carry out the plans. From these plans, curriculum is developed and training opportunities are communicated to the workforce through email, the TLC calendar, and eNews (their electronic newsletter).
5.1b(2)	ICC identifies individual employee learning and development needs through employee performance plans and is beginning to program learning and development needs by the identification of skills required to be successful in achieving actions plans at that level. The identified learning needs are incorporated into actions plans, monitored through the employee evaluation plans/appraisals, and evaluated as part of the program plans for each department. In addition, the college provides tuition waiver and tuition reimbursement programs for classes taken at ICC and other colleges.
5.1b(3)	ICC provides the opportunity for each training participant to evaluate each training session. Feedback surveys are reviewed a minimum of four times a year by the Associate Dean for Instructional Innovation and Learning Resources, Organizational Learning Committee, and the Director of Organizational Learning. Survey results are analyzed to design and redesign future programs and events and the results are shared with departments and divisions for planning purposes. As an initial step to evaluate the effectiveness of one of the TLC programs, New Employee Orientation, ICC has recently implemented a 90 day follow-up survey to evaluate the effectiveness of the program.
5.1c(1)	Using the PACE survey, the applicant assesses the climate and measures levels of workforce satisfaction on 56 items within four climate factors: Institutional Structure, Supervisory Relationships, Student Focus, and Teamwork. Based on the data received, the college falls into one of four organizational systems: collaborative, consultative, competitive, or coercive. The "collaborative" system is seen as producing the highest level of productivity, job satisfaction, communication and overall climate. ICC uses 8 items on the PACE survey that align with the Gallup research to measure employee engagement. The survey is administered to 1,267 employees and the data is disaggregated into employee groups: Management, Classified Staff, Faculty, (Full-Time and Adjunct) and Custodial/Maintenance/Skilled Trades. In FY 2010, a customized question was added to obtain data on employee's perception of their own level of engagement. Results of the survey are part of the Strategic Planning Process and are also used as part of department, division, and program planning.
5.1 Opportunities for Improvement (OFI)	

Area to Address	Comment
5.1a(3)	**While there are processes in place to support high performance work and workforce engagement, there is no evaluation process to improve these approaches. Without an evaluation process, the applicant will not know if the approaches are effective or the work of individual employees are achieving the applicant's strategic initiatives.** **In addition, although there is a process in place to reward and provide incentives for full-time faculty to support high performance work and workforce engagement, there does not appear to be systematic process for any other workgroup. Without methods to compensate and reward the entire workforce for high performance, the applicant may lose significant opportunities to enhance employee performance and to achieve strategic goals.**
5.1b(3)	While surveys are given to employees following each training event, and the results of the surveys are used to design or redesign future events, there is no system in place to evaluate the effectiveness and efficiency of the system for learning and development through improvement of workforce performance. Improving a training event or program while important, may not provide a system perspective on the entire learning and development system which may identify gaps in programs necessary to meet strategic challenges such as development of future leaders, dissatisfaction of students, replacement of college-level workforce as well as other missed opportunities.
5.1c(1)	While there is a process to assess workforce engagement and satisfaction through the use of an employee survey, there is no process for using other indicators such as workforce retention, absenteeism, grievances, safety, and productivity to assess and improve workforce engagement. Without looking at these other indicators, the applicant could be missing critical information that could affect their overall performance.
5.1c(2)	**Although the college analyzes the PACE survey results and uses lower scored items, non beneficial trends, and comparison against the mean of other participating colleges to assist in determining priorities for various workgroups, and findings are considered during strategic planning and the development of action plans, there is no evidence that this analysis has led to higher performance. As a result, while employee engagement and satisfaction scores may be increasing, without a similar increase in other strategically important areas such as learning outcomes or student satisfaction, ICC may be missing significant opportunities for organizational success in these areas.**
5.1c(4)	While senior leaders identify individuals within the organization who are their potential replacements, there is no systematic succession planning process in place. Without an effective systematic succession planning process for key positions organizational stability can be threatened in the long term and could create immediate performance problems in the short term.

SCORE RANGE:
40-50%

5.2 Workforce Environment – Describe how your organization manages workforce capability and capacity to accomplish the work of the organization. Describe how your organization maintains a safe, secure, and supportive work climate.

5.2 Strengths	
Area to Address	**Comment**
5.2a(1)	The college determines its workforce capacity and capability needs through the budgeting process, based on enrollment projections and implementation of the strategic plan. Plans are developed to address the knowledge and skill development needs identified in the strategic and program plans. ICC uses a classification system of restructuring jobs to encompass newly identified requirements or to meet shifting needs in order to meet workforce capacity needs. Capability needs are assessed when new courses are proposed by the Curriculum Committee and approved by the IBHE. Each semester course delivery requirements are monitored and the number of full-time and adjunct faculty is adjusted to meet changing capacity requirements. The supervising manager and Human Resource department monitor the accuracy of the job description as vacancies arise.
5.2a(2)	ICC has a systematic hiring process beginning with updating job requirements prior to recruitment, followed by internal and external postings, candidate screening and interview by an interview team composed of a diverse selection of employees from both in and outside the hiring department. A structured interview approach is used that includes behaviorally anchored interview questions. With the strategic initiative to recruit and retain African American male students, there is a focus on recruiting African-American teachers. In 2009, the Executive Director began meeting with the Caterpillar African American Network to encourage applicants to apply for adjunct faculty positions.
5.2a(3)	ICC organizes the workforce through a core group of full time faculty and staff, augmented by adjunct, part-time, and temporary employees providing the college the ability to respond quickly to changing organizational needs.
5.2a(4)	Through documentation of work processes and knowledge transfer, employees are afforded the opportunity to move to another position should declining enrollments result in the potential for workforce reductions or turnover. Faculty is able to advance their careers and position themselves for transfer through continuing education and adding areas of certification.
5.2b(1)	ICC supports a safe and healthy workforce by reviewing and responding to trends in its workplace accidents and security incidents. In 2008, after a review of potential safety issues, the college implemented a change in the security force to a combines sworn police and security positions. On an annual basis, all staff receives an updated Emergency Response Guide and Crisis Communication Plan. Safety and security staff are trained as first responders for medical emergencies and two officers are certified to teach Rape Aggression Defense for females.
5.2b(2)	ICC offers a full range of comprehensive benefits including health insurance programs, incentivized wellness programs, job safety and security programs, and intervention services through an EAP for all employees. In addition, Health Services provides hepatitis B vaccines for faculty and students in ICC's medical programs and provides other health services and testing at low or no cost. To reduce/eliminate work related strains, ergonomic assessments of work stations are performed. Material data sheets are available at all works sites and training is provided online and accessible for all employees in the areas of Hazard Communication, Bloodborne pathogens, Excavation Safety, Fall Protection, Lock Out Tag Out, and Confined Space Entry. The organization performs an annual risk and benefits management SWOT analysis and the findings are reviewed and submitted by the Vice

Area to Address	Comment
	President for Administration and Finance.

5.2 Opportunities for Improvement (OFI)

Area to Address	Comment
5.2a(3)	**While the college assesses capability and capacity needs through budgeting and strategic planning, and uses a mix of full time, adjunct and temporary staff to accomplish the work of the organization, there is not a systematic process to evaluate and improve these approaches to managing workforce capability and capacity. As a result, the college may find it has the right staffing levels, but may be lacking in competencies and skills to meet the educational needs of students.**
5.2b(1)	Although ICC assesses safety and security risks through data collection to identify improvement opportunities, there is not a systematic process to evaluate and improve the safety or security programs to ensure and improve workplace safety and security. If the college is relying on incidents to improve the safety and security of the college, they may not be in a position to proactively prevent or mitigate potential safety and security risks.
5.2b(2)	**While a comprehensive package of benefits are provided, and a risk and benefits management analysis is conducted to determine financial impact, there is not a process to evaluate the benefits provided, or other services and policies in place to provide a supportive work climate. Without a systematic evaluation of the processes in place to support the workforce, the college may not know if they are providing the right mix of benefits, services or policies to meet the needs of the workforce**

SCORE RANGE:
40-50%

6 PROCESS MANAGEMENT

The *Process Management* Category examines **how** your organization designs its **work systems** and **how** it designs, manages, and improves its **key processes** for implementing those **work systems** to deliver **student** and **stakeholder value,** and achieve organizational success and sustainability. Also examined is your readiness for emergencies.

6.1 Work System – Describe how your organization designs its work systems and determines its key processes to deliver student and stakeholder value, maximize student learning and success, prepare for potential emergencies, and achieve organizational success sustainability.

6.1 Strengths	
Area to Address	**Comment**
6.1a(1)	Through a SWOT analysis, a part of the college's strategic planning process, senior leaders systematically evaluate existing work systems in relation to existing (or potentially new) core competencies and changing student and stakeholder requirements. A review of costs, resource allocations, required expertise, and related customer satisfaction determines if a process is outsourced externally, or remains an internal part of the work system. Some of these outsourced processes include drug testing, background checks, and security staff testing. Evidence for improvement of work system design exists in the addition of the Define, Measure, Analyze, Design and Verify approach as well as continued refinements on Six Sigma steering committee role and relationship with process owners. An internal process may undergo a systematic redesign led by a senior leader and specially formed Six Sigma or Blue Print teams; any changes are communicated through Strategic Forums and all college e-mails.
6.1b(1)	ICC's key work processes are designed to deliver value and contribute to student success and are critical to protecting and safeguarding core competencies. For example, curriculum design, advisement, course scheduling, instruction and learning outcomes assessment provide relevant curriculum and promote learning and success for students. Financial aid and application/enrollment help students enroll and secure financial aid to make education affordable. Hiring, workforce orientation/development and performance appraisals are critical to select and train employees and contribute to organizational success and sustainability as well as in the delivery of quality instruction. Budgeting ensures financial resources are available and effectively managed to support the work of the college.
6.1b(2)	Key work process requirements are determined using multiple sources which include institutional data sources, research, literature reviews and student voicing. Process owners and six sigma teams use these tools to establish student and stakeholder requirements for process design, or to validate them during process improvement. Process improvement teams identify the attributes of the product or service sought by the customer and these are translated into specific precise and measurable expectations. Student and stakeholder requirements may also be identified during the program plan process or during process mapping. Examples of process requirements include Application/Enrollment and Financial aid – ease of processes; Advisement – knowledgeable and concerned advisors, appropriate placement in classes and; Hiring – timeliness and diversity.
6.1c	ICC employs several different processes to ensure work system and workplace preparedness for disasters and emergencies. Through meetings and assessment by both administrators and external state and federal agencies, the college seeks to ensure effectiveness as well as

	identify opportunities for improvement. Key to preparation, the college relies on and deploys throughout the workforce and multiple sites the National Incident Management System, Emergency Operations Plan, Emergency Response Guide, and emergency medical training. In the event of a disaster, the Emergency Management Team (EMT), with support from seven sworn and armed officers and a public address system, implements the EOP. Continuity of information technology work systems is ensured through information system redundancy and back-up processes and locations.

6.1 Opportunities for Improvement (OFI)

Area to Address	Comment
6.1a(1)	**While the college shows evidence of an approach to design and re-design work systems as needs arise during the Strategic Planning Process or any identified need for process improvement, there is no evidence of a process to evaluate the effectiveness of this approach. As a result the college risks missing opportunities for maximizing efficiency, reducing wasted resources, and focusing on core competencies.**
6.1b(2)	**While there is a system to determine key work process requirements, there is not a systematic process for evaluating and improving these methods. As a result, the college may not know if they have identified the most important or relevant requirements, and processes may be designed on poorly articulated or irrelevant requirements, potentially leading to dissatisfaction or poor performance.**
6.1c	While the college has a continuity plan in place for IT services should either the East Peoria or North Campus facility be inoperable, there is not a similar continuity of operations plan involving all University operations, student service, instruction, administration should one of these major campuses be fully unavailable for use. Without a fully detailed business continuity plan the college risks being unable to fulfill its mission for an extended period of time should any such significant emergencies or situations arise.

SCORE RANGE:
45-55%

6.2 Work Processes – Describe how your organization designs, implements, manages, and improves its key work processes to deliver student and stakeholder value and achieve organizational success and sustainability.

Area to Address	**6.2 Strengths** Comment
6.2a	ICC identifies the need for new work processes or modification of existing work processes through the Strategic Planning Process, individual area program planning, as well through **A**cademic **Q**uality **I**mprovement **P**rogram, Six Sigma, or change in technology work teams. Work process design and innovation is facilitated through Six Sigma which was introduced in 2004. ICC began with **D**efine **M**easure **A**nalyze **I**mprove **C**ontrol as a process improvement methodology and in 2007 introduced **D**efine **M**easure **A**nalyze **D**esign and **V**erify to design new processes. In 2009 process design was further integrated into the college by involving process owners and key stakeholder in the mapping of each of the 11 key work processes. Each process was mapped and documented, performance measures identified and mechanisms for collecting and tracking performance data established.
6.2b(1)	Once a process (re)design is completed, a formal hand off takes place from the original design team to the respective process owners to ensure and clarify ownership. The control and verify steps of DMAIC and DMADV of the process improvement process as well as monitoring by the Master Black Belt, ensure that work processes are implemented and meet design requirements; process owners rely on established leading as well as lagging indicators (measures) as well as input from students and stakeholders to ensure the process proceeds within the upper and lower process limits. Should any deviation be observed, such as a delay in financial days to award, the process owner may employ Six Sigma to isolate root causes, or if the concern is of a cross-functional nature, a Six Sigma project and team may become involved. Overall evaluation of design and implementation effectiveness is reviewed through measures linked to applicant's outcomes that are tracked in a project database and reported on at monthly Six Sigma steering committee meetings, shared with Cabinet in June, and through a recently implemented annual process review between Six Sigma committees and process owners.
6.2b(2)	To prevent variability within some established processes the college's process owners monitor and report in-process measures to a Six Sigma Black Belt, to prevent variability in the implementation of processes and to respond in a timely manner if the process deviates from the established parameters. The Six Sigma black belt collects these measures, such as days to award financial aid, sigma levels of final grade posting, etc. in the Six Sigma database. In 2009, the applicant implemented a database to track and monitor the performance results of key processes and the status of related projects. Value stream mapping at the start of any Six Sigma project is utilized to reduce any unproductive and unnecessary tasks as well as identify potential cost reductions, critical to the applicant's sustainability and affordability, through identification of those that are repetitive, consume excessive time, have unacceptable defect rates or cause inefficient or backwards process flow.
6.2c	In order to improve key work processes the college's Six Sigma steering team annually analyzes the College's strategy to identify strategic areas needing improvement. The steering team monitors project selection and prioritization, and verifies alignment with the applicant's strategic goals and focus on sustainability. Process improvement efforts follow the DMAIC model. Process mapping occurs during the design stage to identify any changes in the actual process. Performance measures are reviewed to determine appropriateness and

	improvement opportunities. Work process improvements, lessons, and progress updates are communicated to the community via gate review meetings, Strategic Forums, as well as individual department process updates and trainings. As part of the annual program review, the Six Sigma department reviews its performance measures and determines how the process improvement process can be improved for the coming year. This annual review has led to better engagement of process owners through Six Sigma staff holding meetings with process owners to review progress.

6.2 Opportunities for Improvement (OFI)

Area to Address	Comment
6.2a	**While ICC has made improvements to their work process design through the addition of DMAIV, there is not a systematic fact based evaluation and improvement process for work process design. As a result, improvement opportunities such as improving incorporating efficiency and effectiveness factors into the design of the work processes may not be identified and could lead to less than optimal or stagnant performance.**
6.2b(1)	**While there are outcome measures for key work processes, there are few instances of in process measures being used to manage key work processes. As a result, the college relies primarily on lagging indicators and the ability to identify problems and implement mid process corrections earlier may be inhibited. This can lead to poor levels of student satisfaction or success if the ability to identify a process improvement is determined too late.**
6.2b(2)	While the applicant has some processes in place to prevent variability for some key work processes these do not apply to the key work processes of learning outcomes assessment and instruction. With over 668 faculties, the potential for variability in curriculum and overall instructional delivery approaches may pose a significant risk for the college as it strives to increase and maintain high levels of instructional quality and student success, especially in the context of the high developmental needs observed. Significant variations of faculty instruction (use of varied technology, adaptability to diverse learning styles) in support of student learning and success may skew the instructional quality measures the applicant uses to keep track of its core competency.

SCORE RANGE:
55-65%

7 RESULTS

The *Results* Category examines your organization's **performance** and improvement in all **key** areas – student **learning** outcomes, **customer**-focused outcomes, budgetary, financial and market outcomes; **workforce**-focused outcomes; **process effectiveness** outcome; and leadership outcomes. **Performance levels** are examined relative to those of competitors and other organizations with similar **health care service** offerings.

7.1 Student Learning Outcomes - Summarize your organization's key student learning results. Segment your results by student and market segments, as appropriate. Include appropriate comparative data relative to competitors and to comparable organizations and student populations.

	7.1 Strengths
Area to Address	**Comment**

7.1a	Results are reported for most measures identified as important for student learning outcomes. Favorable trends and/or good performance is noted for some student learning performance results including:
	• Cohort Degree completion rates show a slight positive trend from Fall 02 - 25.2% to Fall 06 - 26.1% and are consistently good (Top 25%) against NCCBP comparative benchmarks, Fall 05 - 18.2% (last comparison value).
	• Percent of Leavers and Non-Completers Reporting Educational Goal attainment levels show a favorable increase from 2006 - 85.54% to 2009 - 95.4% and is excellent in comparison to NCBPP: 2008 - 66.33% (last comparison value).
	• 5 of out 6 instructional modalities show variable increases from Fall 06 to Fall 08:
	    o Correspondence: from 57.3% in Fall 06 to 58.55% in Fall 09
	    o Hybrid: from 72.3% in Fall 06 to 72.54% in Fall 09
	    o In-Person: from 71.4% in Fall 06 to 73.1% in Fall 09
	    o Television: from 62.4% in Fall 06 to 71.4% in Fall 09
	    o Word Wide Web: from 64.6% Fall 06 to 69.2% in Fall 09

7.1a	Favorable trends for student learning outcome measures with poor to average comparative levels are reported for some student learning performance results including: • Student responses that their College Experience Fostered intellectual growth shows a slight positive increase from Fall 04 - 6.11 to Fall 08 - 6.23 and is just slightly below the national norm of 6.28. • Student responses to the level that their College Experience contributed to Understanding of Other People and Racial/Ethnic Backgrounds shows a positive increase from Fall 06 - 2.04 to Fall 10 - 2.21 but is consistently below CCSSE comparison – 2.30 to 2.39. • While Course Success rate (all segments) shows a positive increase from 71.08% in Fall 06, to 72.78% in Fall 09, the results are slightly below the national NCCBP levels, 73.05% in Fall 06 and 72.63% in Fall 07 (last comparison available). • Course Success rates for the African American student population while increasing from 53.84% in Fall 06 to 58.55% in Fall 10 is consistently below comparison value of all ICC students 72.50% to 73.10% for the same time period. • Fall to Spring Retention rate is increasing from 51.40% in 04-05, to 65.30% in 09-10, it is below CNBPP comparative level, 68.6% in 07-08 (last comparison value available).

	• Fall to Fall Retention rate is increasing from 41.6% in 04-05 to 45.34% in 08-09 however remains below the CNBPP comparison value of 48.03% (07-08).
7.1a	Percent of Career and Technical Graduates Obtaining Employment in a Related Field remains fairly stable ranging from a low of 67.11% in FY06 to a high of 72.46% in FY08 but is consistently higher than the NCCPB comparison values ranging from 66.67% to 68.32%.

7.1 Opportunities for Improvement (OFI)	
Area to Address	**Comment**
7.1a	No data are reported on the following measures used by the college to evaluate student performance: outcome results for community/non-credit students, corporate students seeking skill development, and GPA upon transfer.
7.1a	Unfavorable trends are reported for the following measures: Percent of Transfer Students responding that their experience at the applicant contributed to transfer success shows a slight decline in levels FY06: 4.75 to FY09:4.69.
7.1a	Few projections (1/13) are reported for student learning outcome measures.

SCORE RANGE:
35-45%

7.2 Customer-Focused Outcomes: Summarize your organization's key student-and stakeholder-focused results for student and stakeholder satisfaction, dissatisfaction, and engagement. Segment your results by educational program, offering, and service features, and by student, stakeholder, and market segments, as appropriate. Include appropriate comparative data.

7.2 Strengths	
Area to Address	**Comment**
7.2a(1)	Favorable trends and favorable comparative performance are indicated for many biannual measures of student satisfaction from 2004, 2006 and 2008 on the Student Satisfaction Inventory (SSI) using a Lickert Scale of 1 to 7 with 7 being the highest rating: - satisfaction for classes scheduled at convenient times 5.36 to 5.44 compared to the national mean of 5.39; - registration with few conflicts 5.32 to 5.40 compared to the national mean of 5.39; - satisfaction with the variety of courses from 5.71 to 5.79 compared to the national mean of 5.55 - advisor knowledgeable about transfer requirements 4.98 to 5.20 compared to the national mean of 5.10; - advisor knowledgeable about program requirements 5.27 to 5.44 compared to the national mean of 5.36; - satisfaction as measured on the Service Excellence Scale increased with favorable comparative performance for 4/9 items including (Figure 7.2-11): - personnel involved in registration are helpful went from a 5.17 to a 5.35 compared to the national norm of 5.34 - bookstore staff is helpful increased from 5.49 to 5.63 compared to the national norm at 5.50. - the campus staff are caring and helpful increased from 5.22 to 5.40 compared to the national mean of 5.40 - I seldom get the "runaround" when seeking information on this campus increased from 4.96 to 5.07 compared to 5.08 for the national mean
7.2a(1)	Favorable trends in student satisfaction as measured on the Service Excellence Scale are reported on 3/9 items with performance below the comparative mean including: - people on this campus respect and are supportive of each other from 5.09 to 5.11 compared to 5.24 for the national mean - library staff are helpful and approachable from 5.17 to 5.34 compared to 5.48 for the national mean - administrators are approachable to students from 5.03 to 5.11 compared to 5.22 for the national mean
7.2a(2)	Favorable trends with poor comparative values are reported on 3 of 5 biennial measures of student engagement 2004, 2006, 2008, 2010 (Figure 7.2-12) on the Community College Survey of Student Engagement (CCSSE) with a comparative value score of 50: - Academic Challenge from 45.2 to 46.9 - Student-Faculty Interaction from 45.1 to 46.7 - Support for learners from 46.4 to 47.9
7.2a(2)	Foundation contributions as a measure of stakeholder engagement has increased for all 3 segments reported including employee contributions from $63,975 to $83,652; community contributions from $673,702 to $2,178,427; and major gifts from $80,000 to $101,475 from FY07 to FY10.
7.2 Opportunities for Improvement (OFI)	

Area to Address	Comment
7.2a(1, 2)	No results are reported for customer satisfaction by the identified market segments (traditional, nontraditional and African American) and identified student segments (non-credit – corporate training and community education).
7.2a(1, 2)	Projections are reported for few measures of student satisfaction and no projections are reported for measures of student engagement.

7.2a(1)	Unfavorable trends and/or unfavorable comparative performance are reported for a few measures of student satisfaction including:
	• Student satisfaction with the quality of instruction dropped from a 5.50 in 2004 to a 5.39 in 2008 and compares poorly to the national mean of 5.57;
	• Satisfaction with program requirements being clear and reasonable dropped from 5.36 in 2004 to 5.32 in 2008 compared to the national mean of 5.49;
	• Student satisfaction as measured on the Service excellence scale shows unfavorable performance on 2/9 indicators including:
	    • I generally know what is happening on campus from 4.83 in 2004 to 4.77 in 2008 compared to the national mean of 4.90; and
	    • Channels for expressing student complaints are readily available from 4.72 in 2004 to 4.66 in 2008 compared to the national mean of 4.88
	• Overall satisfaction with experience thus far reduced slightly from 5.31 to 5.29 compared to the national mean of 5.44.

7.2a(1)	Results are not reported for stakeholder satisfaction or dissatisfaction or for student complaints.
7.2a(2)	Unfavorable levels and trends are indicated for 2 of 5 biennial measures of student engagement 2004, 2006, 2008, 2010 on the Community College Survey of Student Engagement (CCSSE) with a comparative value score of 50: • active and collaborative learning from 45.2 to 44.1; • student effort from 46.3 to 45.8

SCORE RANGE:
40-50%

7.3 Budgetary, Financial, and Market Outcomes - **Summarize your organization's key budgetary, financial and marketplace performance results by student segments, stakeholder groups, or market segments, as appropriate. Include appropriate comparative data.**

	7.3 Strengths
Area to Address	**Comment**
7.3a(1)	The college provided results for most of the measures indicated as important for financial outcomes. Good performance and favorable trends are indicated for most results including: • Costs per credit unit have increased only $8 since 2007 (2007=$207, 2010=$215) and are well below the comparison data (2007=$214, 2010=$236). • Total credit hours taken have increased from 224,757 in 2007 to 258,617 in 2010. • The increase in fund balance to operating cost ratio from 19% in 2005 to 39% in 2010. • Utility costs per square foot have remained relatively flat over the past four years (2007=$1.83, 2010=$1.79). Applicant conservation and system improvements have favorably impacted this measure in spite of wide fluctuations in some fuel costs. • Foundation endowments increased from $7,453,000 in 2005 to $10,859,000 in 2010. • While experiencing year to year fluctuations, new grant revenue has trended upward from $225,968 in 2007 to $903,814 in 2010. • ICC's percentile ranking for tuition in FY06, FY07 and FY08 was 3%, 3%, and 6% meaning that in FY08, 94% of the National Community College Benchmark Project (NCCBP) participating colleges had tuition rates above this college's rate.
7.3a(2)	The college provided results for most of the measures indicated as important for market performance. Good performance and favorable trends are indicated for most measures including: • Traditional enrollments from 2006 (7,237) to 2009 (8,366); • African American enrollments from 2004 (992) to 2009 (1,514); and • Minority enrollments from 2005 (2,746) to 2010 (3,526). • Market penetration for noncredit classes indicates a favorable trend from 2.44% in 2005 to 2.84% in 2010 and exceeded the National Community College Benchmark Project comparisons for 2005 (1.67%) through 2008 (1.11%) • A similar favorable trend is noted for noncredit participation rates of 13,846 in 2007 to 14,021 in 2010; • While Market penetration for credit courses is reported to have decreased from 5.60% in 2005 to 5.45% in 2010, a similar decrease is noted for the comparison National Community College Benchmarking Project comparison group (from 3.0% in 2005 to 2.8% in 2008-no data reported after 2008) and the college outperforms the comparative group.

	7.3 Opportunities for Improvement (OFI)
Area to	**Comment**

Address

7.3a(1)	No data are reported on the following measures indicated as important to the applicant during the site interviews: • General revenue funds from the state (reported to have decreased more than 50% from 33% of overall budget to under 15%) • Segregation of costs of instruction by credit and non-credit programs
7.3a(2)	No data are reported on the following measures indicated as important in the application: • Enrollment trends online students
7.3a(2)	Unfavorable trends are reported for non-traditional student enrollments, with numbers enrolled dropping from 4,594 in 2006 to 4,172 in 2008. Enrollments increased to 4,455 in 2009 reportedly as a result of the economic recession.
7.3a(1) 7.3a(2)	Other than market performance, comparison data are not provided for other measures of financial performance and limited projections are provided for measures of financial and market performance.

SCORE RANGE:
40-50%

7.4 Workforce-Focused Outcomes: **Summarize your organization's key workforce-focused results for workforce engagement and for your workforce environment. Segment your results to address the diversity of your workforce and to address your workforce groups and segments, as appropriate. Include appropriate comparative data.**

	7.4 Strengths
Area to Address	**Comment**
7.4a(1)	Favorable trends with favorable comparisons are indicated on most annual measures of employee engagement for 2006, 2007, 2008, and 2009 from the PACE climate survey on a 1-5 Lickert scale including: - Work outcomes are clarified for me from 3.37 in 2006 to 3.76 in 2009 compared to 3.50 for the PACE National Norm - My supervisor expresses confidence in my work from 3.94 in 2006 to 4.20 in 2009 compared to 4.03 for the PACE National Norm - My supervisor helps me to improve my work from 3.53 in 2006 to 3.85 in 2009 compared to 3.63 for the PACE National Norm - My supervisor seriously considers my ideas from 3.53 in 2006 to 3.84 in 2009 compared to 3.72 for the PACE National Norm - I feel my job is relevant to the institution from 4.17 in 2006 to 4.35 in 2009 compared to 4.26 for the PACE National Norm - My workgroups or departments at ICC are supportive of one another from 2.95 in 2006 to 3.55 in 2009 (a customized question with no comparative value). - I receive timely feedback for my work from 3.44 in 2006 to 3.77 in 2009 compared to 3.53 for the PACE National Norm - Professional development and training opportunities are available from 3.54 in 2006 to 3.88 in 2009 compared to 3.64 for the PACE National Norm - Opportunity for advancement from 2.92 to 3.31 compared to 3.09 for the PACE National Norm Favorable trends are indicated by an increase in the strongly agree category on the PACE survey annual measure of workforce satisfaction for the time period of Fall 2006, Fall 2007, Fall 2008, and Fall 2009 on the following: - Overall, I am satisfied with my current employment at ICC from approximately 48% in 2006 to approximately 62% in 2009 - I would recommend ICC to others as a good place to work from approximately 46% in 2006 to approximately 63% in 2009 Favorable trends with results that exceed the national norm are indicated for the following trend climate factors on the annual PACE survey from 2006 to 2009: - Institutional structure from approximately 3.2 to approximately 3.7 - Supervisory Relationship from approximately 3.5 to approximately 3.9 - Teamwork from approximately 3.5 to approximately 3.9 - Student Focus from approximately 3.8 to approximately 4.1
7.4a(4)	Favorable trends are reported for some measures of workforce health and safety including: - An increase in participation for the Wellness Works program from 2005 (391 participants) to 2009 (405 participants). - Increased participation in the annual blood screening from 2005 (271 participants) to 2009 (459 participants).

7.4 Opportunities for Improvement (OFI)

Area to Address	Comment
7.4	There is no performance projections reported for any workforce focused results.
7.4a(2)	Other than employee satisfaction with availability of professional development training opportunities, there are no results for measures of workforce and leader development.
7.4a(3)	Although days to fill positions, an efficiency measure, and satisfaction with the opportunity for advancement, a satisfaction measure are reported, there are no results reported for workforce capability and capacity.

SCORE RANGE:
20-30%

7.5 Process Effectiveness Outcomes: **Summarize your organization's key operational performance results that contribute to opportunities for enhanced student learning and to the improvement of organizational effectiveness, including your organization's readiness for emergencies. Segment your results by programs and offerings; by student and market segment; and by processes and locations as appropriate. Include appropriate comparative data.**

7.5 Strengths	
Area to Address	**Comment**
7.5a(1)	Results for Emergency Preparedness Training indicate 100% completion for 3 out of the 4 departments, Campus Safety, Child Care, and Athletic Head coaches.
7.5a(2)	Favorable trends are reported for the following efficiency measures for key work processes: • Days to Fill positions indicate improvement: o Management fill time reduced from 64 in 2007 to 56 in 2010 o Full Time Faculty from 146 in 2007 to 94 in 2010 o Custodial/Maintenance/Skilled Trades from 69 in 2007 to 33 in 2010 • Financial Days to Award has improved from 147 in 2006 to 67 in 2010
7.5 Opportunities for Improvement (OFI)	
Area to Address	**Comment**
7.5a	There are no projections or comparative data reported for process effectiveness outcomes.
7.5a(2)	No data are reported on the following measures used by the college to evaluate process effectiveness or performance: examples of Six Sigma outcomes, survey results from workforce development events, # of staff involved in Six Sigma, and aggregate Exception Reporting statistics.
7.5a(2)	There are no results reported for key measures related to operational performance of Key Work Processes such as Productivity, Cycle Time and other process measures of operational efficiency such as cycle times related to enrollment inquiry turn around, % of students returning to class after academic warning outreach initiatives.

SCORE RANGE:
20-30%

7.6 Leadership Outcomes: Summarize your organization's key governance and senior leadership results, including evidence of strategic plan accomplishments, fiscal accountability, legal compliance, ethical behavior, societal responsibility, and support of key communities. Segment your results by work units, as appropriate. Include appropriate comparative data.

	7.6 Strengths
Area to Address	**Comment**
7.6a(2)	Audit results from the last 4 fiscal years 2006 to 2009 indicate substantial compliance with minor findings that have been resolved.
7.6a(3)	Favorable results are reported for many indicators of regulatory, safety, accreditation and legal compliance including: • HLC full accreditation in 2002 with continual approval since 1972 • ICCB recognition renewed in 2009 • Citations from Dept of Labor resolved following visits in 2000 and 2005, Award of Excellence with no violations in 18 years from the Health Department • OSHA lost days of work show a substantial favorable downward trend from 319 in 2007 to 17 in 2009
7.6a(4)	Favorable positive trends and levels are reported for some measures of ethical behavior and stakeholder trust: • Employee survey responses to "Extent to which open and ethical communication is practiced at this institution" increased from 3.14 in 2006 to 3.62 in 2009 comparing favorably to the National Norm of 3.19. (5 point Likert scale) • Employee survey responses to "Unacceptable behaviors are identified and communicated" increased from 3.39 in 2006 to 3.71 in 2009 comparing favorably to the national norm of 3.48. (5 point Likert scale)
7.6a(5)	Favorable positive trends are reported for most measures of fulfillment of societal responsibilities and support for key communities: • Dual Credit Growth increased from 913 in 2006 to 1,370 in 2009 • College for Kids enrollment increased from 1529 in FY07 to 1649 in FY10 • TAOEP (alternative HS) 2 of 5 indicators show a positive trend, passing targeted class increased from 67% in 2007 to 75% in 2009, and earning high school diploma increased from 75% to 80% • United Way contributions increased from $16,785 in 2007 to $18,324 in 2009, Annual Day of Caring volunteers increased from 25 in 2007 to 35 in 2009 • Education Foundation donors increased from 221 in FY07 to 297 in FY10 with a similar increase in the 1% club from 107 to 145 for the same time period.

7.6 Opportunities for Improvement (OFI)

Area to Address	Comment
7.6a	Performance projections and comparative data are reported for few measures of leadership outcomes.
7.6a(1)	An unfavorable negative trend is reported for the following action plan measure: Student satisfaction with timely feedback on progress in courses decreased from 5.21 in 2004 to 5.12 in 2008 comparing poorly to the national norm of 5.28.
7.6a(4)	Results are not reported for the employee performance evaluation "ability to demonstrate professional image and hold self to high ethical standards" a measure identified by the applicant for monitoring ethical behavior, or for breaches in ethical behavior.
7.6a(5)	Unfavorable negative trends are reported in the TAOEP Midyear Program Performance in 2/5 measures including Average daily attendance decreasing from 73% in 2007 to 65% in 2009, and pass classes to graduate from 83% to 50% for the same time period.

SCORE RANGE:

40-50%