SYSTEMS APPRAISAL FEEDBACK REPORT

in response to the *Systems Portfolio* of

LINCOLN LAND COMMUNITY COLLEGE

September 24, 2013

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ELEMENTS OF Lincoln Land Community College's FEEDBACK REPORT

Welcome to the *Systems Appraisal Feedback Report*. This report provides AQIP's official response to an institution's *Systems Portfolio* by a team of peer reviewers (the Systems Appraisal Team). After the team independently reviews the institution's portfolio, it reaches consensus on essential elements of the institutional profile, strengths and opportunities for improvement by AQIP Category, and any significant issues related to accreditation. These are then presented in three sections of the *Systems Appraisal Feedback Report*: "Strategic Challenges Analysis," "AQIP Category Feedback," and "Accreditation Issues Analysis*."* These components are interrelated in defining context, evaluating institutional performance, surfacing critical issues or accreditation concerns, and assessing institutional performance. Ahead of these three areas, the team provides a "Reflective Introduction" followed closely by an "Executive Summary." The appraisal concludes with commentary on the overall quality of the report and advice on using the report. Each of these areas is overviewed below.

It is important to remember that the Systems Appraisal Team has only the institution's *Systems Portfolio* to guide its analysis of the institution's strengths and opportunities for improvement. Consequently the team's report may omit important strengths, particularly if the institution were too modest to stress them or if discussion or documentation of these areas in the *Systems Portfolio* were presented minimally. Similarly the team may point out areas of potential improvement that are already receiving wide-spread institutional attention. Indeed it is possible that some areas recommended for potential improvement have since become strengths rather than opportunities through the institution's ongoing efforts. Recall that the overarching goal of the Systems Appraisal Team is to provide an institution with the best possible advice for ongoing improvement.

The various sections of the *Systems Appraisal Feedback Report* can be described as follows:

> **Reflective Introduction & Executive Summary**: In this first section of the *System's Appraisal Feedback Report*, the team provides a summative statement that reflects its broad understanding of the institution and the constituents served (Reflective Introduction), and also the team's overall judgment regarding the institution's current performance in relation to the nine AQIP Categories (Executive Summary). In the Executive Summary, the team considers such factors as: robustness of process design; utilization or deployment of processes; the existence of results, trends, and comparative data; the use of results data as feedback; and systematic processes for improvement of

the activities that each AQIP Category covers. Since institutions are complex, maturity levels may vary from one Category to another.

Strategic Challenges Analysis: Strategic challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning, and quality improvement goals. Teams formulate judgments related to strategic challenges and accreditation issues (discussed below) through careful analysis of the Organizational Overview included in the institution's Systems Portfolio and through the team's own feedback provided for each AQIP Category. These collected findings offer a framework for future improvement of processes and systems.

AQIP Category Feedback: The *Systems Appraisal Feedback Report* addresses each AQIP Category by identifying (and also coding) strengths and opportunities for improvement. An **S** or **SS** identifies strengths, with the double letter signifying important achievements or capabilities upon which to build. Opportunities are designated by **O**, with **OO** indicating areas where attention may result in more significant improvement. Through comments, which are keyed to the institution's Systems Portfolio, the team offers brief analysis of each strength and opportunity. Organized by AQIP Category, and presenting the team's findings in detail, this section is often considered the heart of the *Feedback Report*.

Accreditation Issues Analysis: Accreditation issues are areas where an institution may have not yet provided sufficient evidence that it meets the Commission's *Criteria for Accreditation*. It is also possible that the evidence provided suggests to the team that the institution may have difficulties, whether at present or in the future, in satisfying the *Criteria*. As with strategic challenges, teams formulate judgments related to accreditation issues through close analysis of the entire Systems Portfolio with particular attention given to the evidence that the institution provides for satisfying the various core components of the *Criteria*. For purposes of consistency, AQIP instructs appraisal teams to identify any accreditation issue as a strategic challenge as well.

Quality of Report & Its Use: As with any institutional report, the *Systems Portfolio* should work to enhance the integrity and credibility of the organization by celebrating successes while also stating honestly those opportunities for improvement. The *Systems Portfolio* should therefore be transformational, and it should provide external peer reviewers insight as to how such transformation may occur through processes of continuous improvement. The AQIP Categories and the Criteria for Accreditation serve as the overarching measures for the institution's current state as well as its proposed future state. As such, it is imperative that the *Portfolio* be fully developed, that it adhere to

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the prescribed format, and that it be thoroughly vetted for clarity and correctness. Though decisions about specific actions rest with each institution following this review, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

REFLECTIVE INTRODUCTION AND EXECUTIVE SUMMARY FOR LINCOLN LAND COMMUNITY COLLEGE

The following consensus statement is from the System Appraisal Team's review of the institution's *Systems Portfolio Overview* and its introductions to the nine AQIP Categories. The purpose of this reflective introduction is to highlight the team's broad understanding of the institution, its mission, and the constituents that is serves.

Lincoln Land Community College (LLCC) has a locally elected board of trustees with 7 instructional locations and various clinical sites. The College offers 5 transfer degrees and 1 non-transferrable degree. They provide through distance learning 28 degrees and 22 certificates. Dual credit with area high schools and non-credit programming are offered as well. Full-time faculty delivers 56% of 2000 course sections to approximately 7,000 students. The College's AQIP journey to date has consisted of developing a process map model for efficient operations of units and divisions of the College and launching seven action projects over the last four years. Two of these projects are still in progress: electronic portfolios and multiple measures of placement. The College has embraced AQIP and continuous improvement and has demonstrated this through the previously noted action projects, staff commitment and developing an organizational structure supporting its implementation while also recognizing challenges. However, in many of their actions Lincoln Land shows evidence of being very "reactionary" in their practices. Although being able to react is good it can also create significant inefficiencies and hardships when trying to remain competitive.

The following are summary comments on each of the AQIP Categories crafted by the Appraisal Team to highlight **Lincoln Land Community College** achievements and to identify challenges yet to be met.

- **Category 1:** Lincoln Land Community College exemplifies its commitment to continuous improvement through the identification of enhancements designed to maximize on current processes. For example, the early alert system for students who appear to be placed appropriately yet still struggle with the course material. The organization should also be commended for its

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willingness to identify and report gaps in its processes. For example, the College self-reports that a systematic process for identifying the learning styles of all enrolled students would be beneficial. To address these identified issues, the College has been effective in identifying action plans that address these identified issues. The College is encouraged to focus on on-going reflection and continuous improvement in these areas.

- **Category 2:** While the LLCC Foundation shows evidence of increasing contributions to the Foundation and grants awarded to the College, it would benefit the College to show how funded projects contribute to achieving strategic goals.

- **Category 3:** The College would benefit from considering more frequent administrations of surveys or other ways to check their progress on initiatives.

- **Category 4:** LLCC has well developed processes for recruitment, professional development, and staff evaluations including the 360 evaluation for managers. The College may consider increasing the frequency of the Climate survey and developing a succession plan to ensure continuity of leadership. In addition, the College would benefit from developing measures to determine effectiveness and performance compared to peer institutions.

- **Category 5:** The Institutional Improvement Day includes broad representation from the College and is a key component in planning and communication. Additionally, the College effectively uses a variety of mechanisms especially social media to enhance communication with staff and stakeholders. The processes used by the college for the development would support a succession plan. Also, the College might consider shortening the timeframe for data collection including the Climate survey to less than three years.

- **Category 6:** LLCC provides several examples of results in the process section but it is unclear how these results were collected and used to drive departmental changes. Several processes exist at higher levels of the organization to drive change but it is unclear how those changes are articulated to the areas providing support services. There are opportunities to create standard tools and practices for process analysis, establishing service benchmarks, monitoring systems, documenting work processes, and evaluating staff performance on these services that transcends all service departments.

- **Category 7:** The College's investment in software and their support of technology has helped them to create standardized methods for collecting, processing, monitoring and communicating

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data that helps align activities with their strategic goals. The college shows that it has established a standard and repeatable process which incorporates the use of technology and strategic planning steps to drive improvements.

- **Category 8:** Lincoln Land Community College (LLCC) has a well-designed process for strategic planning, and the use of an Institutional Improvement Day and the Planning Leadership Roundtable ensures widespread collaboration in the planning process. Planning processes, strategies, and action plans are coordinated and aligned across the organization through the mission and goals of LLCC. The organization measures the effectiveness of its planning process through key performance indicators (KPIs) which form the basis for evaluating the College's strategic plan and are collected and analyzed annually.

  o While these measures can provide beneficial information about the state of the organization, improvement processes could be measured against pre-identified benchmarks. The organization has an opportunity to build on the foundation established for monitoring its continuous improvement by setting benchmarks to measure and evaluate whether the planning processes and activities are effective.

- **Category 9:** Lincoln Land Community College has built numerous successful relationships through a variety of methods including outreach to employers, non-profits, transfer institutions, and governmental entities. The College is particularly effective with its K-12 partners. Especially noteworthy is the Student Transfer Day which includes an annual survey of participating institutions and input from local business and industry leaders who serve on advisory committees.

  o Although LLCC has created numerous successful relationships, the portfolio is not specific about how those relationships are prioritized. Establishing a clear process for prioritizing what relationships will best match the College's strategic goals could bring clarity and justification for expending the efforts and resources on those relationships. The AQIP action project to develop a catalog of College partnerships and prioritize them should help the College improve its relationships.

  o The performance results reported in 9R2 probably do not accurately reflect the true success of these partnerships. Perhaps this is due to undefined criteria and performance benchmarks.

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Note: Strategic challenges and accreditation issues are discussed in detail in subsequent sections of the *Systems Appraisal Feedback Report*.

STRATEGIC CHALLENGES FOR LINCOLN LAND COMMUNITY COLLEGE

In conducting the Systems Appraisal, the Systems Appraisal Team attempted to identify the broader issues that would seem to present the greatest challenges and opportunities for the institution in the coming years. These areas are ones that the institution should address as it seeks to become the institution it wants to be. From these the institution may discover its immediate priorities as well as shaping strategies for long-term performance improvement. These items may also serve as the basis for future activities and projects that satisfy other AQIP requirements. The team also considered whether any of these challenges put the institution at risk of not meeting the Commission's *Criteria for Accreditation*. That portion of the team's work is presented later in this report.

Knowing that Lincoln Land Community College will discuss these strategic challenges, give priority to those it concludes are most critical, and take action promptly, the Systems Appraisal Team identified the following:

As a whole, Lincoln Land Community College presented a well-written portfolio that articulated internal knowledge by acknowledging its own strengths and opportunities. The Systems Appraisal Team found, in general, the need for developing: 1) more formalized processes and stronger links between planning/budgeting; 2) prioritization of partnership effectiveness; 3) training of staff, in particular leadership succession for sustaining quality systems; 4) specific work processes in divisions and units that align with the College Strategic Plan; and 4) collecting and analyzing more direct measures in most of the categories.

In particular, specific strategic issues that arose from a *categorical* perspective from the strategic issues (above) for further development as identified by the Team are stated below.

- aggregated SLO measures at an institutional level;
- stronger connections to businesses that hire their graduates and the program SLOs;
- alignment of co-curricular programming with SLO's;
- analysis of needs of the various stakeholder groups to establish

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       o   high quality systems analysis of that data;

       o   stronger communication outlets for recruiting non-traditional students;

       o   feedback on their processes for identifying other stakeholder needs;

- methods for measuring cultural change from CQI training.

AQIP CATEGORY FEEDBACK

In the following section, the Systems Appraisal Team delineates institutional strengths along with opportunities for improvement within the nine AQIP Categories. As explained above, the symbols used in this section are **SS** for outstanding strength, **S** for strength, **O** for opportunity for improvement, and **OO** for outstanding opportunity for improvement. The choice of symbol for each item represents the consensus evaluation of the team members and deserves the institution's thoughtful consideration. Comments marked **SS** or **OO** may need immediate attention, either to ensure the institution preserves and maximizes the value of its greatest strengths, or to devote immediate attention to its greatest opportunities for improvement.

AQIP Category 1: Helping Students Learn: This category identifies the shared purpose of all higher education organizations and is accordingly the pivot of any institutional analysis. It focuses on the teaching-learning process within a formal instructional context, yet it also addresses how the entire institution contributes to helping students learn and overall student development. It examines the institution's processes and systems related to learning objectives, mission-driven student learning and development, intellectual climate, academic programs and courses, student preparation, key issues such as technology and diversity, program and course delivery, faculty and staff roles, teaching and learning effectiveness, course sequencing and scheduling, learning and co-curricular support, student assessment, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 1.

Category 1: Helping Students Learn

The College communicates program information through multiple sources. There also exists a structured approach for assessment and placement of students into appropriate courses. Students have access to several resources to assist them in their learning and development. LLCC states systematic processes for general education assessment of SLO's with program evaluation trying to move from reactive/integrated to make it fully integrated. The College reports alignment with course delivery methods and program

development. The annual program review is systematic on a five year cycle with an annual review for continuous improvement. The College does not have a way to aggregate these measures at an institutional level. A clear connection between businesses that hire graduates and identification of the SLOs is not evident. The organization is reviewing employer surveys to determine how they might better measure this. The College is requesting feedback on how to align co-curricular programming.

1P1, S. Lincoln Land Community College (LLCC) has a well-grounded process in place to ensure development of common learning objectives. Particularly noteworthy is the review and approval of the philosophy statement and SLOs by the faculty.

1P2, SS. LLCC has outlined a standard process for approval and review of academic programs. Program learning objectives are designed through a process that includes faculty, deans, assessment coordinators, advisory committees, administration, and the state board, and even considers program objectives at transfer institutions. A regular five-year Academic Program Review cycle ensures the quality of these objectives through the use of an evaluative rubric.

1P4, S. The College uses a variety of methods to ensure academic programming is balanced, integrated, and aligned. It begins with the faculty who are responsible for course and program proposals and revisions in conjunction with a program advisory committee. Additionally, the program review process and state and national processes are integrated to ensure responsive academic programming.

1P5, S. Faculty determine the preparation required of students for entering a specific program and admission requirements, prerequisites, and placement testing and are approved by the Academic and Admissions Standards Team to ensure consistency across all programs. Workforce Development has also developed entrance requirements for some of its programs that require prescreening and assessment.

1P6, S. Program requirements are communicated through a variety of standard avenues as well as drawing upon technology for unique communication formats such as You-Tube. All new degree or certificate seeking students are required to meet with advisors and specific student groups must meet with advisors prior to each semester.

1P6, O. The College requires information sessions for specific health programs, utilizes Datatel to help students track progress towards their desired degree, and requires new students to meet with advisors. The organization could benefit from considering opportunities to provide

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information sessions for current students in other programs to ensure that all students are adequately prepared. This type of strategy may also serve to maximize enrollment opportunities for those programs.

1P7, SS. LLCC uses a variety of career inventories (O-Net, Myers-Briggs, etc.) and career development professions to help students select a career path and appropriate program for that career. All certificate and degree-seeking students are required to meet with an advisor before enrolling and new student orientation is required.

1P8a, S. Before students enroll in any class they must demonstrate academic preparedness through ACT/SAT scores, placement testing, or previously completed coursework. Underprepared students are placed in developmental courses with additional support available from a faculty member and the Learning Lab if needed.

1P8b, S. In addition to standardized placement tests for math, reading, and writing, some LLCC faculty go one step further with personalized assessments to determine if placement was correct. This extra step can help avoid student attrition from those who feel they are either under-prepared for a class, or become bored after refreshing forgotten skills.

1P8c, O. The College should be commended for the number of programs it supports that are designed to assist underprepared students. It may benefit the College to further develop a comprehensive process they described that provides a transcending approach to identifying and supporting underprepared students across and among programs. The College is in the process of implementing an early alert system and is encouraged to continue to investigate how this system can be the foundation for a comprehensive process to working with students who are underprepared for the academic programs and courses offered.

1P9, O. Although the College is committed to delivering curricula in different formats in order to accommodate different learning styles, the College self-reports that a systematic process for identifying the learning styles of all enrolled students would be beneficial. The Review Team agrees and encourages the College to pursue this.

1P10, O. The College has developed several relevant educational processes and programming for student groups with differing needs. For example, student athletes enter into an academic athletic contract with each of their professors to spell out what classes and/or exams will be missed due to athletic commitments. This is a good start. It would benefit other student populations if a more

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systematic process for identifying student subgroups with specific needs were to be considered.

1P11, O. The College has a number of documentation and communication mechanisms to relate to the faculty expectations for effective teaching and learning. However, no clear process for determining or defining those expectations is described. Having the mechanisms in place provides for an appropriate foundation for communication of expectations. The next steps would be to identify how they can be used systematically to ensure expectations are clearly articulated.

1P12, S. LLCC addresses students' needs and institutional requirements for an effective and efficient course delivery system by offering a schedule of courses with varying times, modalities, and locations for instruction where appropriate.

1P13, S. The College utilizes various quality indicators along with the required 5-year program review to monitor program effectiveness. An abbreviated program review is also conducted annually to ensure that faculty members are focused on improvements and that it is aligned with the budgeting process. In addition, some programs seek and maintain programmatic accreditation from their respective governing bodies.

1P16, O. Student life is developing a process of integrating student activities into the curriculum. This demonstrates the organization's commitment to a system in which learning outcomes drive the curriculum. The organization has an opportunity to continue to develop this process to ensure that co-curricular development goals are aligned with curricular learning objectives.

1P17, S. Student achievement is reviewed as part of the regular Academic Program Review process. The success of students in licensure exams pass rates and in transfer rates to other institutions is tracked to assure that students have met learning expectations. The College utilizes CAAP and GEAR rubrics to help assess SLO's.

1P18, S. The process for assessing student learning involves multiple levels of leadership, faculty, key department staff, and students. This assists faculty with developing course and program outcomes, designing and implementing assessment for outcomes and reporting results and changes. The College uses triangulated assessment measures, CAAP, GEAR, and faculty submitted work. It employs quality improvement for curriculum currency and teaching and learning strategies through the CAS and PAS cycle.

1R1, S. The College collects and analyzes ten different measures of student learning and development on a regular basis, each addressing all students or a specific group of students and

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reviewed by relevant stakeholders.

1R2, S. CAAP data indicate that LLCC students performed at levels slightly above the national average for community college students in critical thinking, reading, and math.

1R1-2, O. While the College incorporates multiple measures of assessment as illustrated in Figure 1.3, 1.4, 1.5, 1.6, 1.7, and 1.8, the direct measures of SLOs are focused on general education goals. The College uses indirect measures to monitor persistence and course success rate. The College would benefit from establishing benchmarks for persistence and course success rate that could be measured against direct measures in an effort to better inform the decision making process.

1R3, S. Performance on state and national certification or licensing exams indicate that LLCC Health Professions programs have a success rate of 80% or above. Enjoying similar success are the Truck Driver Training, which has averaged a 98.8% pass rate of the past five years, and the Culinary Arts Program, in which students passed with an average rate of 91.8% on the Food Service Sanitation Certification Manager exam. The organization should be commended for these exemplary results.

IR3, O. While reporting exemplary results in a few programs, the portfolio does not report the comprehensive or overall performance results for program objectives. Providing summary data or a live link to the report could provide evidence of LLCC's results in this area.

1R4, O. Although the College reports good results from a Student Satisfaction Survey, there appear to be mixed results on the reports that provide evidence on student completion and skill acquisition. The College has an opportunity to identify other measures of student success in acquiring the knowledge and skills required by stakeholders, especially those in program areas. For example, considering how student portfolios could be used as evidence that students have acquired the knowledge and skills required by the stakeholders might further inform this issue.

1R6, S. The College has identified peer institutions within the state to benchmark their processes for Helping Students Learn. Results indicate that LLCC students perform better than the students at other community colleges on critical thinking, reading, and math, as measured by the CAAP. The College's recent joining of the national Community College Benchmark Project will allow it to begin comparing LLCC student performance with that of community colleges outside Illinois.

1I1, O. The College should be commended on its recent improvements to academic assessment,

curriculum, persistence rate, academic programs, and building construction. These have occurred through the organization's participation in the HLC Assessment Academy, the option of CurricUNET for tracking course development, acceptance into the Foundations of Excellence Program, and refurbishing of classroom space. The portfolio does not describe what processes are in place to ensure the sustainability of knowledge and leadership succession occurs in systems designed to change.

1I2, S. Seven shared governance teams drive improvement in this category through proposed initiatives and change recommendations.

AQIP Category 2: Accomplishing Other Distinctive Objectives: This category addresses the processes that contribute to the achievement of the institution's major objectives that complement student learning and fulfill other portions of its mission. Depending on the institution's character, it examines the institution's processes and systems related to identification of other distinctive objectives, alignment of other distinctive objectives, faculty and staff roles, assessment and review of objectives, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 2.

While this is an area in which LLCC has a well-integrated system to gather input from stakeholders, set objectives, and evaluate achievement and the College has a strong partnership with external Workforce Development and Community Education stakeholders through stable department-level leadership, the Workforce Development and Community Education (WDCE) division is relatively new and continues to work on being responsive to the economic and workforce needs in the LLCC service area. These departments provide personal and professional growth opportunities, life enhancement social events, and the promotion of economic development. Processes for these objectives are mostly aligned, incorporating feedback from faculty and staff. However, training has declined in several categories over the past few years, particularly in the areas of Adult Education and Literacy, Capital City Training Center and the Illinois Small Business Development Center.

2P1, S. Design and operationalization of key non-instructional processes for LLCC are primarily accomplished through seven departments in the Workforce Development and Community Education Division (WDCE) that address community and other stakeholder needs in areas such as ABE/GED, professional development for outside organizations, non-credit classes, and assistance for small businesses.

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2P2, S. LLCC establishes other non-instructional objectives through its annual Planning and Budget Process. WDCE works with stakeholders to determine their needs and the Foundation conducts an annual planning retreat that includes College representatives to determine their objectives and plan for strategic priorities.

2P3, O. Although a variety of methods are used to communicate expectations of other objectives both at the college level and the department level, including channels used in strategic planning and division specific methods, that communication appears to be more ad hoc than strategic. The organization has an opportunity to create a process to ensure that communication regarding expectations is made regularly and clearly through the mechanisms identified.

2P4, S. Data from the Strategic Planning and Key Performance Indicators Dashboard serve as the primary source to assess and review the appropriateness and value of non-instructional objectives. The data is presented annually by the President's Cabinet and is monitored regularly by the department and division levels as well as by the Cabinet.

2P1-4, O. LLCC Foundation provides an established infrastructure for on-going communication from community stakeholders and internal constituents. Within the structure for gaining feedback and processing the feedback aligned with the College strategic plan, the Foundation is able to review and assess the objectives via pre-established benchmarks. However, the College has not identified a clear process for identifying those benchmarks in a way that ensures they are able to make useful comparisons to other higher education institutions.

2P6, O: The organization acknowledges the importance of adjusting non-instructional objectives based on faculty and staff needs and allows for consideration to do so when a situation arises. While the organization has identified the WDCE as the primary driver of non-instructional objectives, the organization has an opportunity to develop a proactive process that incorporates information on faculty and staff needs across the organization.

2R1, O. Although LLCC collects and analyzes data on twenty-seven measures for distinct objectives, the frequency with which the measures are collected is not clear. Establishing a regular review cycle would ensure consistent reporting and analysis of the objectives and the activities.

2R2a, S. The College reports an impressive sustainability in Foundation receipts, both in absolute dollars as well as number of donors despite the economic downturn. Similarly, grant

development to support WDCE programs has shown a marked increase.

2R2b, O. While LLCC collects data on twenty-seven measures of results for WDCE programs, those results show downward trends on nine measures. Identifying potential causes for those downward trends could facilitate developing plans to reverse the trend.

2R1-2, O. The College would benefit from using direct measures, including quality measures such as surveys and evaluations, as well as the quantitative indirect measures illustrated in Figure 2.3, such as number of trainings, number of enrollments, employment gains, etc.

2R2-3, O. While the LLCC Foundation shows evidence of increasing contributions to the Foundation and grants awarded to the College in Figures 2.5 and 2.7, it would benefit the College to show how funded projects contribute to achieving strategic goals in order to be able to compare these results with other higher education institutions. The College may want to explore resources such as the Council for Resource Development (http://crdnet.org) or similar organizations that report data on community college resource development.

2R4, S: LLCC consistently uses results from this category to strengthen its relationships with communities and regions by growing and expanding specific programs such as truck-driver training.

2I1, O: The College provides examples of facilities improvement and program growth to demonstrate improvement in meeting other distinct objectives. LLCC has an opportunity to determine how a more systematic and comprehensive improvement process might be incorporated.

2I2, O. Although the organization appears to have a strong infrastructure and culture of process improvement in the area of Accomplishing Other Distinctive Objectives, it is unclear whether the LLCC President and Cabinet use targets that include comparison with peer institutions and aspirant institutions.

AQIP Category 3: Understanding Students' and Other Stakeholders' Needs: This category examines how your institution works actively to understand student and other stakeholder needs. It examines your institution's processes and systems related to student and stakeholder identification, student and stakeholder requirements, analysis of student and stakeholder needs, relationship building with students and stakeholders, complaint collection, analysis, and resolution, determining satisfaction of students and

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stakeholders, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 3.

A data review team has been established to provide a better connection between data and the annual planning and budget process. LLCC engages stakeholders regularly in dialogue and is looking to develop processes that help analyze the needs of the various groups but the College is still in the developmental stage for establishing high quality systems analysis of that data. There appears to be a strong communication plan beginning with activities and opportunities for students and their parents at the high school level. However, there is little evidence of strong communication outlets for recruiting non-traditional students. There also seems to be several opportunities for students to become engaged in campus activities strengthening their ties to the institution.

The College is requesting feedback on their processes for identifying other stakeholder needs. One source of feedback could be from advisory councils. They may want to look for employee involvement in community activities and the Foundation could increase efforts in this area.

3P1, SS. LLCC identifies the changing needs of student groups through a variety of data collection mechanisms which are analyzed regularly and are aligned with those established by the National Community College Benchmarking Project. Clear processes are described for analyzing and selection courses of action regarding these needs.

3P2a, SS. The College has designed particularly comprehensive recruiting and student relationship building processes consisting of twelve mechanisms for building relationships and nine mechanisms for maintaining those relationships. The processes begin with visits to high schools and includes customized campus tours, "getting started" sessions for prospective students and families, and open houses.

3P2b, O. Although there appear to be excellent processes to build relationships with current high school students, perhaps a similar effort could be developed to build relationships with other prospective students in the community who are not currently attending high school.

3P3, O. While the College is informed by key stakeholder groups in the community, a clear and systematic process for first identifying needs has not been described. The academic program advisory committees act on a consultant basis and the Foundation and Board of Trustees provide opportunities for feedback; however, the College could be better served to build an infrastructure

component that is sustainable with targeted measures for improvement.

3P4a, O. Individuals within the organization appear to have appropriate relationships with key stakeholders. These relationships also appear to be mutually beneficial for the participants and the organization. However, no clear process for building and maintaining relationships appears to exist across the organization.

3P4b, S. LLCC maintains relationships with key stakeholders through marketing efforts, College employee involvement in the community, local business representation on program advisory committees, connection with high school personnel, community education offerings, and the Foundation annual steward plan.

3P6, O. Processes exist at different levels for dealing with student complaints. Having an overall process to collect complaint information would help the College analyze the data to determine trends and issues that are causing complaints to occur.

3R1, S. Student satisfaction is rising, as determined through measures such as the Community College Survey of Student Engagement (CCSSE) and the Noel-Levitz Student Satisfaction Inventory (SSI).

3R2-3, S. Results from SSI and CCSSE provide evidence of improvement in student satisfaction in several areas as demonstrated in Figures 3.4-3.10.

3R4, O. LLCC acknowledges the need to develop a systematic process to gather and examine the satisfaction level of District stakeholders. Potential methods for collecting and analyzing data in this area include focus groups, market surveys, employer feedback surveys, and advisory committees.

3R5, O. Indirect measures for performance results for building relationships with key stakeholders show mixed results with an increase in Foundation contributions and scholarships but decreases in individuals trained by SBDC, jobs created by business startups, and total new donors. The organization has an opportunity both to determine how these trends might be reversed and to identify mechanisms to more directly measure performance results for building relationships with key stakeholders.

3R6, S. Results for performance of processes related to understanding students' and other stakeholders' needs are at or above the mean for the last decade with regard to the SSI scales monitored and the performance gap continues to narrow. Engagement scores are significantly

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lower for the organization than the national average, but are aligned with other state averages. However, graduation rates for first time, full time degree seeking students have been consistently higher than the state average.

3I1, S. The College has used multiple instruments to target student success and persistence and they have identified initiatives for action projects focused on new student experience. In addition, they have committed resources to the sustainability of retention and student success through employing a Director of Retention and Student Success.

AQIP Category 4: Valuing People: This category explores the institution's commitment to the development of its employees since the efforts of all faculty, staff, and administrators are required for institutional success. It examines the institution's processes and systems related to work and job environment; workforce needs; training initiatives; job competencies and characteristics; recruitment, hiring, and retention practices; work processes and activities; training and development; personnel evaluation; recognition, reward, compensation, and benefits; motivation factors; satisfaction, health and safety, and well-being; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 4.

Because LLCC has experienced a low employee turn-over rate, planning for personnel changes deliberately remains reactionary. Because of this, the organization's processes for valuing people have been able to mature over time and include an integrated employee recognition program and a personnel evaluation system. The College evaluation instrument aligns individual goals with department and College strategic goals. LLCC has clear processes for hiring and training but should consider developing clear succession plans. The consistent use of a climate survey (even though locally designed) is a positive indicator of valuing people, and the new climate survey that has been adopted and will be used in May 2014 to provide national comparisons is a good indication of the desire for quality improvement.

4P1, S. The College uses a systematic process to document and analyze the types of formal preparation and experience, cognitive skills, and communication skills required for each job position. Credentials, skills, and values required for faculty, staff and administrators are aligned with the Collective Bargaining Agreement, the Illinois Administrative Code, the Council for the Advancement Standards in Higher Education, the National Academic Advising Association and the National Association of Student Financial Aid Administrators.

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4P2, SS. The College has a mature process in place to make certain that the people employed possess the credentials, skills and values required. LLCC uses screening committees of staff trained with Screening and Interviewing Guidelines to review applications for all vacant positions. Only candidates meeting the minimum and preferred job requirements are interviewed. The College has established a guideline of 60% full-time faculty and has developed a process of review for situations in which the ratio of full-time faculty falls below 50% or increases to more than 70% in order to assure that the curriculum stays current and all faculty are highly qualified.

4P3a, S. The organization has a mature, 14-step process for recruiting and hiring employees. Each step in the process is clearly articulated and complements the other processes.

4P3b, O. Although LLCC administers a climate survey and offers competitive salary and benefits it may consider giving attention to other factors such as advancement opportunities, educational resources, event/membership discounts, childcare family activities, etc. that influence employee retention.

4P5, OO. The College employs an informal approach to planning for changes in personnel that may be due to the low turnover rate. The organization might consider a more proactive process to plan for changes in personnel that is aligned with the strategic plan. A succession plan is an example of a proactive approach.

4P6, O. While the portfolio indicates that current processes result in increased productivity and employee satisfaction, it is unclear how that relationship is determined. The organization has an opportunity to create a more systematic design for work processes and activities that align with productivity and satisfaction data.

4P7, S. Assurance of ethical practices is achieved through an alignment of Board policies and procedures with core values and integrated into day-to-day activities of the College.

4P8, S. Individual and organizational level training needs are determined by surveys or needs assessments such as evaluations at the end of Professional Development Day sessions, which are reviewed and used as the basis for developing on-going professional development. Staff members from Human Resources, Information Technology, and The Center for Teaching and Learning are involved in identifying and fulfilling training needs.

4P9, S. An educational assistance plan, institutional funding, development of individual training goals during annual performance reviews, formal leadership training programs, sabbaticals, and

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the scheduling of two professional development days during the academic year help support staff development. A Center for Excellence for Teaching and Learning was established to sustain the faculty development needs.

4P10, S. The College has a comprehensive system for evaluation that includes 360-degree evaluations for supervisors and provides for regular performance feedback to all employees.

4P12a, S. The College has several processes in place to determine issues related to employee motivation including the Climate Survey, employee committees, and the Shared Governance Council.

4P12b, O. Although the Faculty Senate leadership meets with the President regularly, the Classified Personnel Advisory Committee (CPAC) and the Professional Advisory Committee (PAC) only meet upon request. Regularly scheduled meetings could provide the President with the ability to check the pulse of employee relationships.

4P13, S. Employee satisfaction, health, safety and well-being are provided for through a number of employee programs, departments and committees and monitored through the Climate survey which is administered every three years.

4R1-2, S. LLCC monitors several measures to determine if they are valuing people, including the campus climate survey and compensation and benefits comparisons with all public community colleges in Illinois. The results from the climate survey generally show satisfaction among employees, but more importantly, show a trend of improvement in that satisfaction.

4R2, O. When comparing LLCC salaries to the comparison group, the faculty salaries are among the highest in the group; but the contractual base and professional salaries are at a much lower percentile. This disparity has the potential to create perceived inequity unless efforts are undertaken to make the two segments more comparable.

4R3, O. Measures of productivity and effectiveness of faculty, staff, and administrators are limited to indirect measures from the Climate survey, which is conducted every three years. It would benefit the College to include results from direct measures related to the KPIs.

4R4, O. The College has an opportunity to measure how its processes for Valuing People compare to other higher education organizations by identifying and using a nationally normed instrument.

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4I1, S. The College has initiated several new programs to benefit campus employees, including an alert notification system, free on-campus health and wellness screenings, an electronic application screening process, and a streamlined process for joining the fitness center.

4I2, O. The College uses its Strategic Planning and Key Performance Indicators Dashboard to select processes to improve and set targets in this category. In addition, the Climate Survey results are also used. However, it is not clear how this data is used to improve performance results. In addition, since the Climate Survey is only conducted once every three years, results may not be relevant to the current situation. The organization is encouraged to determine how a more systematic and regular process might be identified to ensure a culture and infrastructure that sets targets for improvements in this area.

AQIP Category 5: Leading and Communicating: This category addresses how the institution's leadership and communication structures, networks, and processes guide planning, decision-making, seeking future opportunities, and building and sustaining a learning environment. It examines the institution's processes and systems related to leading activities, communicating activities, alignment of leadership system practices, institutional values and expectations, direction-setting, use of data, analysis of results, leadership development and sharing, succession planning, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 5.

LLCC has recognized this area as one on which to focus a number of early action projects. The college strives to strengthen the link between planning/budgeting and data used to inform the processes being developed and has asked for feedback in this area. There also appears to be evidence that the College has taken steps to identify district wide improvement opportunities through the Institutional Improvement Day. The implementation of a Shared Governance Council is a positive step to encourage employees to adopt the vision, mission, and values of the institution.

5P1, SS. The current process for defining and reviewing the organization's mission and values is a result of an action project commencing in June, 2011. This process, along with the responsible stakeholders, is clearly articulated.

5P2, S. The President is primarily responsible for setting the College's direction. The President's Cabinet establishes Strategic Priorities based on internal and external information. Shared

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governance teams, the Institutional Improvement Day, and communication of the College's strategic priorities at Convocation and at individual department meetings help ensure alignment of College activities with College priorities.

5P3a, S. LLCC identifies three ways current students' needs are assessed including student representation on the Board, the SGA, and the Shared Governance Council.

5P3b, O. The College has an opportunity to develop comparable mechanisms for assessing the needs of potential students, such as surveying high school students.

5P4, SS. A variety of people and processes are involved in identifying future opportunities. The Planning Leadership Roundtable is cross-divisional and reviews data and information from internal and external sources. The discussion allows for cross-divisional strategies to be identified and incorporated into the budget process. All issues considered by the Board of Trustees are analyzed for their impact on student learning.

5P6, SS. The College outlines a specific planning process that involves the entire College during an Institutional Improvement Day and reviews data from Key Performance Indicators, Environmental Scan, Fact Book, and department/unit/program data to drive decisions and directions for the College.

5P7, S. Multiple methods are used to facilitate communication between and among the different organizational levels including the President's address at Convocation, academic department meetings, Institutional Improvement Day, public relations documents, senior leader meetings, and social media. The *LincLetter* is a daily newsletter that "pops up" on all campus computers when users log in and keeps everyone updated on campus news and activities.

5P8, S. The College makes their mission, vision, and values visible to students, staff, stakeholders, and the community through their website, annual report, catalog, course schedule, student planners, business cards, and through a new signage project in the Student Services lounge.

5P9, S. LLCC encourages leadership development through performance reviews, tuition reimbursement, Governance Council funding, professional development days, and involvement in community organizations. They also offer training through two area leadership development opportunities (Leadership Springfield and Chair Leadership Academy), a planning, and management series for supervisors.

5P10, OO. A loosely structured succession plan is described which includes strategies for ensuring that the organizational mission, vision, values and commitment to high performance is maintained and preserved through leadership succession. However, it is unclear how those strategies would be operationalized or who would be responsible to ensure their implementation. The organization has an opportunity to clearly establish a succession plan that identifies stakeholders responsible for developing and implementing a succession plan and grows future leaders through mentorship and development opportunities.

5R1-3, OO. The College collects and analyzes data from the Climate survey, which is conducted every three years, and through the website, media, and event participation. While the former can provide relevant information, in using a three year cycle of data collection the organization may find that the most current data is not useful in decision making. The latter may also provide some insight into communication, but is an indirect way to measure the impact of those communications and/or how they are being used by constituents. LLCC has an opportunity to identify regular, direct measures of leading and communicating that can be benchmarked against other organizations.

5R2, S. The College presents data showing steady improvement in survey results related to cooperation, communication, press releases, print media coverage, interviews, and recruitment event attendance.

5I1, S. The College's adoption of the PACE instrument to provide benchmarking with other institutions evidences a commitment to continuous improvement. Further evidence appears in the formation of the Shared Governance Council, professional development program, and Continuous Quality Improvement Training.

5I2, O. The portfolio describes how the SGC serves as a communication conduit with stakeholders. However, in section 5P5 of the portfolio, the Board of Trustees, the President, and the President's Cabinet are also cited as components of the College's structure for communication and leading. The portfolio does not make it clear how or if these groups contribute to a culture and infrastructure that selects specific processes to improve or to set targets for improved performance results in Leading and Communicating.

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AQIP Category 6: Supporting Institutional Operations: This category addresses the variety of institutional support processes that help to provide an environment in which learning can thrive. It examines the institution's processes and systems related to student support, administrative support, identification of needs, contribution to student learning and accomplishing other distinctive objectives, day-to-day operations, use of data, measures, analysis of results, and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 6.

The College seems to have a solid and well defined strategic plan. The planning phases and guiding principles appear to be solid but bringing those goals and strategies down to specific work processes is unclear and vague. LLCC describes its Supporting Institutional Operations as systematic but identifies how several of the departments are undergoing review. Divisions and units at the College are more reactionary in identifying the support service needs of students and other stakeholders as opposed to faculty, staff, and administrators. A process mapping action project was launched to begin addressing the informal nature of carrying out department processes. This will help to more clearly define key processes.

6P1-2, O. Although a variety of methods exist for identifying support service needs of students, key stakeholders, faculty, staff, and administrators there appears to be no clear process for how they are integrated or used systematically. It is unclear whether the College has articulated benchmarks or targets for improvement. The College would benefit from a system that evaluates processes or positions for validity or efficiency and consolidates all feedback to ensure resources and efforts are focused on meeting their needs.

6P3, S. Lincoln Land shows that they are addressing the safety of students, staff and community through research and use of best practices, training, visual aids, electronic notifications, compliance with federal and state laws. The process uses a shared governance approach that includes the Environmental Health and Safety team, LLCC Police Chief and facilities staff to support their efforts.

6P4, O. The responsibility for managing key student, administrative and organizational support service processes appears to lie with individual departments. No clear, systematic process for ensuring that the intended needs are met is evident. The organization has an opportunity to determine how processes that transcend individual department and support the organization as a whole might be created. Perhaps identifying benchmarks for these processes and implementing a

formalized feedback process could help area administrators and supervisors ensure there are measurable outcomes and a system of accountability.

6P5, O. The College self-reported that documentation of support processes is incomplete. Many processes (financial, legal, safety) are dictated by federal/state guidelines and institutional policy. The documentation also appears to be found only within the respective departments. The College would benefit by standardizing a process for documentation to ensure consistency and access.

6R1, S. LLCC collects and analyzes a broad array of measures related to admissions, budget and financial analysis, career development, facilities, technology, etc. that are well beyond those gathered by the Noel-Levitz Student Satisfaction Inventory.

6R1, O. The institution could benefit by establishing benchmarks relevant to this category and tracking performance compared to peer institutions.

6R2a, O. Results of the Noel-Levitz SSI show the means for Admissions, Financial Aid, and Registration Effectiveness over a twelve-year period are increasing (Figure 6-2 and 6-3). It would benefit the College to establish targets for comparative analysis to set as benchmarks for continuous improvement.

6R2b, O. The organization has an opportunity to identify how other student support services might be measured. For example, student advising, career services, student life, etc. might all be important measures of student satisfaction.

6R3, S. LLCC's financial indicators are generally positive. The requirement to include bonded debt in the viability ratio results in one exception; however, the scheduled amortization of the debt without having to use current assets will steadily improve this ratio as the debt is retired.

6R4, OO. To move to a more proactive service approach and better empower staff to make positive changes the College might consider looking at specific processing metrics (labor time, steps, errors, delays, handoffs, processing time), making the information available to staff, and reviewing it regularly to determine progress and needed actions.

6R5, S. LLCC compares performance results against industry and national benchmarks. They consistently exceed the industry established financial benchmarks except for the viability ratio and there is an acceptable explanation for that ratio being lower than the benchmark. The College has been able to identify areas of strength and others that need improvement.

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6I1-2, S. The organization reports a number of recent improvements to their processes and performance results in financial aid, records and admissions, placement, business office and facilities. In addition, LLCC is developing a Business Intelligence/Data Warehouse that will be coupled with the Key Indicators Dashboard and they are working on an action project to develop and implement a process model to systematically map processes across departments.

AQIP Category 7: Measuring Effectiveness: This category examines how the institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines the institution's processes and systems related to collection, storage, management, and use of information and data both at the institutional and departmental/unit levels. It considers institutional measures of effectiveness; information and data alignment with institutional needs and directions; comparative information and data; analysis of information and data; effectiveness of information system and processes; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 7.

LLCC presents evidence supporting the quality of their strategic planning process and alignment of budgeting with institutional goals. Targets and measures exist for each of the College's strategic goals. Those goals and measures are monitored by the President's Cabinet and supported by the data warehouse and reporting system. The College presents evidence of the use of data to measure the effectiveness of strategic initiatives, but they have only recently started benchmarking effectiveness to national norms. The next step is to establish comparability with other institutions. To address the College's comparability it became a member of the National Community College Benchmarking Project for access to national comparisons of data.

7P1a, S. Lincoln Land Community College's process to select, manage, and distribute support data begins with requests being submitted from the departments and deans who need the data, and others identified through IR representation on councils and committees. Requests are managed through a formal prioritization process. The data itself is managed through Datatel Colleague (an enterprise management system), and reports are generated through Zogotech (a data warehouse and reporting system). External data is accessed through IPEDs, state data systems, and economic modeling software to enhance data offerings.

7P1b, O. While there appears to be prioritization for ad hoc data requests, the criteria for

prioritization of responses and the methods for communication are unclear.

7P2, S. The College uses an Environmental Scan, Fact Book, Strategic Planning and Performance Indicators Dashboard, performance indicator scorecards, and department/unit/program effectiveness data to provide the qualitative and quantitative data used to manage, monitor and revise their planning and improvement "plan" on a semi-annual basis through the LLCC Planning Database.

7P3, S. Needs of departments and units related to the collection, storage, and accessibility of data and performance information are made by the College's IR and ITS staff members through their participation on teams.

7P4, S. Analysis of data and information regarding overall organization performance is conducted using the Strategic Planning and Performance Indicators Dashboard and Scorecards.   These analyses are shared throughout the organization via the dashboard and the Institutional Research website. In addition, individuals at the College have access to information through the data warehouse system, Datatel Colleague.

7P5a, S. The College describes the process for determining needs for comparative data as well as the methods used for selecting sources of comparative data, both internally and externally. The description in the portfolio presents sources from the ICCB and peer group, CCSSE, Noel-Levitz SSI, CAAP, the Kansas Study, NCCBP, NCES, IPEDS Executive Peer Tool, and the U.S. Census and DOL data.

7P5b, O. While some state and national comparisons are available, the organization has an opportunity to identify additional mechanisms for comparing needs and priorities to replace the internal methods.

7P6, S. LLCC describes a mature process for ensuring the alignment of organizational goals with department and unit analyses of data through the Institutional Improvement Day, the Academic Program Review, and the Planning Leadership Roundtable. Specific details are also discussed in 5P6. All strategies must be supported by data and align with at least one institutional goal. Those strategies are reviewed and forwarded to the President's Cabinet. Approved strategies are included in the overall annual plan and the planning database is updated.

7P7a, S. Accuracy and reliability of data is monitored through edit reports, department internal checks, cross-checks and reconciliations and audits on a regular basis.

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7P7b, O. Since most information is accessed through web portals, it is unclear whether there is the same level of attention to web-based information security. The College could benefit by an overall policy with identified responsibility for ensuring the timeliness, reliability, and security of information systems.

7R1, S. Annual reports are created and submitted to ICCB to measure the performance and effectiveness of systems for information and knowledge management. The Datatel Colleague audit is used for gap analyses and a recent report provided recommendations for improvement.

7R2, S. The Performance Indicator Scorecards, the Strategic Planning and Key Performance Indicators Dashboard, the LLCC Fact Book, reports compiled and submitted to the ICCB, and other data sources meet the organizations' needs in accomplishing its mission and goals. It also appears that LLCC is using this information for continuous improvement.

7I1, S. Institutional Research and the Information and Telecommunication Systems staff have implemented improvements for measuring effectiveness through the Performance Indicator Scorecards, Strategic Planning and Key Performance Indicators Dashboard, and the Data Warehouse. These tools provide the data for analysis and ongoing improvement once targeted benchmarks are established through new memberships in organizations such as the NCCBP.

7I2, S. Through software investments and the development of a Strategic Planning and Key Performance Indicators Dashboard, the College has increased the amount of data being requested, accessed and analyzed leading it towards a more data-informed decision making process. This should also help with on-going continuous improvement efforts.

AQIP Category 8: Planning Continuous Improvement: This category examines the institution's planning processes and how strategies and action plans are helping to achieve the institution's mission and vision. It examines coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; analysis of performance projections and results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 8.

LLCC has implemented an action project to make systematic and informed decisions. The strategic planning process shows to be very structured and inclusive. Budgeting of initiatives is linked directly to

the goals of the College and involves a method to monitor throughout the year with related dashboards. LLCC has also implemented an AQIP Action Project to initiate cultural change for continuous quality improvement through professional development. The College requests feedback on measuring cultural change from CQI training.

8P1, SS. Lincoln Land Community College has a well-designed process for strategic planning that is systematic, integrated, strategic, and operational. The use of an Institutional Improvement Day and the Planning Leadership Roundtable ensures widespread collaboration. The process also incorporates budgeting into the planning process.

8P2, S. The institution differentiates long-term strategies from short-term strategies by defining time horizons for each. Long-term strategies are determined in the strategic planning process, and short-term strategies are developed by divisions and departments as part of the operational planning process. Most importantly, these processes align to support the overall strategic plan.

8P3, S. The portfolio describes a clear process for developing key action plans to support organizational strategies. This process begins with the identification of action plans and associated strategies by divisions, departments, and units. Initiatives that are approved by the division's senior leadership are moved into the College's planning and budgeting database for consideration during the strategic planning process.

8P4, S. Planning processes, strategies, and action plans are coordinated and aligned across the organization through their mission and goals, the fall Institutional Improvement Day's cross-unit planning and the Planning Leadership Roundtable.

8P5, SS. The President's Cabinet has developed key performance indicators to measure progress within the College's six goal areas. Each performance indicator includes an analysis of trend data associated with each goal. Data for the indices are listed on the scorecard along with weighted values, target range sets, data sources, and pertinent notes. The resulting indicator data are analyzed by the President's Cabinet and shared with the Board of Trustees annually.

8P6, O. LLCC provides evidence of linking action plans to strategies and an ability to fund those plans, yet there doesn't appear to be a clear process on prioritizing the funding of these plans. LLCC currently starts the resource allocation process with baseline budgets within departments. The College doesn't indicate how often those baselines are adjusted. While the full description is

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extremely detailed and informative, the College may consider including their evaluation of continuous improvement within the process.

8P7a, S. LLCC has an established process for ongoing updating of its environmental scan rather than performing a scan only at specified intervals.

8P7b, O. Four types of risk have been identified in the portfolio and appear to be addressed through informal processes. The College has an opportunity to describe a formal process to ensure that risk is regularly assessed, identify responsible individuals, and formulate proactive plans to minimize the potential impact of those risks.

8P8, S. The College has a process for determining training needs in order to meet the changing results from the strategic planning process originating from the unit action plans at multiple levels. In addition, development opportunities have been implemented to increase the knowledge base of the entire planning process.

8R1, S. The organization measures the effectiveness of its planning process through key performance indicators (KPIs) designed by the Office of Planning and Improvement and the President's Cabinet. The KPIs are the basis for evaluating the College's strategic plan and are collected and analyzed annually.

8R2, O. The College has an opportunity to articulate the ways Key Performance Indicators link to strategic goals. For example data regarding the Annual Headcount for Students Ages 31 to 55 (Figure 8.5) would be more meaningful if it was clear how increasing or decreasing the number of older students related to a specific goal and ensured that the College was serving its stated mission.

8R2-3, S. Performance results for accomplishing the organizational strategies and action plans demonstrate all measures are monitored regularly. As part of the strategic planning processes results are analyzed and responded to appropriately. Projections and targets are identified using the color coded performance indicator on the dashboard (Figure 8.3). While not all targets are at the preferred "yellow" level, the organization's goal is to maintain this range.

8R4, S. The College uses the comparative analysis sources from a national perspective and statewide perspective. Participation in the National Community College Benchmarking Project (NCCBP), Illinois Community College Board (ICCB), and the Noel Levitz Student Satisfaction

Inventory (SSI) ensures its performance is on track with other institutions. (See Categories 1, 3, and 6)

8R5, O. The organization measures and evaluates planning processes and activities through several monitoring processes. While these measures can provide beneficial information about the state of the organization, improvement processes could be measured against pre-identified benchmarks. The organization has an opportunity to build on the foundation established for monitoring its continuous improvement by setting benchmarks to measure and evaluate whether the planning processes and activities are effective.

8I1-2, S. The College is developing and implementing processes to improve performance results using action projects, scorecards, and dashboards. The College has committed to providing the tools for such.

AQIP Category 9: Building Collaborative Relationships: This category examines your institution's relationships – current and potential – to analyze how they contribute to the institution's accomplishing its mission. It examines your institution's processes and systems related to identification of key internal and external collaborative relationships; alignment of key collaborative relationships; relationship creation, prioritization, building; needs identification; internal relationships; measures; analysis of results; and efforts to continuously improve these areas. The Systems Appraisal Team identified various strengths and opportunities for Lincoln Land Community College for Category 9.

The College reports no concerted effort to identify, prioritize and evaluate its key collaborative relationships. LLCC wants to develop a formal process to effectively document, measure, and evaluate new or existing collaborative relationships. The elements of collaborative partnerships appear to exist (high school outreach, dual credit, Foundation activities, Capital City Training Center, etc.). The collaboration effort with high schools appears to be strong as does specific programs with state agencies.

9P1a, S. The organization creates and builds relationships primarily with educational institutions and non-profits throughout the District. The relationships appear to be strengthened through regular on-site visits, outreach programs, and dual-credit programs.

9P1b, O. Relationships with high schools appear to be strong and a primary focus. Relationships with other organizations do not appear to be as strong, judging from the limited number of activities of non-K-12 institutions.

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9P2, S. Lincoln Land Community College builds relationships with organizations that receive their students through a variety of methods including on-site visits, articulation agreements, two-plus-two agreements, and workforce development partnerships with governmental and industry-specific organizations. Especially noteworthy is the Student Transfer Day which includes an annual survey of participating institutions and input from local business and industry leaders who serve on advisory committees. This feedback will contribute to continuous improvement of the program.

9P1-2, O. Although LLCC has created numerous successful relationships, the portfolio is not specific about how those relationships are prioritized. Establishing a clear process for prioritizing which relationships will best match the College's strategic goals could bring clarity and justification for expending the efforts and resources on those relationships.

9P3, O. Although the portfolio describes several ad hoc relationships with organizations that provide services to students, the College could benefit from a formalized process to create, evaluate, and prioritize those relationships.

9P5a, S. The College has built relationships with specific organizations such as the League for Innovation, regional and specialized accreditation agencies, service learning organizations, the ISEG consortium, and HIRE. These relationships give the College the ability to apply for additional funding.

9P5b, O. Although the College actively maintains several successful relationships, there is no clear process for creating and prioritizing relationships in order to achieve the College's strategic goals.

9P6, O. The portfolio describes collaboration with partners to ensure that they meet the varying needs of those involved as an informal, albeit effective, system. However, the organization might benefit from creating a process to ensure that these foundational conversations are evaluative and ongoing. This will help the organization identify how partnerships are meeting their needs as well as identify those partnerships which might align better with strategic goals.

9P7, S. The College has a variety of methods to ensure that relationships are built among departments and units within the organization. Besides the external events that inspire collaboration, such as the pre-CNA bridge program, the Leadership Planning Roundtable facilitates a cross- divisional approach to the College's annual planning and budgeting process.

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This committee has broad representation and is capable of identifying methods to enhance relationships.

9R1a, O. LLCC uses indirect measures of collaborative relationships. Some of those indirect measures can lead to direct measures that should be implemented. For example, the number of students enrolled in dual credit can provide a direct measure by determining the course completion rate and the conversion rate (the percent that ultimately enroll at LLCC).

9R1b, O. The portfolio recognizes the challenge of measuring the success of relationships due to the sheer number involved. Establishing specific criteria and a process for prioritization could enable the creation of effective measures. For example, the partnership with HIRE aligns with Goal 3 and appears to have specific measurement criteria (number of successful completers), as well as a high priority.

9R3, O. With its relatively recent participation in the National Community College Benchmarking Project, the College has an opportunity to begin making comparisons of its result for processes of Building Collaborative Relationships with results at other similar institutions.

9I1, O. The College has an opportunity to improve its processes and results for Building Collaborative Relationships by proceeding with its AQIP Action Project to develop a catalog of College partnerships and prioritize them according to level of commitment and benefit to the College.

ACCREDITATION ISSUES LINCOLN LAND COMMUNITY COLLEGE

The following section identifies any areas in the judgment of the Systems Appraisal Team where the institution either has not provided sufficient evidence that it currently meets the Commission's *Criteria for Accreditation* (and the core components therein) or that it may face difficulty in meeting the *Criteria* and core components in the future. Identification of any such deficiencies as part of the Systems Appraisal process affords the institution the opportunity to remedy the problem prior to Reaffirmation of Accreditation.

While there were no accreditation issues found in the Systems Portfolio and most of the evidence was presented as stated below in the table as clear, the Team encourages the College to review the Reflective Statements, the Category Consensus Statements, the Strategic Issues, and the Quality of the Portfolio

sections that address opportunities for improvement. Please note: The "Adequate but could be improved" values are referenced by the Strategic Issues section of this report on page 7.

Criterion 1: Evidence found in the Systems Portfolio	Core Component				
	1A	1B	1C	1D	
Strong, clear, and well-presented.	X	X	X		
Adequate but could be improved.				X	
Unclear or incomplete.					
Criterion 2: Evidence found in the Systems Portfolio	Core Component				
	2A	2B	2C	2D	2E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 3: Evidence found in the Systems Portfolio	Core Component				
	3A	3B	3C	3D	3E
Strong, clear, and well-presented.	X	X	X	X	X
Adequate but could be improved.					
Unclear or incomplete.					
Criterion 4: Evidence found in the Systems Portfolio	Core Component				
	4A	4B	4C		
Strong, clear, and well-presented.			X		
Adequate but could be improved.	X	X			
Unclear or incomplete.					
Criterion 5: Evidence found in the Systems Portfolio	Core Component				
	5A	5B	5C	5D	
Strong, clear, and well-presented.		X	X	X	
Adequate but could be improved.	X				
Unclear or incomplete.					

1P1 & 1P2. HLC Core Component *3.B. The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.*

LLCC's general education curriculum "provides students with a broad knowledge base; develops skills necessary to function effectively in society; and demonstrates the value of lifelong learning" (Catalog, p. 17). This general education philosophy is grounded in strategic planning theory and emerges from the College's mission statement, vision statement, core values, and goals.

The College ensures that every academic program has defined learning outcomes and an appropriate support structure. To ensure that degree programs contribute to the SLO's, LLCC uses CurricUNET. This also allows for the confirmation that program SLO's and course SLO's are linked.

A detailed rubric is used to conduct program reviews. The rubric evaluates program outcomes, curriculum mapping, methods/measures, assessment infrastructure, findings, and use of findings.

Faculty and students benefit from freedom of expression and the pursuit of truth in teaching and learning at LLCC. For faculty, this commitment is detailed in Article XII, Section 12.1 of the Collective Bargaining Agreement. For students, this commitment includes but is not limited to freedom of expression, freedom of association, and freedom of assembly (Board Policy 5.4, Catalog, p. 66).

1P2 & 1P18. HLC Core Component *4.B. The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.*

LLCC participated in the HLC Assessment Academy from 2007 to 2011 during which time they created new assessment processes and refined existing ones. The General Education SLO's were developed to include six areas: Critical Thinking, Cultural and Global Awareness, Information Fluency, Communication, Quantitative and Scientific Reasoning, and Technology Competency.

The College has used three processes to assess its general education SLOs: tagging, general education assessment by rubrics (GEAR), and standardized testing. In addition to the stated general SLOs, each degree and certificate program identifies SLOs appropriate for that program of study. These SLOs are also documented and linked at the course and program level through CurricUNET, a linkage that facilitates assessment.

Assessment of course and program outcomes is evidenced through faculty completing Course Assessment Summary (CAS) and Program Assessment Summary (PAS) reports on an annual cycle.

The College utilizes an Academic Assessment Team to design the processes associated with course, program, and general education assessment. Members of this team assist faculty with developing course and program outcomes, designing and implementing assessment for those outcomes, and reporting results and changes based on the results.

1P4 & 1P10. HLC Core Component *1.C. The institution understands the relationship between its mission and the diversity of society.*

Diversity is identified as one of LLCC's core values. Thus, the College has developed a range of services for student groups with differing needs. The Shared Governance council has created a Cultural Awareness Team to broaden cultural awareness across the institution.

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The College faculty and staff make efforts to weave diversity into everyday practice. This acknowledgement of differences among people is evident in how relevant educational processes and programming exist for student groups with differing needs such as students with disabilities, student athletes, non-graduates from high school, GED completers, non-native English speakers, senior citizens, and other underserved populations.

Efforts to strengthen cultural competency in a diverse and global society among faculty, staff and students at LLCC are monitored through key performance indicators related to goal 5 – Diversity and Cultural Competency.

1P4 & 1P12. HLC Core Component *3.A. The institution's degree programs are appropriate to higher education.*

LLCC maintains an Academic Program Review process in which all degree programs engage on an annual and five-year basis. The admission process adheres to the minimum program admissions requirements set forth in Public Act 86-0954 (Catalog, p. 26), an act that aligns minimum admissions requirements across public colleges and universities in Illinois. Courses articulated through the Illinois Articulation Initiative (IAI) are considered equivalent across the state. In addition, the College's degrees follow model degree requirements as well as IAI General Education Core Curriculum (GECC) requirements.

The College's degrees are all approved by the Illinois Community College Board (ICCB) and Illinois Board of Higher Education (IBHE). Faculty members are encouraged to stay current in their fields of study by participating in local, state-wide, and national organizations.

Program advisory committees, program review, statewide alignment, and articulation agreements all exist to ensure the College's degree programs are appropriate to higher education. Program Advisory Committees, faculties at other higher education institutions, and other mechanisms exist to ensure courses and programs are current and appropriate, meeting students' career needs and employment market demands.

1P4 & 1P13. HLC Core Component *4.A. The institution demonstrates responsibility for the quality of its educational programs.*

All the College's academic programs undergo systematic review that prescribes an in-depth examination of various quality indicators (i.e. enrollment, retention/persistence, course/program completion rates,

length of time to complete, licensure examination pass rates, direct instructional expenditure per student credit hour, faculty/student ratios, and program assessment) every five years.

In addition to regular Academic Program Review, some programs seek and maintain programmatic accreditation from their respective agencies.

The College adheres to a variety of practices to ensure academic programming is current and responsive to the needs of students and the realities of the employment market through program advisory committees and the academic program review process.

1P6. HLC Core Component *2.B. The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.*

The College presents itself to its students and the public through publications which include but are not limited to the LLCC website, Catalog, Forward magazine, and program-specific publications.

The required preparation for specific programs, courses, and degrees are communicated to students via print materials, the College's website, and face-to-face sessions.

Student-focused communication includes face-to-face meetings with academic advisors. To ensure accuracy of information, the Academic Services Coordinator reviews and updates the catalog annually; staff designated by the President's Cabinet are responsible for verifying the accuracy of the content.

1P7 & 1P15. HLC Core Component *3.D. The institution provides support for student learning and effective teaching.*

Student development professionals trained in career development theory utilize a variety of tools to help students choose a career path and program of study to match. New students are required to meet with an academic advisor and specialized advising is available for specific programs (health professions, for example) and student groups such as athletes, veterans and recent adult basic education students.

For those not prepared for college-level mathematics, reading, and/or writing, the College maintains a developmental education program intended to build discipline-specific competencies and a student's academic confidence.

The College supports effective teaching through the establishment of the Center for Excellence in Learning and Teaching.

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1P11. HLC Core Component *2.D. The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.*

The faculty collective bargaining agreement spells out specific essential functions of faculty and expectations of faculty are spelled out in the A to Z Resource, an intranet on the Academic Services Portal. LLCC also provides orientation and mentoring for new faculty. The collective bargaining agreement also details the College's commitment to freedom of expression.

Faculty members play a central role in promoting high academic standards by teaching and enforcing the College's academic honesty policy (Board Policy 4.13). The Student Code of Conduct establishes integrity and honesty as a behavioral expectation of LLCC students (Catalog, p. 66) with the Vice President of Student Services overseeing due process for students.

An Institutional Review Board (IRB) process exists which is utilized primarily by individuals from outside LLCC who wish to conduct research at LLCC. To protect students from any potential harm that may result from the data collection process, such requests are routed through the Planning and Institutional Improvement office and reviewed by the President's Cabinet.

1P11. HLC Core Component *2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

Expectations of faculty are articulated through the collective bargaining process and documented in Article VIII, section 8.1 of the Collective Bargaining Agreement.

Faculty are encouraged to participate in action research and supported through an Institutional Review Board process which is utilized primarily by individuals from outside LLCC who wish to conduct research at LLCC. To protect students from any potential harm that may result from the data collection process, such requests are routed through the Planning and Institutional Improvement office and reviewed by the President's Cabinet.

Faculty members play a central role in promoting high academic standards by teaching and enforcing the College's academic honesty policy (Board Policy 4.13). The Student Code of Conduct establishes integrity and honesty as a behavioral expectation of LLCC students (Catalog, p. 66) with the Vice President of Student Services overseeing due process for students.

1P16. HLC Core Component *3.E. The institution fulfills the claims it makes for an enriched educational environment.*

Faculty or academic departments design programming that extends learning beyond the classroom.

LLCC offers Student Life programs and intercollegiate athletics to enrich the educational environment. The College has many student clubs organized around diverse student interests and students participate in athletics through the NJCAA.

The College has also structured ways for students to be involved in leading the College such as the Student Government Association.

3P1. HLC Core Component *4.C. The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.*

LLCC has a variety of methods to determine student needs through surveys, focus groups, placement testing program review, advisory committees, etc. These mechanisms allow the College to evaluate retention, persistence, and completion rates by analysis of the data gathered.

The College has developed Key Performance Indicators (KPI's) for persistence and completion. Additionally LLCC used an Enrollment Management Task Force to create the new Shared Governance Council. The Task Force has also created a framework to align the emerging enrollment management plan with Goals One (Student Success and Access) and Six (Operational Strength) of the College.

The College uses a web-based environmental scan to understand the external and internal environment that analyzes demographics, regulatory issues, economic development and employment, education data, industry and workforce data and socio/cultural information.

3P3 & 3P5. HLC Core Component *1.D. The institution's mission demonstrates commitment to the public good.*

LLCC's mission is "to provide district residents with quality educational programs and services that are accessible, affordable, and responsive to individual and community needs." The mission statement is made public through the College website and catalog and College goals align with their mission.

When a need is identified for further study, LLCC uses pre-existing groups or assembles a group with a targeted membership. The College then uses feedback from both surveying and listening to the preexisting groups and/or advisory committees with information from the environmental scan to understand the changing needs of stakeholder groups.

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The College's goals reflect commitment to the public good. For example, Goal One addresses Student Access and Success. Other goals supporting this include Economic Responsiveness, Community Engagement, and Diversity & Cultural Competency.

LLCC clearly presents its commitment to the public good by developing new programs based on stakeholder needs and relying on input from various stakeholders in the development of the programs.

The commitment to the public good is also apparent in a review of Board of Trustees meeting agendas and minutes. For example, hearing from citizens is a regular part of the Board Agenda, and Board Policy 2.7 outlines how a District resident requests a matter be placed upon the agenda for Board consideration.

4P2 & 4P10 HLC Core Component *3.C. The institution has the faculty and staff needed for effective, high-quality programs and student services.*

It is well presented that LLCC's recruitment process ensures they have the faculty and staff needed for effective, high-quality programs and student services by establishing standards, using screening committees, and including staff in the hiring process. There is a commitment to faculty professional development to ensure they stay current once hired.

Evaluation of full-time non-tenured faculty members annually includes at least one written evaluation by the Vice President of Academic Services and the division Dean, student evaluations in each course taught, and self-evaluation.

Full-time tenured faculty members receive a written evaluation by the division Dean at least once every three years and student evaluations each semester. Staff members are evaluated on an annual basis. The College's performance evaluation system also includes a 180-degree feedback process for supervisors.

Adjunct faculty members are evaluated by the Academic Dean or the Academic Program Coordinator during the initial semester of employment. Subsequent written evaluations take place once during every 30 contact hours of instructional services at the College. How often students evaluate adjunct faculty member is determined by the respective Academic Dean. The evaluation instruments used by the administration and students are mutually agreed upon and included in the Collective Bargaining Agreement.

For full-time teaching faculty, the negotiated work week includes minimally 26 hours of professional duties and maintaining a physical presence on campus at least four days each week (unless teaching online courses). This negotiated work week includes office hours during which faculty are available for student interaction and questions. This staffing level produced a faculty to student ratio of 1:18. The

College regularly reviews full-time to part-time (FT/PT) contact hour ratios, especially during annual Academic Program Review. The College is committed to maintaining a 60:40 ratio of full-time to part-time faculty.

4P7 HLC Core Component *2.A The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty, and staff.*

Integrity is one of LLCC's core values. One way in which LLCC demonstrates integrity in its operations is through established policy and procedure. Board policies ensure that College practice follows fair and ethical processes. Such Board Policies address expectations related to harassment and discrimination (1.10), fraternization (1.12), nepotism (1.13), academic freedom (1.17), sexual harassment (1.7), and non-discrimination (1.6).

The College's accounting policies conform to accounting principles generally accepted in the United States of America as applicable to colleges and universities, as well as those prescribed by the Illinois Community College Board (ICCB). Alignment of the College's accounting policies to state and national standards contribute to fair and ethical practice at the College.

Board Policy 5.40 outlines the grievance and appeals process available to students for other circumstances. This student appeals process is communicated to students in the Catalog (p. 67), the student handbook, and on the College's website.

4P7 HLC Core Component *2.E. The institution ensures that faculty, students, and staff acquire, discover, and apply knowledge responsibly.*

As described in 1P11, Board Policy 4.13 and the Student Code of Conduct, overseen by the Director of Student Rights and Responsibilities, establish integrity and honesty as a behavioral expectation of LLCC students (Catalog, p. 66).

Board Policy 4.14 details the review process available to students who think a final grade has been unfairly or inappropriately assigned.

Policy 5.40 outlines the grievance and appeals process available to students for other circumstances. This student appeals process is communicated to students in the Catalog (p. 67), the student handbook, and on the College's website.

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Faculty are encouraged to participate in action research and supported through an Institutional Review Board process which is utilized primarily by individuals from outside LLCC who wish to conduct research at LLCC. To protect students from any potential harm that may result from the data collection process, such requests are routed through the Planning and Institutional Improvement office and reviewed by the President's Cabinet.

5P1 & 5P2. HLC Core Component *1.A. The institution's mission is broadly understood within the institution and guides its operations.*

In June of 2011, an action project team was charged with designing and implementing a regular review process for the College's strategic plan. A review of the College's mission, vision, core values, and goals was incorporated into the review process on a five-year cycle. The enrollment profile demonstrates that the mission statement guides its day-to-day operations.

Strategic priorities are developed to support achievement of the College's goals. Once established, they are communicated broadly at Convocation and revisited during Institutional Improvement Day, when departments and units begin developing annual strategies that align with the College's goals and priorities.

LLCC's academic programs, student support services, and enrollment profile demonstrate that the mission statement guides its day-to-day operations.

5P2 & 5P6. Comment on the evidence provided for Core Component *5.C. The institution engages in systematic and integrated planning.*

It is clear LLCC has a systematic and integrated process for planning starting with the President, President's Cabinet, Convocation, and Institutional Improvement Day. The Planning Leadership Roundtable is a cross-divisional discussion of potential initiatives to be included in the planning process. New strategies considered in the planning process must be tied to at least one of the College's six goals.

The President's Cabinet uses information from a variety of sources to establish strategic priorities for the year including Environmental Scan and Fact Book; Strategic Planning and Key Performance Indicators Dashboard; department/unit/program effectiveness data, including Academic Program Review. Recommendations from various advisory committees, teams, and groups; recommendations from the Shared Governance structure; recommendations and information from various economic development groups and Chambers of Commerce within the College's District; and other emerging planning opportunities from the Board of Trustees or the President.

The annual process begins with a review of prior fiscal year's planning strategies documented within a planning and budgeting database. During the review, individual unit planning and budget leaders categorized the previous year's planning strategies as "complete," "no longer a priority," or "for continuation into the next year." Once senior leadership completes the updating, all faculty and staff are brought into the planning process during Institutional Improvement Day to provide input on planning initiatives for the next year. These ideas are moved to the Planning Leadership Roundtable for review and alignment with strategic goals. If approved, they are moved into the budgeting process.

5P2. HLC Core Component *2.C. The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.*

All LLCC Board members work under an "undue influence" policy. Such a policy contributes to the integrity of Board action by directing Board members to avoid conflicts of interest.

Illinois law requires that certain holdings of public officials such as community college trustees be made a matter of public record. Board members comply with this law by filing an annual Statement of Economic Interest with the County Clerk.

LLCC Board meetings, including the executive session portion, are conducted in accordance with the Illinois Open Meetings Act (5 ILCS 120/1-6). All Board deliberation and action are taken in open session (Board Policy 2.5) and documented in meeting minutes. Collectively, the actions and deliberations of the Board, when coupled with established Board Policy, demonstrate their autonomy to make decisions in the best interest of LLCC and to ensure integrity.

5P3 & 5P8. HLC Core Component *1.B. The mission is articulated publicly.*

LLCC clearly articulates it mission on the website, Catalog, Annual Report, Student Planner, and Forward magazine. Additionally the signage project is adding the mission to the newly renovated Student Services. The President also reaffirms the mission at Convocation.

The mission is also available in the Public Relations Office and Information Desk, printed on the back of business cards provided to full-time faculty and staff and communicated at new employee orientation.

The College's mission focuses operations on student learning/instruction, community needs, and local economic development. These emphases are explicitly articulated in Board Policy 1.2.

To deepen and reinforce the characteristics of high performance organizations, LLCC's mission is articulated publicly through the College's vision statement, core values (civility, collaboration, diversity,

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innovation, integrity, learning, and sustainability), and goals (Student Access and Success; Financial Strength; Economic Responsiveness; Community Engagement; Diversity and Cultural Awareness; and Operational Strength).

5P5 & 5P9. HLC Core Component *5.B. The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.*

Four components of the College's governance and administrative structures support policy and procedures development as a collaborative process: the Board of Trustees, the President, the President's Cabinet, and a Shared Governance structure. Together, these bodies provide leadership that enables the College to make decisions that help in fulfilling its mission.

Policy is established at the Board level; the President then (a) implements the Board's policy and (b) provides broad direction for operation of the College (Board Policy 3.2). At LLCC, the President utilizes a Cabinet and a Shared Governance structure to assist in the day-to-day operation of the College.

A Shared Governance Council (SGC) was created to provide oversight for the College's seven shared governance teams. SGC's membership includes two members from each LLCC constituent group – student, faculty, administrator, professional and classified – plus the president of the Student Government Association.

7P2 & 7P4. HLC Core Component *5.D. The institution works systematically to improve its performance.*

The College environmental scan with annual plan updates, the Fact Book, the Strategic Planning and Performance Indicators Dashboard (see Figure 7.3), performance indicator scorecards, and departmental/unit/program effectiveness data support the formation of a revised Strategic Plan. Desired outcomes/improvements are established with the results and planned remedies assessed and updated semiannually.

The President's Cabinet developed key performance indicators to measure progress within the College's six goal areas. Each performance indicator includes an analysis of trend data associated with a goal. The resulting indicator data are analyzed by the President's Cabinet and shared with the Board of Trustees annually.

The planning strategies are tied to the College's annual budget, and planning resources are subsequently allocated.

8P6. HLC Core Component *5.A. The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.*

LLCC allocates resources to priorities and operations through its budget process and has a net instructional cost higher than the state average. The Primary Reserve Ratio, Net Operating Revenue Ratio, and Return on Net Assets are all positive. The viability Ratio is less than 1.0 and can be expected to improve.

CurricUNET was adopted to provide a context for tracking and improving course development, in particular course and program outcome statements. Since the implementation of CurricUNET, much of the College's curriculum has been revised to align outcomes with the new assessment standards.

LLCC demonstrates an appropriate level of human resources. Approximately 56% of credit hours are delivered by full-time faculty, a percentage that has been consistent for a long period of time. Numbers of administrative, professional, and classified staff members reported to the Illinois Community College Board (ICCB) in the annual salary survey are comparable to LLCC's cohort group of Illinois community colleges (2011 Salary Survey, ICCB).

LLCC has spent in excess of $70 million over the past 12 years building new facilities and renovating older facilities. The investment has resulted in over 435,000 net assignable square feet (NASF) of space designed to provide a quality environment for learning. Facilities and grounds are in excellent condition with minimal deferred maintenance.

QUALITY OF SYSTEMS PORTFOLIO FOR LINCOLN LAND COMMUNITY COLLEGE

Because it stands as a reflection of the institution, the *Systems Portfolio* should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the organization. In this section, the Systems Appraisal Team provides Lincoln Land Community College with constructive feedback on the overall quality of the portfolio, along with suggestions for improvement of future portfolio submissions.

The AQIP Systems Appraisal Team for Lincoln Land Community College commends the institution for a well-written portfolio. In addition, the Team notes the College should be commended for acknowledging areas for improvement and seeking feedback from the appraisal. Below is a summary of the Team's comments for College review from a categorical perspective below.

Category 1: *Lincoln Land Community College exemplifies its commitment to continuous improvement through the identification of enhancements designed to maximize on current processes. For example, the early alert system for students who appear to be placed appropriately yet still struggle with the course material. The organization should also be commended for its willingness to identify and report gaps in its processes. For example, the College self-reports that a systematic process for identifying the learning styles of all enrolled students would be beneficial. To address these identified issues, the College has been effective in identifying action plans that address these identified issues. The College is encouraged to focus on on-going reflection and continuous improvement in these areas.*

Category 3: *The College would benefit from considering more frequent administrations of surveys or other ways to check their progress on initiatives.*

Category 4: *LLCC has well developed processes for recruitment, professional development, and staff evaluations including the 360 evaluation for managers. The College may consider increasing the frequency of the Climate survey and developing a succession plan to ensure continuity of leadership. In addition, the College would benefit from developing measures to determine effectiveness and performance compared to peer institutions.*

Category 5: *The Institutional Improvement Day includes broad representation from the College and is a key component in planning and communication. Additionally, the College effectively uses a variety of mechanisms especially social media to enhance communication with staff and stakeholders. The processes used by the college for the development would support a succession plan. Also, the College might consider shortening the timeframe for data collection including the Climate survey to less than three years.*

Category 6: *LLCC provides several examples of results in the process section but it is unclear how these results were collected and used to drive departmental changes. Several processes exist at higher levels of the organization to drive change but it is unclear how those changes are articulated to the areas providing support services. There are opportunities to create standard tools and practices for process analysis, establishing service benchmarks, monitoring systems, documenting work processes, and evaluating staff performance on these services that transcends all service departments.*

Category 7: *The College's investment in software and their support of technology has helped them to create standardized methods for collecting, processing, monitoring and communicating data that helps align activities with their strategic goals. The college shows that it has established a standard and*

repeatable process which incorporates the use of technology and strategic planning steps to drive improvements.

Category 8: Lincoln Land Community College (LLCC) has a well-designed process for strategic planning, and the use of an Institutional Improvement Day and the Planning Leadership Roundtable ensures widespread collaboration in the planning process. Planning processes, strategies, and action plans are coordinated and aligned across the organization through the mission and goals of LLCC. The organization measures the effectiveness of its planning process through key performance indicators (KPIs) which form the basis for evaluating the College's strategic plan and are collected and analyzed annually.

While these measures can provide beneficial information about the state of the organization, improvement processes could be measured against pre-identified benchmarks. The organization has an opportunity to build on the foundation established for monitoring its continuous improvement by setting benchmarks to measure and evaluate whether the planning processes and activities are effective.

Category 9: Lincoln Land Community College has built numerous successful relationships through a variety of methods including outreach to employers, non-profits, transfer institutions, and governmental entities. The College is particularly effective with its K-12 partners. Especially noteworthy is the Student Transfer Day which includes an annual survey of participating institutions and input from local business and industry leaders who serve on advisory committees.

Although LLCC has created numerous successful relationships, the portfolio is not specific about how those relationships are prioritized. Establishing a clear process for prioritizing what relationships will best match the College's strategic goals could bring clarity and justification for expending the efforts and resources on those relationships.   The AQIP action project to develop a catalog of College partnerships and prioritize them should help the College improve its relationships.

The performance results reported in 9R2 probably do not accurately reflect the true success of these partnerships. Perhaps this is due to undefined criteria and performance benchmarks.

While there were no accreditation issues found in the Systems Portfolio and most of the evidence was presented as mostly clear in the Evidence Table on page 29-30, the Team encourages the College to review the Reflective Statements, the Category Consensus Statements, the Strategic Issues, and the Quality of the Portfolio sections that address opportunities for improvement.

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USING THE FEEDBACK REPORT

AQIP reminds institutions that the Systems Appraisal process is intended to initiate action for institutional improvement. Though decisions about specific actions rest with each institution, AQIP expects every institution to use its feedback to stimulate cycles of continual improvement and to inform future AQIP processes.

Some key questions that may arise in careful examination of this report may include: How do the team's findings challenge our assumptions about ourselves? Given our mission and goals, which issues should we focus on? How will we employ results to innovate, grow, and encourage a positive culture of improvement? How will we incorporate lessons learned from this review in our planning and operational processes? How will we revise the *Systems Portfolio* to reflect what we have learned? How an organization interprets, communicates, and uses its feedback for improvement ought to support AQIP's core values, encouraging involvement, learning, collaboration, and integrity.

AQIP's goal is to help an institution to clarify the strategic issues most vital to its success, and then to support the institution as it addresses these priorities in ways that will make a difference in institutional performance.