

# **AQIP EXAMINER FEEDBACK REPORT**

**for**

**ILLINOIS CENTRAL COLLEGE**

**June 24, 2005**



**Academic  
Quality Improvement  
Program**

The Higher Learning Commission **NCA**

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**To Illinois Central College's faculty, staff, and administrators:**

Thank you for participating in *AQIP Examiner*. The time you took to complete this survey is evidence of the seriousness of your interest in helping your institution find ways to become even more effective than it already is.

This *AQIP Examiner Feedback Report* supplies you with good information for diagnosing and improving Illinois Central College's quality systems. It provides you with an orientation to process thinking, helps you understand how your fellow employees evaluate processes, and identifies where your own faculty, staff, and administrators see areas for improvement. The report includes results for questions keyed to the AQIP criteria, as well as all comments written by respondents. The numeric results for all questions are compared with those of other institutions that have completed the survey. To help guide discussion, this report provides a brief context for understanding each Criterion and a short paragraph interpreting the significance of each question.

The *AQIP Examiner Feedback Report* should serve as a stimulus for conversation and quality planning. But using the report effectively requires focused attention. To make the most of it, you need to discuss your institution's *AQIP Examiner* results in the framework of process thinking and the AQIP criteria. You also need to realize the benefits that can be derived from interpreting *your* results in light of your colleagues' comments and in the context provided by comparative data from other institutions. Take time to study carefully the results in this report and discuss with your colleagues their implications. The hours, days, or weeks you invest in having such discussions will be rewarded in increased understanding of your institution and the ways you can help make it even better. This report won't tell you what to do next to make an already-good college or university even better, but studying it will stimulate the conversations and ideas that invariably lead to tangible improvements, both in operations and in organizational culture.

Because yours is one of the institutions pioneering the development of AQIP Examiner, we don't yet have enough comparative data to complete your report. As soon as 15 institutions have participated, we will regenerate this report for you, with the comparative data included. Thank you for your patience.

If you don't already have a copy, downloading the AQIP criteria from our website (go to [www.AQIP.org](http://www.AQIP.org), and follow the "documents download" link) will be helpful. From that same website page, you can also download many other pieces of information that will help you better understand the role continuous improvement can play in a higher education organization — as well as how colleges and universities are using AQIP in their quality improvement initiatives. After you have studied the report and discussed the results for your institution, please send us (at [AQIP@hlcommission.org](mailto:AQIP@hlcommission.org)) your ideas and suggestions for improving AQIP Examiner and making it more valuable for colleges and universities.

The Higher Learning Commission and the Academic Quality Improvement Program are both devoted to helping Illinois Central College reach its full potential by maximizing its performance in all its endeavors. If we can be of additional help in this effort in any way, don't hesitate to ask us for support.

**Stephen D. Spangehl, Director**  
**Academic Quality Improvement Program**  
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**Who took AQIP Examiner at Illinois Central College?**

**Demographics** (4 questions) ask respondents for their job category, status (full or part time), number of years worked at the organization, and gender. *AQIP Examiner*'s demographics were kept minimal to ensure that respondents could trust that their answers to survey questions will not allow their identities to be discovered.

Using the demographic data below and their own knowledge of the total number of their employees in each category, organizations can compute the survey response rates of various campus groups.

Characteristics of AQIP Examiner respondents		Illinois Central College		Other Organizations	
		number	percent	number	percent
	Total respondents	525	100%	4622	100%
Gender	Male	188	35.8%	1357	29.4%
	Female	334	63.6%	2426	52.5%
Job Type	Administrator	24	4.6%	373	8.1%
	Faculty Member	206	39.2%	1355	29.3%
	Professional Staff	129	24.6%	781	16.9%
	Support Staff	136	25.9%	1172	25.4%
	Other	27	5.1%	110	2.4%
Longevity	3 or fewer	129	24.6%	1206	26.1%
	4 - 6 years	115	21.9%	745	16.1%
	7 - 9 years	54	10.3%	342	7.4%
	10 or more	224	42.7%	1495	32.3%
Status	Full-time	350	66.7%	2935	63.5%
	Part-time	171	32.6%	853	18.5%
	Volunteer (unpaid)	1	0.2%	2	0%

### **How well do our staff, faculty, and administrators understand “the big picture”?**

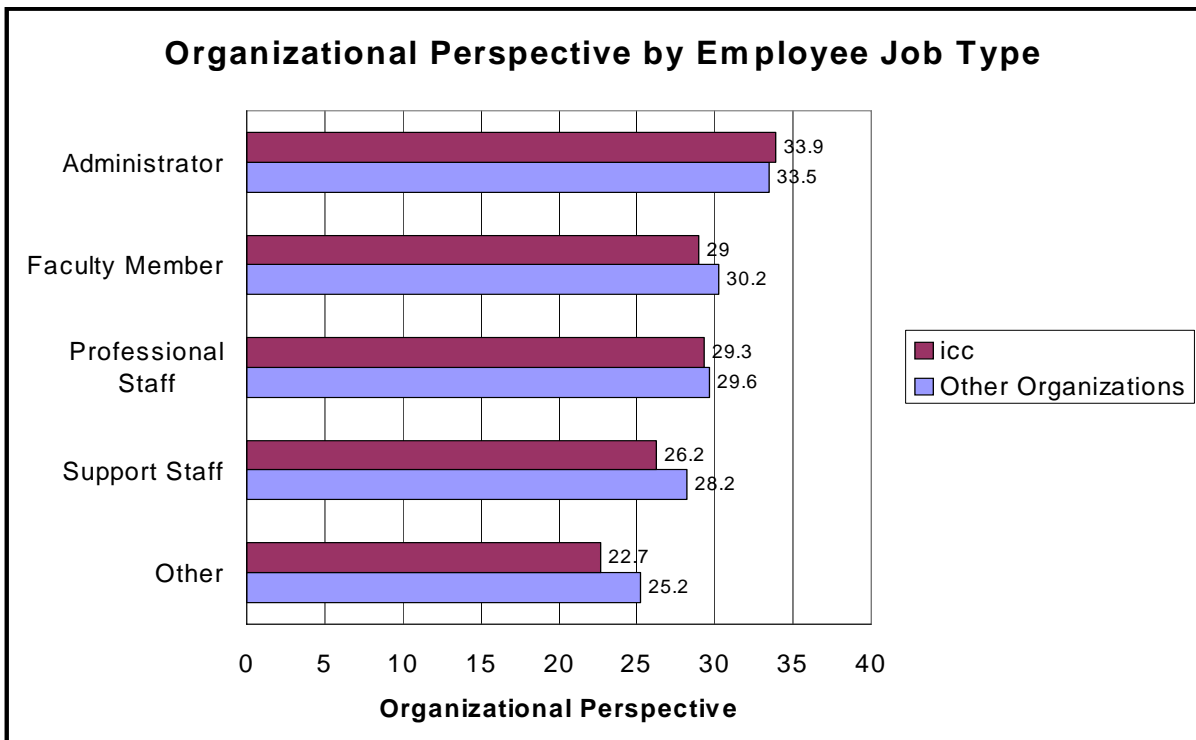
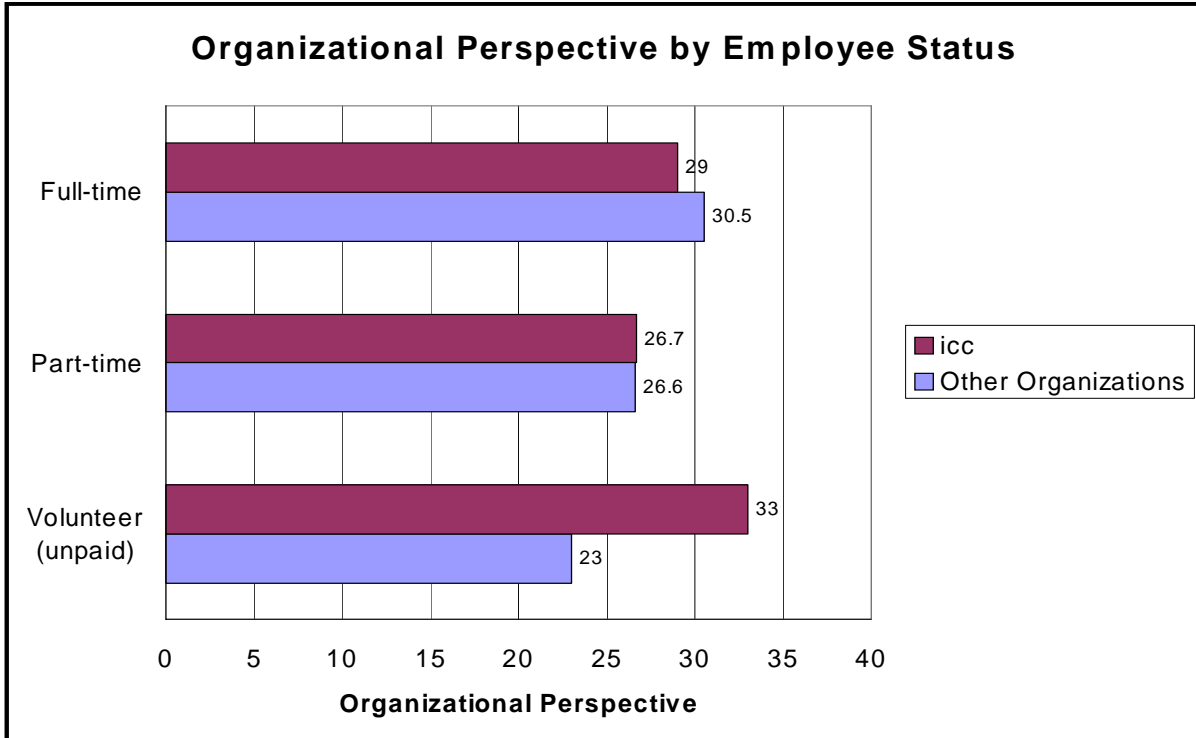
Colleges and universities that communicate their purpose and strategies clearly to everyone create a healthy climate for participation and performance. *AQIP Examiner* assesses how well each group on your campus knows your mission and vision, competitive environment, organization and goals.

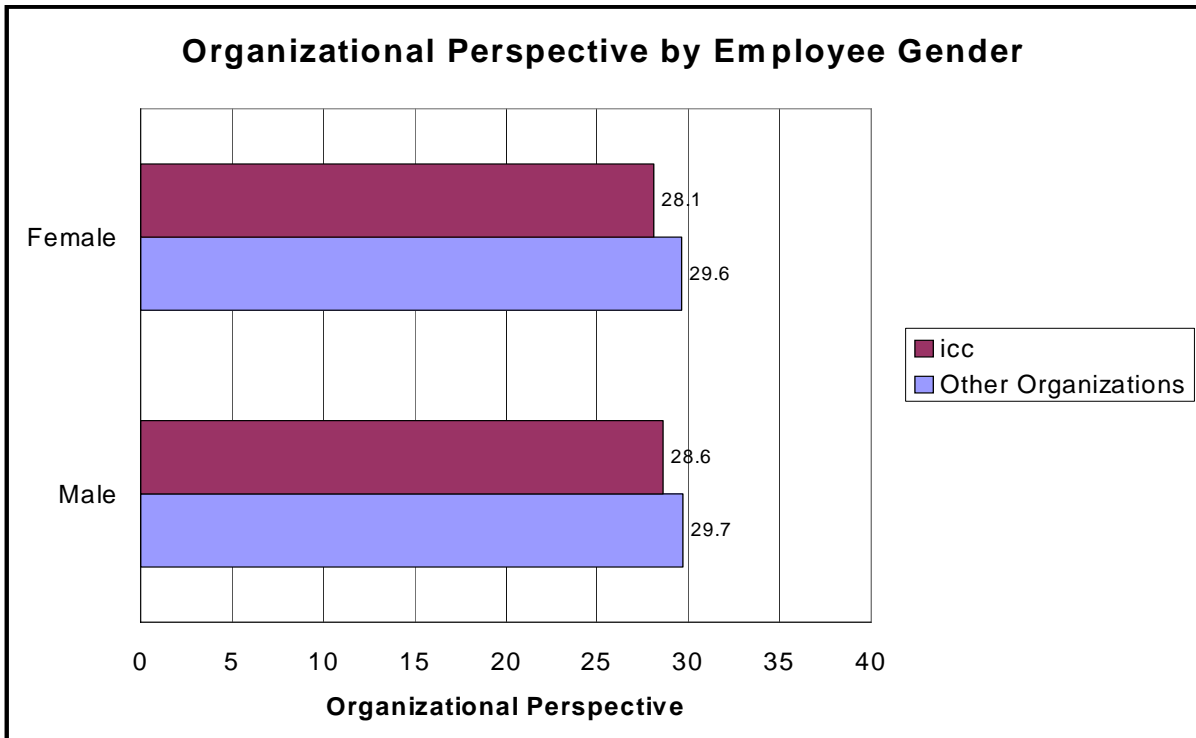
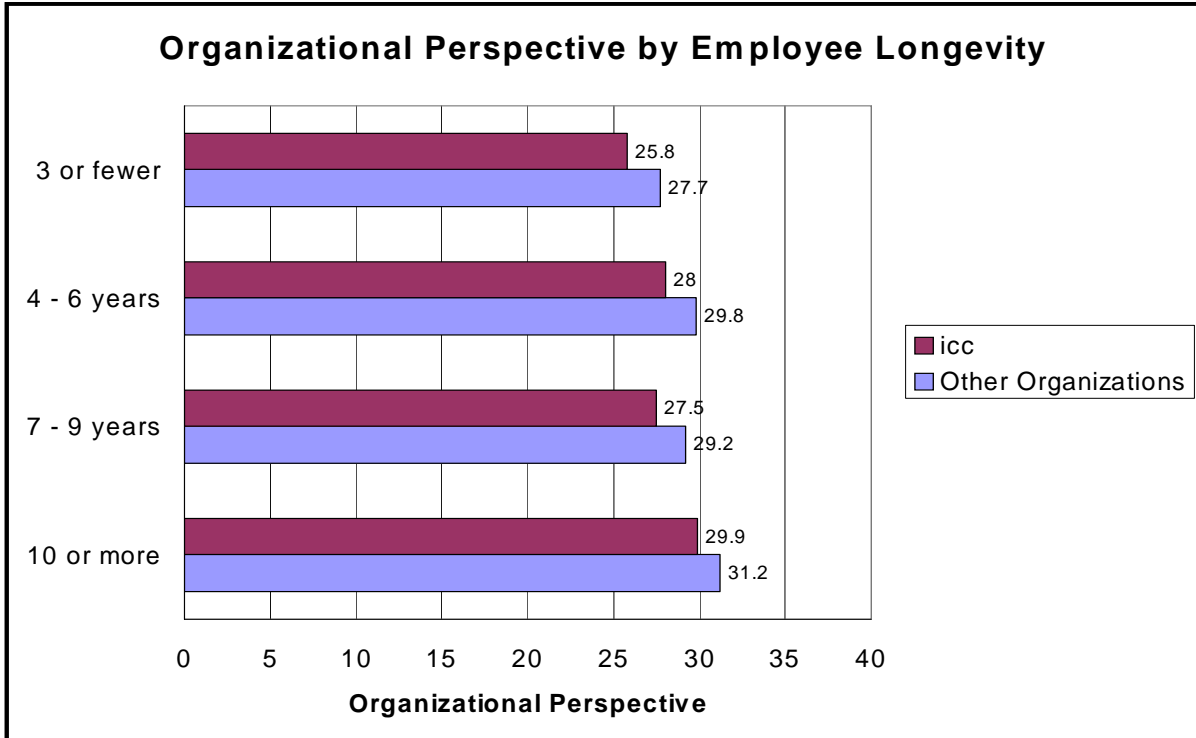
**Organizational Perspective** (or **OP**) is a calculated index of how confident an employee is about knowing fundamental facts about the organization — its programs, enrollment, staffing, competitors, etc. **OP** thereby captures an employee’s perspective on the organization, whether an employee sees and knows “the big picture” or only those more narrow aspects of the organization directly connected with his or her job. **OP** is calculated by adding together the responses on the eight organizational knowledge questions in the survey (whose individual results are presented below), assigning 5 for *Very certain* to 1 for *Very uncertain* (and 0 for *no response*). The maximum possible value for **OP** is 40, the minimum 0. The **OP** index is then used in breaking down the responses to other questions, and can help the organization discover whether and where it needs to target employee development educational programs.

High **OP** scores across groups indicate that respondents are engaged in the life of the institution. They are more likely to collaborate on campus, to understand change, and to be good representatives of the institution in the community. Analysis of differences of perception between and among groups will help with your communication planning. It’s important to understand why communication gaps exist, to surface and discuss assumptions about hierarchy and organizational culture.

It is critical for the success of your organization that individuals develop a broad organizational perspective. Employees who don’t understand how their job fits into the “big picture” of the institution tend to make decisions and take actions that “suboptimize” results — they make the employee’s unit or department “look good” at the expense of broader organizational goals. This is most likely to happen when lots of employees don’t really know very much about the organization’s bigger goals, competitors, operations, and characteristics. Low **OP** scores occur when the organization fails to invest in orienting and training its employees to the “big picture.”

The charts on the next two pages compare Illinois Central College’s Organizational Perspective with that of other organizations that have used *AQIP Examiner*.





Here are the means and standard deviations on individual Organizational Perspective items for Illinois Central College's employee categories, and comparisons with other organizations that have used *AQIP Examiner*. Study these closely for significant differences between the means of two groups. And look for single groups where the S.D. (standard deviation, or average difference from the mean) is high, indicating that there are large differences in Organizational Perspective among the members of that group. This may help you identify where you need to direct your employee development energies — which employees need to be educated about the “big picture.”

Mean OP* of AQIP Examiner respondents		Illinois Central College		Other Organizations	
		Mean	S.D.	Mean	S.D.
	All respondents	28.4	6.1	29.77	5.8
Gender	Male	28.64	6.2	29.73	6.4
	Female	28.07	6.8	29.62	6.4
Job Type	Administrator	33.91	6.5	33.46	5.1
	Faculty Member	29	6	30.22	5.9
	Professional Staff	29.37	5.2	29.58	6.5
	Support Staff	26.26	6.3	28.23	6.4
	Other	23.21	7.1	25.21	7.2
Longevity	3 or fewer	25.8	7	27.7	6.5
	4 - 6 years	28.09	6.1	29.85	5.9
	7 - 9 years	27.77	5.5	29.22	6.3
	10 or more	30	5.7	31.26	6
Status	Full-time	29.05	6.3	30.54	6.1
	Part-time	26.66	6.8	26.56	6.4
	Volunteer (unpaid)	33	--	23	--

Again, remember that OP, or Organizational Perspective, is a rough, calculated measure of how confident a respondent is that he or she knows “the big picture” for your organization. OP was calculated by adding together the responses on the eight organizational knowledge questions in the survey (whose specific results are presented in the table below), assigning 5 for *Very certain* to 1 for *Very uncertain* (and 0 for *No response*). The maximum possible value for OP is 40, the minimum 0. By itself, the OP score doesn't tell you in what specific areas employees are knowledgeable or ignorant, but this table may give you clues

as to where those areas lie. In the table below, the number in each cell is the average response (from 5 to 1) for this item, with standard deviations in parentheses.

Organizational Perspective by various employee subgroups	All Employees	Full-Time Employees	Part-Time Employees	Volunteer (unpaid)	Administrators	Faculty Members	Professional Staff	Support Staff	Other	Males	Females
Program scope	3.44 (0.99)	3.5 (1.04)	3.3 (0.91)	4 (--)	4.13 (0.85)	3.57 (0.89)	3.59 (0.95)	3.08 (1.04)	2.8 (1.1)	3.53 (0.96)	3.38 (1.02)
Area served	4.02 (0.96)	4.12 (0.92)	3.8 (1.04)	5 (--)	4.3 (1.02)	3.9 (0.93)	4.19 (0.84)	4.03 (1)	3.84 (1.32)	4.04 (0.92)	4.01 (0.98)
Students served	3.55 (1.09)	3.54 (1.12)	3.56 (1.03)	5 (--)	4.09 (0.96)	3.75 (1)	3.68 (1)	3.16 (1.1)	2.84 (1.29)	3.59 (1.1)	3.53 (1.07)
Employees	2.88 (1.14)	3 (1.15)	2.63 (1.09)	3 (--)	3.7 (1.35)	3.11 (1.11)	2.79 (1.09)	2.58 (1.05)	2.2 (1.2)	3.03 (1.18)	2.79 (1.11)
Mission and vision	3.92 (1.04)	4.04 (1.02)	3.65 (1.12)	4 (--)	4.57 (0.85)	4.01 (0.94)	4.02 (1.02)	3.7 (1.13)	3.13 (1.22)	3.84 (1.07)	3.96 (1.05)
Organization	3.7 (1.1)	3.85 (1.02)	3.41 (1.11)	4 (--)	4.48 (0.96)	3.76 (1.03)	3.93 (0.87)	3.45 (1.13)	2.67 (1.31)	3.68 (1.07)	3.72 (1.09)
Chief competitors	3.51 (1.16)	3.64 (1.11)	3.25 (1.18)	4 (--)	4.26 (0.9)	3.59 (1.18)	3.74 (1)	3.2 (1.11)	2.67 (1.13)	3.64 (1.15)	3.43 (1.17)
Short-range goals	3.24 (1.13)	3.33 (1.08)	3.05 (1.21)	4 (--)	4.39 (0.77)	3.31 (1.11)	3.33 (1.03)	2.95 (1.14)	2.58 (1.19)	3.21 (1.18)	3.25 (1.12)

### **What defines a process-focused organization?**

Process-focused thinking requires looking at all institutional activities and outcomes as dynamic and interconnected. It balances seeing operations only in terms of persons, departments, and functions. Those who view their work as process have an approach and a vocabulary for improving rather than for assigning blame.

A **process** is an organized group of related activities that together create a result of value to those it serves —its customers.” Processes are what create the results that your students and other stakeholders seek from your organization. The three parts of this definition warrant repeating:

- ◆ A process is a *group* of activities, not just one.
- ◆ A process consists of *related, organized* activities, not just a random collection of actions.
- ◆ The pieces of a process work together *towards a common goal*.

Traditional organizations are structured around departments, and often fail to appreciate the importance of focusing on process. People in one department don't know what their peers in other departments are doing. No one knows or cares that those in other departments are doing related work. People are focused on their own particular set of tasks and responsibilities. In many organizations, no one focuses on seeing or bringing together all the separate activities that produce a particular result. Often, there is no one responsible for managing a key process — for making sure it works, for identifying causes when it fails, and for finding ways to improve it over time.

In higher education, key processes can be extremely complex, and require the cooperation and efforts of many people and departments. *Teaching writing, training employees, or planning and budgeting* are all good examples of complicated processes to which a variety of people and offices contribute. The key processes in most colleges and universities are not operated by any single person, office, or department alone.

For example, a key higher education process is the one in which a college or university helps its students select the academic programs that fits their needs, abilities, aspirations, and time and financial constraints. In most institutions, lots of people in different departments contribute to this process — academic advisors, secretaries and clerks, faculty members, recruiters, the people who create and send out catalogues and recruiting materials, the website managers, and many others are part of this process. Yet it is rare to find an institution where any one person or group has been identified to manage and coordinate this key process, to make sure that all those who contribute to it have similar goals and understanding of what students need and how the institution can meet those needs.

### **How do externally- and internally-directed processes differ?**

There are two types of key processes important in any organization. The first type includes processes that directly benefit the people your college or university was created to serve — your students and the other external “stakeholders” who depend on you to provide services that meet their needs. These other external stakeholders might include businesses for which you train employees or perform research, the families of your students, your community, your state or local governments, and the public or private agencies that fund your organization. How effectively you satisfy the requirements of these external “customers” determines how they perceive your organization, whether they judge it to be a success or a failure in meeting their needs.

Processes that address students and external stakeholders directly are the things your employees do to deliver services to these groups: teaching, advising, counseling, testing, providing community events (like concerts, art shows, lectures), doing research for specific clients (i.e., sponsored research), and others. If the person who benefits directly from a process, such as *teaching writing* or *producing transcripts*, is an “outsider,” then the process falls within this first type.

The second type of processes includes the things your faculty, staff, and administrators do to serve each other. These processes exist to make it possible for your institution to serve its students and other external stakeholders, but they don’t serve outsiders directly. *Producing paychecks, training employees, purchasing and distributing supplies, making tenure decisions, preparing courses, planning and budgeting, lighting classrooms*, and many others are processes that illustrate this second group. Employees are the direct “internal customers” of these processes.

At effective organizations, *all* of the processes in which employees engage fall into one of these two types. If a process doesn’t serve students or other external constituents directly and isn’t necessary internally in order to support the processes that directly serve students or other external constituents, it is a process that could be abandoned without impairing the organization’s ability to do what it exists to do.

Successful organizations have discovered the wisdom of spending time identifying and discussing their key processes. Your faculty, staff, and administrators can ask:

- ◆ Has our organization (institution, college or school, department) documented its key processes in ways that allow others to understand their purpose and operation? Does your documentation answer critical questions such as *What is the purpose or goal of each process? Who is served directly by the process? Who is responsible for tasks within the process? What materials and resources do they require to perform the process effectively? How will the operation and output of the process be measured?*
- ◆ Is there an individual or group clearly and publicly recognized as responsible for managing each of our organization’s key processes? Does everyone know who is responsible for a key process, and who plays a contributing role in its success?
- ◆ How well do people in our organization understand and appreciate the purpose and effectiveness of processes in which they are not directly involved?

### **What characteristics do we believe are important for effective processes?**

Fourteen items in AQIP Examiner asked respondents to explore their understanding of processes. There are no “wrong” answers to the questions in this section, but there are levels of sophistication in the way administrators, faculty, and staff think about the processes by which Illinois Central College accomplishes its work. Differences in responses across groups may indicate different perspectives or assumptions, values shaped by education and work experience. Different views of efficiency or performance excellence may surface as you discuss the responses to the items in this section. The importance of this part of AQIP Examiner lies not in a particular score, but in the opportunity to examine assumptions about process design, efficiency, robustness, capability, training, and results. The pattern of responses to these questions can show an organization that seeks to focus on processes and performance where its opportunities for employee development may lie.

<b>Characteristics of effective processes</b> 5 = Extremely important, 1 = Not very important	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
is well understood by those involved in it	4.61	0.68	4.55	0.69
is designed to achieve its goals with no unnecessary steps	4.14	0.84	4.08	0.84
never or rarely fails to accomplish its intended purpose	3.84	0.89	3.74	0.88
has been in use for a long time	2.72	1.11	2.7	1.16
specifies who does what, and when they do it	4.15	0.93	4.14	0.91
is designed to eliminate bottlenecks and delays	4.51	0.67	4.36	0.69
is designed to recover rapidly when breakdowns occur	4.43	0.66	4.33	0.72
costs less than alternative processes would cost	3.5	1.04	3.34	1.09
is predictable, producing desired results consistently for those served	4.09	0.88	4	0.89
is used widely throughout an organization	3.83	1.06	3.83	1.08
is capable of handling the volume of work that must be done	4.53	0.6	4.44	0.71
can handle increases in the volume of work	4.34	0.69	4.24	0.76
results in the kinds and levels of performance that the organization wants	4.39	0.71	4.36	0.72
is one an organization can maintain with available resources	4.28	0.87	4.22	0.88

Organizations that are not conscious of their own key processes often lack a common vision and common terminology. As a result, they can become clumsy and sluggish: their employees and internal departments miscommunicate with each other; mistakes that require rework occur frequently; handoffs between departments generate delays and errors; and no one is in a position to adapt overall process to the needs of students and other external stakeholders.

The next table shows how different employee categories at the organization rated characteristics of effective processes.

<b>Characteristics of effective processes by employee categories</b>											
5 = Extremely important, 1 = Not very important											
Means and (Standard Deviations)											
	All Employees	Full-Time Employees	Part-Time Employees	Volunteer (unpaid)	Administrators	Faculty Members	Professional Staff	Support Staff	Other	Males	Females
is well understood by those involved in it	4.61 (0.68)	4.64 (0.61)	4.56 (0.74)	4 (--)	4.7 (0.41)	4.61 (0.66)	4.67 (0.55)	4.54 (0.79)	4.63 (0.59)	4.51 (0.75)	4.67 (0.62)
is designed to achieve its goals with no unnecessary steps	4.14 (0.84)	4.17 (0.84)	4.08 (0.84)	4 (--)	4.43 (0.74)	4.13 (0.83)	4.19 (0.77)	4.09 (0.94)	3.89 (0.81)	4.1 (0.84)	4.16 (0.86)
never or rarely fails to accomplish its intended purpose	3.84 (0.89)	3.9 (0.91)	3.69 (0.94)	4 (--)	4.09 (0.7)	3.72 (0.92)	3.9 (0.92)	3.93 (0.91)	3.68 (1.04)	3.72 (0.94)	3.91 (0.86)
has been in use for a long time	2.72 (1.11)	2.67 (1.16)	2.81 (1.03)	4 (--)	2.43 (1.29)	2.67 (1.13)	2.58 (1.11)	2.9 (1.07)	3.28 (0.92)	2.76 (1.18)	2.69 (1.09)
specifies who does what, and when they do it	4.15 (0.93)	4.09 (0.98)	4.28 (0.79)	4 (--)	4.13 (1.16)	4.27 (0.82)	4.07 (0.83)	4.04 (1.1)	4.16 (0.73)	4.14 (0.93)	4.16 (0.9)
is designed to eliminate bottlenecks and delays	4.51 (0.67)	4.53 (0.61)	4.49 (0.65)	4 (--)	4.61 (0.63)	4.51 (0.64)	4.5 (0.65)	4.55 (0.66)	4.26 (0.73)	4.47 (0.66)	4.54 (0.63)
is designed to recover rapidly when breakdowns occur	4.43 (0.66)	4.45 (0.66)	4.4 (0.6)	4 (--)	4.57 (0.54)	4.39 (0.62)	4.49 (0.57)	4.45 (0.74)	4.26 (0.66)	4.36 (0.66)	4.48 (0.61)
costs less than alternative processes would cost	3.5 (1.04)	3.51 (1.04)	3.48 (1.04)	4 (--)	3.39 (1.01)	3.33 (1.05)	3.52 (1.03)	3.79 (0.97)	3.53 (1.03)	3.35 (1.04)	3.59 (1.04)
is predictable, producing desired results consistently for those served	4.09 (0.88)	4.09 (0.88)	4.1 (0.83)	4 (--)	4.43 (0.68)	4.01 (0.87)	4.2 (0.81)	4.09 (0.85)	4 (0.79)	3.99 (0.87)	4.15 (0.87)
is used widely throughout an	3.83	3.78	3.95	4	3.96	3.82	3.75	3.91	3.89	3.74	3.89

<b>Characteristics of effective processes by employee categories</b>											
5 = Extremely important, 1 = Not very important											
Means and (Standard Deviations)											
organization	(1.06)	(1.05)	(1.02)	(--)	(1.26)	(1.06)	(1.01)	(1.02)	(0.81)	(1.09)	(1.01)
is capable of handling the volume of work that must be done	4.53 (0.6)	4.53 (0.53)	4.54 (0.68)	4 (--)	4.71 (0.49)	4.51 (0.53)	4.61 (0.57)	4.48 (0.72)	4.33 (0.69)	4.47 (0.63)	4.56 (0.62)
can handle increases in the volume of work	4.34 (0.69)	4.32 (0.7)	4.39 (0.65)	4 (--)	4.43 (0.65)	4.34 (0.63)	4.38 (0.64)	4.32 (0.81)	4.12 (0.66)	4.25 (0.72)	4.39 (0.69)
results in the kinds and levels of performance that the organization wants	4.39 (0.71)	4.4 (0.7)	4.37 (0.72)	4 (--)	4.62 (0.57)	4.38 (0.65)	4.48 (0.66)	4.31 (0.8)	4.17 (0.75)	4.29 (0.77)	4.45 (0.65)
is one an organization can maintain with available resources	4.28 (0.87)	4.26 (0.86)	4.34 (0.82)	4 (--)	4.19 (1.14)	4.33 (0.79)	4.34 (0.8)	4.19 (0.95)	4.11 (0.74)	4.21 (0.88)	4.33 (0.82)

### **How do the AQIP criteria group related processes together?**

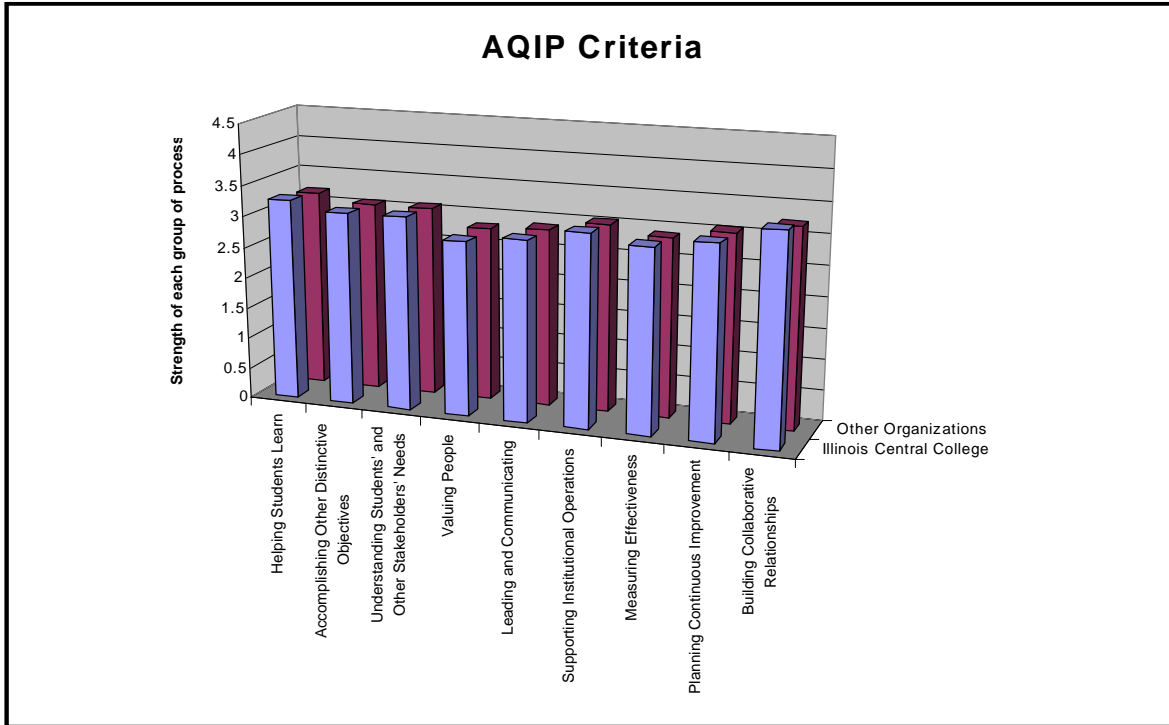
*AQIP Examiner* employs the Academic Quality Improvement Program's nine Criteria. Each Criterion consists of a group of questions asking about a group of related processes, such as "Helping Students Learn" (Criterion 1), which examines the processes by which an institution creates academic programs and delivers them to students. These Criteria provide a framework for defining and measuring high performance. Viewed together, Criteria scores offer a systems profile of your institution.

The AQIP criteria's process questions are represented in *AQIP Examiner* by 50 items, each specifying an organizational process that must be ranked from 5 = *Very effective*, to 1 = *Very ineffective*. Each item relates to one of the nine AQIP criteria, and the nine indices constructed from these responses allow an organization to see where its employees think its strengths and opportunities for improvement lie in relation to the major progress groups named in the AQIP criteria.

Together, the nine AQIP criteria provide "buckets" in which all of an institution's key processes can be sorted for scrutiny. Other quality-improvement-focused schemes for analyzing organizational processes include the Malcolm Baldrige National Quality Award Criteria and the International Standards Organization's ISO 9000 program.

### **In which process areas are we now effective and where could we improve?**

This chart graphically shows how Illinois Central College's employees evaluated each group of processes and displays the comparable evaluation done by the employees of all other organizations that have used *AQIP Examiner*.



Here are the specific numbers represented in the graph above, as well as the standard deviations for each Criterion. (A high standard deviation indicates little agreement among those responding to the items in a given Criterion.)

The AQIP Criteria 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
Helping Students Learn	3.26	1.09	3.19	1.15
Accomplishing Other Distinctive Objectives	3.12	1.04	3.07	1.1
Understanding Students' and Other Stakeholders' Needs	3.14	1.14	3.08	1.14
Valuing People	2.82	1.25	2.82	1.27
Leading and Communicating	2.92	1.2	2.88	1.22
Supporting Institutional Operations	3.11	1.11	3.04	1.13
Measuring Effectiveness	2.97	1.13	2.9	1.15
Planning Continuous Improvement	3.11	1.08	3.06	1.14
Building Collaborative Relationships	3.38	1.15	3.23	1.15

Most institutions find differences among responses by groups. From this table, you should explore difference between groups to find gaps that limit communication as well as performance. In addition, the comments by respondents will enrich your interpretation of numeric scores and assist in framing dialogue and focusing improvement initiatives.

Here are the mean employee rankings on the AQIP criteria for different employee categories.

The AQIP Criteria broken down by employee category											
5 = Very effective process, 1 = Very ineffective process											
(Mean and standard deviations)											
Illinois Central College	All Employees	Full-Time Employees	Part-Time Employees	Volunteer (unpaid)	Administrators	Faculty Members	Professional Staff	Support Staff	Other	Males	Females
Helping Students Learn	3.26 (1.1)	3.19 (1.12)	3.41 (1.05)	2.88 (0.91)	3.3 (1.15)	3.3 (1.1)	3.32 (1.09)	3.15 (1.07)	2.77 (0.97)	3.2 (1.14)	3.3 (1.07)
Accomplishing Other Distinctive Objectives	3.12 (1.05)	3.05 (1.08)	3.29 (0.98)	2 (--)	3.64 (0.99)	3.12 (1.04)	3.18 (1.05)	2.97 (1.08)	2.45 (0.76)	3 (1.09)	3.2 (1.02)
Understanding Students' and Other Stakeholders' Needs	3.14 (1.13)	3.03 (1.14)	3.37 (1.11)	2.8 (0.4)	3.67 (1.03)	3.27 (1.11)	3.1 (1.17)	2.92 (1.09)	2.27 (0.63)	3.12 (1.19)	3.15 (1.1)
Valuing People	2.82 (1.24)	2.72 (1.26)	3.05 (1.18)	3.33 (0.76)	3 (1.3)	3.03 (1.24)	2.68 (1.25)	2.62 (1.2)	2.12 (1.04)	2.79 (1.3)	2.83 (1.23)
Leading and Communicating	2.92 (1.19)	2.84 (1.18)	3.12 (1.18)	1 (--)	3.42 (1.06)	3.03 (1.18)	2.89 (1.17)	2.73 (1.18)	1.89 (1.12)	2.87 (1.23)	2.95 (1.17)
Supporting Institutional Operations	3.11 (1.11)	3.02 (1.12)	3.33 (1.04)	1 (--)	3.28 (1.07)	3.18 (1.17)	3.14 (1.08)	2.99 (1.02)	1.97 (0.87)	3.07 (1.18)	3.13 (1.07)
Measuring Effectiveness	2.97 (1.13)	2.87 (1.13)	3.26 (1.04)	1 (--)	3.63 (1.01)	2.89 (1.16)	3.08 (1.09)	2.9 (1.06)	2.22 (0.89)	2.9 (1.23)	3.02 (1.04)
Planning Continuous	3.11	3	3.38	--	3.62	3.16	3.12	2.92	2.19	3.07	3.13

<b>The AQIP Criteria broken down by employee category</b>											
5 = Very effective process, 1 = Very ineffective process											
(Mean and standard deviations)											
Improvement	(1.07)	(1.08)	(1.05)	( -- )	(0.93)	(1.1)	(1.05)	(1.09)	(0.87)	(1.12)	(1.06)
Building Collaborative Relationships	3.38	3.29	3.59	--	3.75	3.41	3.5	3.18	2.69	3.34	3.4
	(1.15)	(1.16)	(1.1)	( -- )	(0.96)	(1.16)	(1.14)	(1.11)	(0.91)	(1.2)	(1.13)

People who have worked longest in an organization often have the most experience with its processes, but new employees often see things more freshly than those with a long institutional history. Here are employee rankings for each of the AQIP criteria, broken down by the number of years an employee has served the organization.

<b>The AQIP Criteria broken down by employee length of service*</b>	3 or fewer years	4-6 years	7-9 years	10 or more years
5 = Very effective process, 1 = Very ineffective process				
Helping Students Learn	3.41	3.13	3.03	3.3
Accomplishing Other Distinctive Objectives	3.36	3.18	2.81	3.05
Understanding Students' and Other Stakeholders' Needs	3.52	3.05	2.78	3.1
Valuing People	3.3	2.74	2.61	2.68
Leading and Communicating	3.33	2.97	2.59	2.79
Supporting Institutional Operations	3.46	3.12	2.86	3
Measuring Effectiveness	3.21	2.98	2.73	2.92
Planning Continuous Improvement	3.48	3.12	2.84	2.99
Building Collaborative Relationships	3.69	3.33	3.17	3.32

Finally, here are employee rankings for each of the AQIP criteria, broken down by the employees' Organizational Perspective — whether they see the “big picture” or are focused on the details surrounding their job. Those with the broadest perspective (i.e., an OP score of more than 20, or “OP>20”) may be best positioned to distinguish the areas in greatest need of institutional attention.

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The AQIP Criteria broken down by Organizational Perspective* 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	OP>20	OP<=20	OP>20	OP<=20
Helping Students Learn	3.29	2.88	3.22	2.73
Accomplishing Other Distinctive Objectives	3.13	2.57	3.08	2.48
Understanding Students' and Other Stakeholders' Needs	3.21	2.67	3.11	2.51
Valuing People	2.86	2.56	2.87	2.37
Leading and Communicating	2.97	2.56	2.93	2.34
Supporting Institutional Operations	3.15	2.7	3.06	2.53
Measuring Effectiveness	3.01	2.62	2.93	2.53
Planning Continuous Improvement	3.13	2.72	3.07	2.42
Building Collaborative Relationships	3.39	2.92	3.22	2.66

### **How effective are our key processes in each of these areas?**

In the sections that follow, you can examine the specific results for each Criterion. The tables below compare Illinois Central College's employee ratings of key processes with the mean response to each item from all other organizations that have used *AQIP Examiner*.

Following each table are comments about the items it contains. These brief statements on each question are intended to stimulate — not to limit — further discussion at Illinois Central College concerning the implications of this data. Where processes are widely known and perceived as effective, the institution may have realized success upon which to build. As you search for opportunities for improvement, don't neglect recognizing and appreciating your institution's achievements and strengths. Work consciously to preserve these strengths as you work to improve the less effective process areas.

### **Key processes involved in *Helping Students Learn*, AQIP criterion 1**

*Helping Students Learn* identifies the shared purpose of all higher education organizations, and is accordingly the pivot of any institutional analysis. This Criterion focuses on the teaching-learning process within a formal instructional context, yet also addresses how your entire institution contributes to helping students learn and overall student development. It examines your 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 improvement efforts.

The AQIP Criterion 1: Helping Students Learn 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
ensuring that our learning objectives for students are aligned with our institution's mission, vision, and philosophy.	3.46	1	3.46	1.1
reaching agreement on our common student learning objectives.	3.28	1.02	3.23	1.09
designing new academic programs.	3.34	1.11	3.22	1.17
placing students in courses for which they are appropriately prepared.	3.21	1.17	3.11	1.2
keeping our students aware of our learning and performance objectives.	3.26	1.05	3.31	1.06
defining good teaching.	3.1	1.13	2.94	1.17
ensuring that our faculty members have the skills and resources they need to teach well.	3.28	1.14	3.16	1.13
collecting and analyzing regularly a set of measures of students' learning -- to assess what our students have actually learned.	3.14	1.07	3.08	1.18

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

- ◆ *ensuring that our learning objectives for students are aligned with our institution's mission, vision, and philosophy*

Every institution's mission, vision, values, and philosophy, as communicated through its words and actions, should make clear what it is trying to do for its students - intellectually, morally, spiritually, socially, economically, or in whatever other ways the institution tries to influence their minds and lives. It is critical to make certain that the learning objectives for specific academic programs and courses embody and support that institutional perspective.

- ◆ *reaching agreement on our common student learning objectives.*

Decision-making is an important process. How an institution agrees on common learning objectives offers insight into how critical and sometimes-difficult decisions about the learning needs of all students are made. Since these decisions involve dialogue among disciplines, they raise questions about student-focus and collaborative relationships. Discussion of this question may surface issues related to the purposes of common learning as well as how the institution reaches other decisions that

require crossing divisional or departmental lines. Without a process to make these decisions, assessing student learning is impossible.

◆ *designing new academic programs.*

Processes for designing new academic programs determine how an institution responds to the changing needs of existing students or to new student groups. Because these processes are closely related to the integrity of institutional mission, strategic objectives, resources, and academic priorities, they should be explicit, effective, and understood across the campus. Addressing program design may raise questions about competitive environment, resource priorities, student needs, the evolution of disciplines, and academic standards.

◆ *placing students in courses for which they are appropriately prepared.*

How well students are placed in courses helps determine their success. Effective placement requires processes for understanding students' abilities and preparation, course and program approaches and expectations, as well as scheduling. Perceptions of placement of students may raise questions about whether the institution has designed effective systems for assessing student academic needs or for insuring that students are able to enroll in the courses they need. Processes related to selecting and training advisors may be involved as well.

◆ *keeping our students aware of our learning and performance objectives*

Students who know what is expected of them are more engaged in learning. Ongoing communication helps students understand expectations and strengthens the institution's identity as a community of learners. Failure to provide this communication is sometimes interpreted as "erosion of standards." Discussion may surface issues of how well learning and performance objectives have been designed and formulated for communication. Explore the variety of means that can be used to communicate these objectives to students.

◆ *defining good teaching*

High performing institutions know how to define good teaching. They continually measure and trend performance, open dialog on best practices, and provide recognition for excellence. Key questions are whether processes for defining good teaching are explicit, well developed, and have the active support of faculty, administration, staff, and students.

◆ *ensuring that our faculty members have the skills and resources they need to teach well.*

Effective academic planning ensures that faculty members are prepared with the skills and resources to help students learn. Implications may include institutional budgeting priorities, systems for assessing faculty needs, training and development programs, as well as awareness of evolving disciplines, techniques and technologies.

◆ *collecting and analyzing regularly a set of measures of students' learning -- to assess what our students have actually learned.*

Assessing student learning provides the institution, its students, and other stakeholders with assurance that its academic mission is being fulfilled. Without such measures, improvement is difficult to define. A key question is not whether measures exist, but if they are meaningful in assessing what students have actually learned. How analysis is conducted, results analyzed and communicated, and targets for improvement set may also arise.

### **Key processes involved in Accomplishing Other Distinctive Objectives, AQIP criterion 2**

*Accomplishing Other Distinctive Objectives* addresses the processes that contribute to the achievement of your institution's major objectives that complement student learning and fulfill other portions of your mission. Depending on your institution's character, it examines your 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 improvement efforts.

Do not *assume* that *everyone* shares an appreciation of the importance that *you* attribute to such activities as research, community involvement, professional activity, and similar work. To have a productive discussion of this Criterion, you need to make sure everyone has the *same* key "distinctive objectives" of your institution in mind.

The AQIP Criterion 2: Accomplishing Other Distinctive Objectives 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
aligning our distinctive strategic initiatives with our institutional mission, vision, and philosophy.	3.3	1.02	3.29	1.08
ensuring that our distinctive strategic initiatives complement our student learning goals.	3.24	0.96	3.16	1.05
determining what distinctive strategic initiatives to pursue.	3.13	1.05	3.05	1.11
communicating the goals of our distinctive strategic initiatives to our internal and external constituencies.	2.92	1.16	2.95	1.15
agreeing on and regularly analyzing a set of measures of our other strategic initiatives.	2.98	1.03	2.86	1.12

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *aligning our distinctive strategic initiatives with our institutional mission, vision, and philosophy.*

An institution's distinctive strategic objectives, beyond helping students learn, should be explicitly aligned with mission, vision, and philosophy. Failure to align (or to communicate alignment) may lead to perceptions that actions are "out of sync" with mission, or that the institution's identity is at risk through failure to resolve competing priorities, interests or values. Questions of how mission and vision guide institutional life in all areas may arise.

◆ *ensuring that our distinctive strategic initiatives complement our student learning goals.*

The relationship of learning to other strategic objectives raises issues of purpose, coherence, image, identity, and integrity. It stimulates questions about how broadly or narrowly an institution of higher learning identifies its stakeholders, defines its mission, articulates its history and traditions, and

develops systems for response to new opportunities. Other activities can support learning, or pull attention and resources away from it.

◆ *determining what distinctive strategic initiatives to pursue.*

The processes by which an institution decides to pursue distinctive strategic initiatives reflect how mission, competence, talent, resources, and stakeholder needs are integrated. Explicit knowledge and positive evaluation of these decision-making processes is a mark of a high performing institution. Widely divergent or negative perceptions of planning may signal poor communication of processes or disagreement with past decisions. Questions about assigning priorities to competing stakeholder needs in deciding on distinctive strategic initiatives may arise.

◆ *communicating the goals of our distinctive strategic initiatives to our internal and external constituencies*

Since together they contribute significantly to institutional identity, goals for distinctive strategic initiatives ought to be effectively communicated internally and externally. Communicating goals, especially their relationship to mission objectives, affects stakeholders’ motivation to contribute to achieving them. Different perceptions of communication across groups may indicate that some constituencies may be left out of communications planning. Questions about standards for the overall effectiveness of communication systems may arise.

◆ *agreeing on and regularly analyzing a set of measures of our other strategic initiatives*

Processes for agreeing upon and analyzing measures for performance on strategic initiatives underlie the institution’s ability to evaluate strategies, measure success, implement improvements or change direction. In analyzing evaluation of these processes, issues may arise about whether effective tools and techniques for making decisions and establishing measures are employed, as well as how results are trended over time and improvement targets or performance standards are set. Without measures, real progress can’t be perceived.

**Key processes involved in *Understanding Students’ and Other Stakeholders’ Needs*, AQIP criterion 3**

*Understanding Students’ and Other Stakeholders’ Needs* 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 stakeholders; measures; analysis of results; and improvement efforts.

The AQIP Criterion 3: Understanding Students’ and Other Stakeholders’ Needs  5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
identifying which groups to serve.	3.37	1.06	3.34	1.06

	Illinois Central College		Other Organizations	
listening to the specific needs and requirements of those groups we serve.	3.18	1.12	3.15	1.1
identifying and responding to the changing needs of those groups we serve.	3.2	1.1	3.09	1.08
systematically collecting and analyzing the complaints we receive in order to improve.	2.85	1.18	2.81	1.2
measuring the satisfaction of those we serve.	3.08	1.16	2.99	1.15

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *identifying which groups to serve*

Identifying which groups to serve is an important element of defining an institution's mission objectives. Processes for matching needs of those served to institutional capabilities are critical to effectiveness and integrity. Critical issues and assumptions about explicit awareness of students and other stakeholders in developing strategic focus may be raised by discussion of this process.

◆ *listening to the specific needs/requirements of those groups we serve.*

High performing institutions know they can't be all things to all people, and so they systematically use tools and techniques to hear the needs and requirements of the groups they serve. Without these, institutions may substitute guesswork for what they should know to design and deliver programs and services, as well as to measure satisfaction. Reflection on how the institution listens and uses what it hears may raise key questions about the effectiveness of processes underlying student and stakeholder focus.

◆ *identifying and responding to the changing needs of those groups we serve.*

Listening to groups served is an ongoing process: as times change, so do people's needs. Institutions that track changing needs and requirements and respond effectively gain strategic advantage. Responses to this issue may surface assumptions about change, institutional adaptability, and constancy of purpose.

◆ *systematically collecting and analyzing the complaints we receive in order to improve.*

Complaints enable high performing institutions to make positive changes in services and programs. Where complaints are feared or ignored, important information for improvement is lost. A well-developed, objective system for collecting and analyzing complaints — and acting upon them — contributes to a culture of service. A key question is how the institution facilitates rather than buries complaints, as well as how it focuses on process improvement rather than blaming employees for making mistakes.

◆ *measuring the satisfaction of those we serve.*

Measures of satisfaction allow an institution to know how well it is succeeding in quality objectives: meeting the needs and requirements of those it serves. Satisfaction measurement is a key indicator of a developing quality system. Questions that may arise include whether satisfaction is measured for all groups served, whether instruments and techniques are well developed, and how frequently feedback is collected and analyzed for planning and setting improvement targets.

### **Key processes involved in Valuing People, AQIP criterion 4**

*Valuing People* explores your institution's commitment to the development of your faculty, staff, and administrators since the efforts of all are required for institutional success. It examines your 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, safety, and well-being; measures; analysis of results; and improvement efforts.

The AQIP Criterion 4: Valuing People 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
hiring people who share our mission, vision and philosophy.	3.22	1.16	3.23	1.2
providing our people with the training and development opportunities they need to be successful in their jobs.	3.1	1.31	3.2	1.26
aligning individual performance assessment and feedback with institutional objectives.	2.88	1.18	2.85	1.21
motivating faculty, staff and administrators to improve their own performance.	2.66	1.23	2.65	1.26
addressing faculty, staff and administrator job satisfaction and morale.	2.42	1.18	2.44	1.22
gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.	2.61	1.24	2.51	1.21

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *hiring people who share our mission, vision and philosophy.*

The mission, vision, and philosophy of an institution are lived by its employees — in what they believe about their jobs, how they relate to one another, in how they serve. High performing institutions develop systems to hire people with both necessary skills and values that are good “fits” with the organization's needs. Perceptions of performance in this area may differ, depending upon

how individuals recall their own hiring process, level of satisfaction with new hires, or level of understanding of mission-based expectations. Key issues are how mission, vision and philosophy are understood, and how they are translated into processes for hiring.

- ◆ *providing our people with the training and development opportunities they need to be successful in their jobs.*

Providing training and development for job success across the institution enhances both performance and morale. The opportunity to learn new things on the job is an important priority for most faculty and many staff. Areas for consideration include which groups may perceive their training and development opportunities as limited, how training and development needs are determined, and whether an effective system for delivery of training is in place. Issues of technology as a driver of and solution to training needs may also arise.

- ◆ *aligning individual performance assessment and feedback with institutional objectives.*

Aligning performance feedback with institutional objectives allows individuals to understand how they contribute to organizational success. How well this alignment is accomplished across the institution depends upon whether objectives are meaningfully communicated and practically translated for every unit, function, and level.

- ◆ *motivating faculty, staff and administrators to improve their own performance.*

A quality culture depends upon individuals who evaluate and improve their own performance in light of systems and service requirements. High performing institutions create a climate and an environment that encourage and support members' intrinsic motivations to improve. Assessment of performance in this area may raise questions about how groups define performance excellence, and how measures and motivations may differ or converge.

- ◆ *addressing faculty, staff and administrator job satisfaction and morale.*

High performing institutions create working conditions that enhance job satisfaction and instill a spirit of service. Addressing job satisfaction and morale requires feedback and response systems based upon accurate knowledge of factors that influence the quality of work life for each group. Wide variation in responses across groups may signal that a more systemic approach is needed. Issues that may arise in analyzing responses on the effectiveness of these processes include how the institution knows what affects the morale of each group, how it monitors satisfaction, and how it responds to specific problems.

- ◆ *gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.*

In valuing people, gaps between espoused values and actual organizational performance can erode morale. High performance requires establishing a valid set of measures for key human resources processes, trending results, and establishing targets for improvement. Questions that may arise in addressing measurement may include how key measures are established, what tools and techniques are employed in data collection, and how results and improvement targets are communicated to stakeholders.

### **Key processes involved in *Leading and Communicating*, AQIP criterion 5**

*Leading and Communicating* addresses how your institution's leadership and communication structures, networks, and processes guide your institution in setting directions, making decisions, seeking future

opportunities, and building and sustaining a learning environment. It examines your institution's processes and systems related to leading activities; communicating activities; alignment of leadership system practices, institutional values and expectations; direction setting; future opportunity seeking; decision making; use of data; leadership development and sharing; succession planning; measures; analysis of results; and improvement efforts.

The AQIP Criterion 5: Leading and Communicating 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
creating opportunities for faculty and staff to learn and practice leadership skills.	3.19	1.18	3.03	1.2
making certain that leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.	3.06	1.16	2.98	1.22
making sure that everyone understands and values the mission, goals, and direction of the institution.	3.06	1.15	3.2	1.21
ensuring that leaders weigh relevant information and performance results in making decisions.	2.82	1.15	2.76	1.18
making sure that leaders communicate decisions, strategies, and performance objectives throughout the organization.	2.79	1.2	2.76	1.21
measuring how well our systems for leading and communicating are working.	2.55	1.16	2.45	1.14

AQIP Examiner asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *creating opportunities for faculty and staff to learn and practice leadership skills.*

Leadership is distributed throughout collaborative institutions. It is not confined to those at the top. Faculty and staff need to be supported in learning and exercising leadership skills. Assessing opportunities for learning and practicing leadership raises questions of how leadership and empowerment are defined on campus, as well as how training and development resources are appropriately allocated for involvement.

◆ *ensuring leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.*

Leadership for high performance sets a “tone at the top” for service, ethical conduct, and awareness of responsibility to the larger community. Leadership provides assurance to students and stakeholders, internal and external, that the institution adheres to a consistent set of values. Assessment of this process may raise issues of how standards are set, how involvement of board and senior leaders is ensured, as well as issues about the means, frequency, consistency, and effectiveness of communication.

- ◆ *ensuring everyone understands and values the mission, goals, and direction of the institution.*

For high performance, mission, goals and direction have to be communicated and understood in such a way as to motivate everyone to actively participate in their attainment. Exploration of how understanding is assured may raise questions about what communication channels are employed, how these are credibly linked to performance standards, and whether they are appropriately gauged to institutional culture.

- ◆ *ensuring that leaders weigh relevant information and performance results in making decisions.*

Ensuring that leaders weigh relevant information should be addressed at a systems level. Leadership decisions based on agreed-upon, reliable sources of information, including performance results, are sounder and more easily communicated than those based upon “impressions” or fragmented data. In evaluating decision making, questions of how strategic priorities are weighed and alternative interpretations of data are explored, as well as how the logic of decisions is communicated may arise.

- ◆ *ensuring that leaders communicate decisions, strategies, and performance objectives throughout the organization.*

Quality-based institutions meet the need of persons at every level to know the decisions, directions, and performance standards of the organization. Reflection on leaders’ communication may lead to questions of whether coherent communication planning takes place, what channels are employed, and how messages are framed. Variation of response across groups on communication effectiveness may raise issues of stakeholder focus.

- ◆ *measuring how well our systems for leading and communicating are working.*

High performing institutions recognize need for a systemic approach to leading and communicating, and so identify and develop measures and indicators of effective processes. Perceptions of these processes will depend upon how well performance standards and measures have been established and results communicated.

### **Key processes involved in Supporting Institutional Operations, AQIP criterion 6**

*Supporting Institutional Operations* addresses the variety of your institutional support processes that help to provide an environment in which learning can thrive. It examines your 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 improvement efforts.

The AQIP Criterion 6: Supporting Institutional Operations 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
identifying the needs of students for support services.	3.3	1.05	3.38	1.07
providing and managing support services that meet the needs of students.	3.39	1.05	3.36	1.09
identifying the support service needs of faculty, staff, and administrators.	2.95	1.12	2.83	1.14

	Illinois Central College		Other Organizations	
providing and managing support services that meet the needs of faculty, staff, administrators.	2.99	1.14	2.86	1.11
regularly evaluating how well our student and administrative support services work.	2.88	1.11	2.72	1.12

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *identifying the needs of students for support services.*

Different student segments may have radically different needs. Understanding of students' needs for support services is based upon feedback from students and the systems that serve them, including assessment of academic preparation, tracking of progress, and communication to service providers. Evaluating systems for identifying student needs may raise issues of student recruitment, performance expectations, and enrollment management.

◆ *providing and managing support services that meet the needs of students.*

Providing and managing support services are processes that depend upon appropriate design that is based upon needs, funding related to priorities established in planning, and operational effectiveness in delivery. Analysis of responses to service delivery may raise questions of how services complement learning objectives, whether and how satisfaction with services is measured, results communicated, and improvements sought.

◆ *identifying the support service needs of faculty, staff, and administrators.*

To identify the support needs of faculty, staff, and administrators, an organization must know what they require to accomplish their work well. High performing institutions understand the stated needs of these groups in the context of delivery systems, processes, and performance standards. Questions may arise about how needs are regularly audited, as well as how this listening is related to planning—especially for technology.

◆ *providing and managing support services that meet the needs of faculty, staff, administrators.*

Providing and managing support services that meet the needs of faculty, staff and administrators depends upon effective design, planning, and delivery. Since these services are most often provided by internal operations, questions of service orientation (i.e., seeing other employees as suppliers or those served), collaborative relationships, and systems for continual improvement may arise.

◆ *regularly evaluating how well our student and administrative support services work.*

Evaluating support services requires performance measures of operational effectiveness in meeting needs, efficiency, and satisfaction. Questions that may arise in discussing service evaluation may include how planning for service takes place, how performance measures are established, how results are analyzed and targets for improvement set. "Internal customers" may need systematically to evaluate those who serve them.

**Key processes involved in *Measuring Effectiveness*, AQIP criterion 7**

*Measuring Effectiveness* examines how your institution collects, analyzes, and uses information to manage itself and to drive performance improvement. It examines your institution's processes and systems related to collection, storage, management, and use of information and data at the institutional and departmental/unit levels; 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 improvement efforts.

The AQIP Criterion 7: Measuring Effectiveness 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
collecting, storing, and distributing data and information to those who need it.	3.12	1.15	3.12	1.19
establishing a set of key institutional measures for tracking effectiveness in achieving the institution's mission and goals.	3.03	1.07	2.95	1.13
determining and responding to the data needs of our departments and organizational units.	2.99	1.11	2.89	1.16
analyzing performance data and sharing results throughout the institution.	2.87	1.12	2.78	1.14
measuring and evaluating how well our data collection, storage, and distribution system works.	2.81	1.12	2.7	1.13

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

- ◆ *collecting, storing, and distributing data and information to those who need it.*

Collecting, storing and distributing information effectively requires technical capability and proficiency as well as a service orientation. As you evaluate your information systems, issues concerning vendor quality, alignment with strategic objectives, and the fit between technology training systems and personnel may arise.

- ◆ *establishing a set of key institutional measures for tracking effectiveness in achieving the institution's mission and goals.*

All institutions employ a wide variety of measures to accomplish their work. High performing institutions define their key measures of effectiveness. These are sometimes seen as a “dashboard” or “scorecard” that provides leaders and stakeholders with continuous feedback on performance. The number of measures is limited for ongoing, focused attention, and meaningful response. In order to establish key measures, an institution must understand its strategic objectives, systems and key processes. Evaluation may raise questions of whether key measures have been defined, how they are

established and communicated, how they are linked to other measures employed in the institution, and how useful they are in operations and planning.

◆ *determining and responding to the data needs of our departments and organizational units.*

Determining and responding to data needs requires listening to the voice of the data user, understanding the processes and needs of various organizational departments and units. Questions that may arise include how departments and units use data, how they generate meaningful measures and analyze results, how they understand and articulate their own data needs, and what their requirements are for data access and formats.

◆ *analyzing performance data and sharing results throughout the institution.*

Analysis of performance data should take place throughout any effective institution. High performance requires disciplined focus, analysis, and sharing of results. Questions may arise of how results on key indicators and measure are communicated, how success is interpreted, how targets are established and improvements sought, and how performance data are evaluated and used for improvement.

◆ *measuring and evaluating how well our data collection, storage, and distribution system works.*

Evaluation of data collection, storage, and distribution is a critical element in building quality systems and quality culture. Accurate, readily available information is the prerequisite for understanding and improving processes. High variation in responses to this item may indicate that the present system is limited, or that some respondents are dissatisfied with aspects of information services and seek means of improvement.

**Key processes involved in *Planning Continuous Improvement*, AQIP criterion 8**

*Planning Continuous Improvement* examines your institution's planning processes and how your strategies and action plans are helping you achieve your mission and vision. It examines your institution's processes and systems related to institutional vision; planning; strategies and action plans; coordination and alignment of strategies and action plans; measures and performance projections; resource needs; faculty, staff, and administrator capabilities; measures; analysis of performance projections and results; and improvement efforts.

The AQIP Criterion 8: Planning Continuous Improvement 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
reviewing our mission, vision, and philosophy in light of changing priorities and conditions.	3.25	1.01	3.25	1.16
developing strategies that deal with institutional challenges and opportunities.	3.29	1	3.19	1.09
translating our strategic objectives into concrete, achievable action plans.	3.15	1.06	3.06	1.12
communicating our strategies and action plans throughout the organization.	2.89	1.13	2.96	1.17
evaluating our systems for planning.	2.98	1.11	2.81	1.13

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *reviewing our mission, vision, and philosophy in light of changing priorities and conditions.*

High performing institutions periodically revisit their mission, vision and philosophy — in light of changes in their students and stakeholders. Why the institution exists, what it wants to become, and how it pursues its objectives are reviewed in light of changes in higher education’s competitive environment, market forces, technology, and student requirements. In evaluating processes for mission review, questions of involvement of stakeholders, effectiveness of environmental scans, cycle times for review and protocols for making change, as well as institutional identity and continuity may arise.

◆ *developing strategies that deal with institutional challenges and opportunities.*

Developing effective strategies depends upon the institution’s understanding of its competitive environment. High performing institutions regularly conduct environmental scanning and interpret challenges and opportunities in light of existing resources and systems. In evaluating strategies, questions may arise about the institution’s flexibility and strategic orientation, its knowledge of internal strengths and weaknesses, and the sophistication of its scanning and planning techniques.

◆ *translating strategic objectives into concrete, achievable action plans*

Strategic planning is effective only when it can be translated into tactics. Strategy has practical meaning when institutions know what, specifically, they need to do to succeed in achieving their strategies. In evaluating action planning, questions may arise of whether risks and resource requirements are adequately assessed, how effectively plans are deployed, whether those asked to carry out plans have sufficient skills in project management, and whether the institution’s is more inclined to action or “ritualized” contemplation.

◆ *communicating our strategies and action plans throughout the organization.*

High performing institutions communicate their priorities and the actions required to attain them. Effective communication provides the “big picture” for people across the organization, enabling them to see how their roles in operations or action projects contribute to the institution’s success. Questions may arise concerning whether communication planning is part of strategy development, how clearly strategic priorities and actions are communicated to employees at every level, and how groups within departments and units meaningfully interpret their parts in organizational strategies and tactics.

◆ *evaluating our systems for planning.*

Effective planning depends upon a cycle of improvement that includes measures of success. Planning itself should be continually improved. Questions that may arise in evaluating planning systems include how the institution is “in touch” with its environment; how well its statements of aspiration match its measured performance; how clear people’s roles in planning are; whether plans and strategies adopted turn out to be successful; and whether employees’ attitudes toward planning, change, and action are positive.

**Key processes involved in *Building Collaborative Relationships*, AQIP criterion 9**

*Building Collaborative Relationships* 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 improvement efforts.

The AQIP Criterion 9: Building Collaborative Relationships 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
establishing collaborative relationships with business, industry, and community organizations.	3.77	1.01	3.56	1.09
building collaborative relationships with other educational organizations, including those that send us students and those that receive our graduates.	3.68	1	3.53	1.05
building internal collaborative relationships across different departments and organizational units.	2.83	1.16	2.81	1.2
establishing partnerships with vendors, service providers, and contractors.	3.48	1.08	3.35	1.05
evaluating our systems for building collaborative relationships.	3.1	1.13	2.84	1.13

*AQIP Examiner* asked you and your colleagues to rate the effectiveness of selected key processes in this area. As you study the ratings each received at Illinois Central College in the table above, begin to

identify where you might find opportunities for process improvements, bearing in mind why these particular processes are so important to a higher education organization:

◆ *establishing collaborative relationships with business, industry, and community organizations.*

Institutions depend upon relationships with internal and external stakeholders to improve operations, obtain resources, and effectively pursue their missions. Healthy institutions are aware of their strategic and community environments. They actively pursue collaborations that advance mission objectives. Reflection on results for collaboration with business, industry and community may surface issues of performance in communicating the existence and rewards of such relationships, as well as in establishing and maintaining them for mutual benefit.

◆ *building collaborative relationships with other educational organizations, including those that send us students and those that receive our graduates.*

Relationships with other educational organizations may include partnerships for program development, memberships in consortia or communities of practice, as well as collaborations with those who prepare students to enter the institution or who receive its graduates. Reviewing effectiveness of processes for developing such relationships may raise issues of criteria for partnering or institutional membership in collaborative groups, as well as of how needs and expectations of those supplying or receiving students are identified and communicated — what other enterprises call “supply-chain management.”

◆ *building internal collaborative relationships across different departments and organizational units.*

Collaborative relationships across the institution strengthen a culture of service, enhance appreciation of the work of others, and enable improvement of processes that cross unit or departmental boundaries. Respondents who frequently interact with those benefited by their work have opportunities to make their own work requirements known. Those who participate in cross-functional teams for process improvement are likely to evaluate relationships positively. Questions of how collaborative relationships are encouraged and established may arise.

◆ *establishing partnerships with vendors, service providers, and contractors.*

Partnerships with vendors, service providers, and contractors can create benefit in cost savings, efficiency, and improved service based upon knowledge of customer requirements and capability of suppliers. These relationships build trust over time, but must be supported by effective processes to develop criteria, manage risk, and measure results. Exploration of such partnerships often surfaces questions about how feedback loops are established, and how satisfaction with services is evaluated and tracked.

◆ *evaluating our systems for building collaborative relationships.*

Effective collaborative relationships, internal and external, depend upon conscious design. Reflection on evaluation of systems for external relationships may raise questions about how these are established and prioritized in alignment with mission, how mutual benefits are measured and evaluated, and how relationships may be improved or terminated.

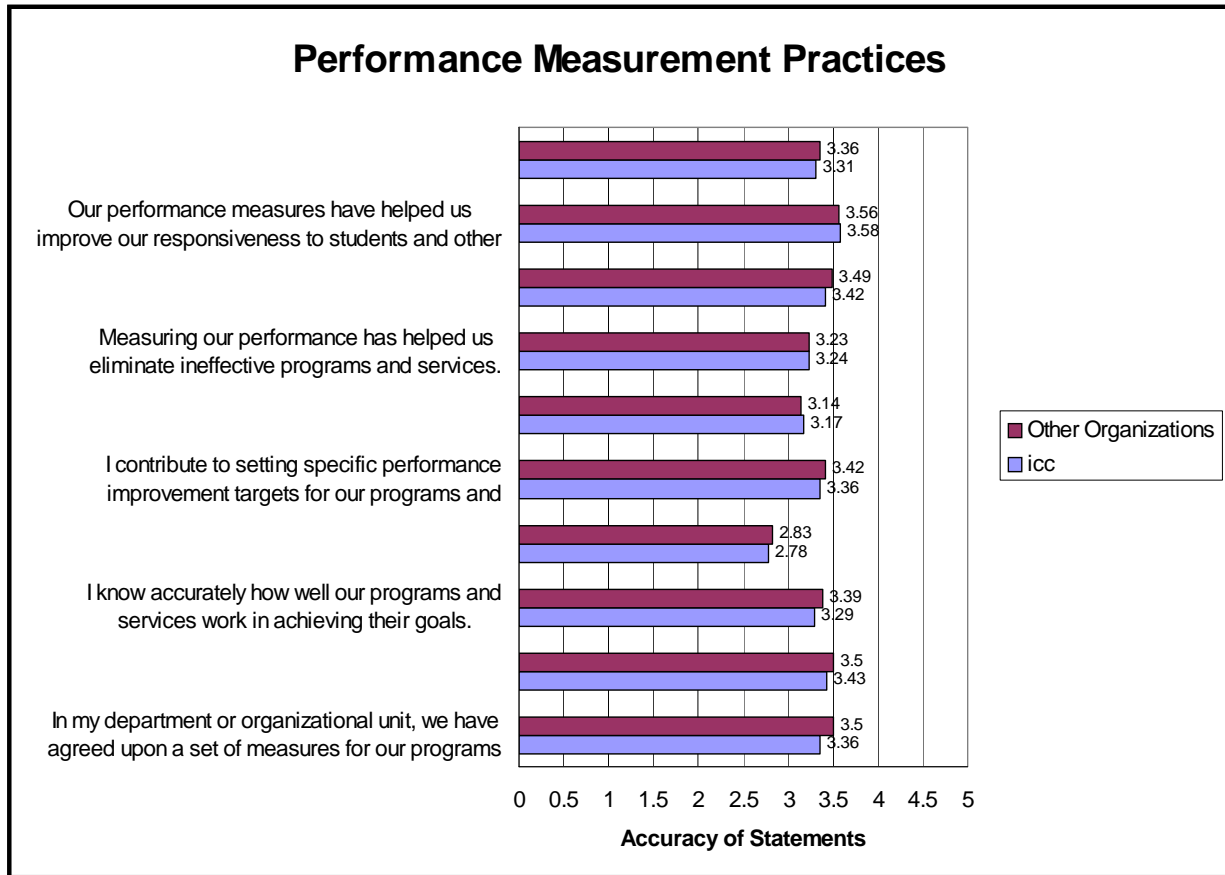
### **How systematically do we measure our own performance?**

Institutions develop processes in order to achieve institutional goals. Ultimately, the test of an effective process is whether or not it helps the institution achieve the performance it wants. Colleges and universities want their students to learn, to graduate, to be successful in life after graduation. They want faculty and staff to thrive, to derive satisfaction and pride from the work they do, to develop their talents and interests. They want employers, parents, and the others who depend on the institution to get what they need: effective employees, independent children, responsible citizens, etc.

Processes *may* work well without measures, but leaving its key goals unmeasured is dangerous for an organization. We all tend to think that we do well those things that are important to us — and that if weren't doing them well, we would become aware of the problems and improve, naturally. But in fact, our desire to *believe* we are doing well often colors our perceptions, and we fail to see the gaps or problems in our processes and activities. Unless we have objective measures and indicators for our most important objectives, it is easy to fail to notice when effectiveness erodes or performance declines gradually, over time.

Holding an organization accountable for maintaining good performance is only one use of measures. Metrics can also reveal where unsuspected improvement opportunities lie. Often, after an organization has worked hard to stabilize or improve its performance, it may conclude that the level it has reached represents a *natural limit* — “we’re now as good as possible.” For example, an institution might be proud of its student retention upon discovering that it keeps 75% of its entering students through graduation. But if it finds that similar institutions are retaining only 40%, it could be *certain* that its performance is superior. And if it finds that some other peer institution is retaining 90%, it then *knows* that it has an opportunity to close the gap between its own current performance and what the other institution has demonstrated is possible. Measures can help us identify opportunities and set “stretch” targets.

*AQIP Examiner* included ten statements (each ranked 5 = *Very accurate* to 1 = *Very inaccurate*) that describe what might be organizational practices in measuring the performance of its processes. These items measurement were phrased (using *I, my, our, we*) to capture each respondent's individual perspective, and open dialogue on the basis of individuals' direct experience. This graph compares the results for Illinois Central College with those of other organizations using *AQIP Examiner*.



This table summarizes the means and standard deviations for these ten items.

Performance Measurement Practices 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	Mean	S.D.	Mean	S.D.
In my department or organizational unit, we have agreed upon a set of measures for our programs and services.	3.36	1.29	3.5	1.28
I regularly take part in analyzing the performance results of programs and services for which I have responsibility.	3.43	1.33	3.5	1.35
I know accurately how well our programs and services work in achieving their goals.	3.29	1.24	3.39	1.25
I know where our performance stands in comparison with that of similar departments or units in other organizations.	2.78	1.38	2.83	1.34
I contribute to setting specific performance improvement targets for our programs and services.	3.36	1.35	3.42	1.32

	Illinois Central College		Other Organizations	
Our performance measures have helped us reduce our costs and expenses.	3.17	1.3	3.14	1.25
Measuring our performance has helped us eliminate ineffective programs and services.	3.24	1.16	3.23	1.26
Measuring the performance of our programs and services has helped us improve their accuracy and quality.	3.42	1.19	3.49	1.2
Our performance measures have helped us improve our responsiveness to students and other stakeholders.	3.58	1.09	3.56	1.17
Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.	3.31	1.21	3.36	1.21

The next table shows how employees with varying length of service perceive the organization’s practices in measuring performance. Again, the longest-serving employees may be the most astute observers.

<b>Performance Measurement Practices</b> broken down by employee length of service* 5 = Very effective process, 1 = Very ineffective process	3 or fewer years	4-6 years	7-9 years	10 or more years
I contribute to setting specific performance improvement targets for our programs and services.	3.19	3.41	3.29	3.43
I know accurately how well our programs and services work in achieving their goals.	3.27	3.09	3.32	3.37
I know where our performance stands in comparison with that of similar departments or units in other organizations.	2.73	2.59	2.58	2.93
I regularly take part in analyzing the performance results of programs and services for which I have responsibility.	3.31	3.27	3.35	3.58
In my department or organizational unit, we have agreed upon a set of measures for our programs and services.	3.57	3.35	3.11	3.32
Measuring our performance has helped us eliminate ineffective programs and services.	3.25	3.46	2.88	3.23
Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.	3.6	3.17	3	3.3

<b>Performance Measurement Practices</b> broken down by employee length of service* 5 = Very effective process, 1 = Very ineffective process	3 or fewer years	4-6 years	7-9 years	10 or more years
Measuring the performance of our programs and services has helped us improve their accuracy and quality.	3.53	3.44	3.15	3.41
Our performance measures have helped us improve our responsiveness to students and other stakeholders.	3.81	3.57	3.11	3.58
Our performance measures have helped us reduce our costs and expenses.	3.22	3.29	2.87	3.17

Finally, here is the response pattern for these questions from employees with a broad or narrow Organizational Perspective. Those who have a “50,000 foot view” of the institution (i.e., those for whom “OP>20”) may be the most knowledgeable about desired performance measurement practices, but those with a more narrow perspective may be accurately reporting what they perceive to be the actual practice. Often, there are strong differences between the performance measures an institution would like to be using and those it actually uses.

<b>Performance Measurement Practices broken down by Organizational Perspective*</b> 5 = Very effective process, 1 = Very ineffective process	Illinois Central College		Other Organizations	
	OP>20	OP<=20	OP>20	OP<=20
In my department or organizational unit, we have agreed upon a set of measures for our programs and services.	3.43	2.8	3.55	2.88
I regularly take part in analyzing the performance results of programs and services for which I have responsibility.	3.57	2.46	3.56	2.74
I know accurately how well our programs and services work in achieving their goals.	3.39	2.5	3.45	2.65
I know where our performance stands in comparison with that of similar departments or units in other organizations.	2.88	2.03	2.88	2.22
I contribute to setting specific performance improvement targets for our programs and services.	3.49	2.36	3.48	2.66
Our performance measures have helped us reduce our costs and expenses.	3.25	2.5	3.17	2.71
Measuring our performance has helped us eliminate ineffective programs and services.	3.31	2.61	3.27	2.68

	Illinois Central College		Other Organizations	
Measuring the performance of our programs and services has helped us improve their accuracy and quality.	3.49	2.82	3.53	2.93
Our performance measures have helped us improve our responsiveness to students and other stakeholders.	3.64	3.03	3.6	2.98
Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.	3.37	2.75	3.4	2.74

Careful study of these tables can be extremely revealing, and can help your institution pinpoint new opportunities to develop and implement measures of performance. Effective institutions measure the things that matter most to them.

Here are some comments about the items in this section, and the implications that may arise from discussing your institution’s results.

- ◆ *In my department or organizational unit, we have agreed upon a set of measures for our programs and services*

Departments and units that agree upon measures of the effectiveness of their programs and services build a foundation for learning and improvement. Differences of perception may suggest need to look at the processes by which measures are established, whether measures in use are directly connected to work outcomes, and whether measures are meaningful at the department or unit level, understood, and regularly employed.

- ◆ *I regularly take part in analyzing the performance results of programs and services for which I have responsibility.*

Analyzing results involves in improvement activities those who actually do the work, enhances skills in information-based decision-making, and creates an environment for organizational learning. Questions may arise of training in data analysis, empowerment to make improvements where the work is being done, and how units learn from one another in discussing performance measurement practices.

- ◆ *I know accurately how well our programs and services work in achieving their goals.*

Accurate knowledge of the performance of one’s own work area contributes to trust and commitment to improvement. Where performance results are not communicated or understood, it is difficult to establish meaningful connections between actions and results, or to target areas for improvement.

- ◆ *I know where our performance stands in comparison with that of similar departments or units in other organizations.*

Comparative measures enable organizations, units, and departments to look outside of themselves to gauge their performance against others doing similar work. Such comparisons can be made with local or competing institutions, but benchmarking is best conducted with organizations known for excellence in the processes under review. Understanding how other organizations attain superior

results, and applying that learning to improve one's own processes is an advanced quality improvement practice. Questions may arise on how effective benchmarking is conducted: *Where is benchmarking most profitably used? How are the comparative organizations chosen? What techniques are employed for comparison and for process change based on new learning? Will superior performance organizations share their "secrets" for high performance?*

- ◆ *I contribute to setting specific performance improvement targets for our programs and services.*

Setting performance targets is crucial for process improvement. Targets are set based both upon past performance and future goals for improvement. Questions may arise concerning whether performance is being appropriately tracked, how goals for improvement are set, and whether participants are appropriately trained in process improvement and data analysis. Attitudes about improvement may surface (i.e., *We don't have to be bad to get better* or *Admitting improvement is possible means our past performance was inadequate*).

- ◆ *Our performance measures have helped us reduce our costs and expenses.*

One aspect of quality improvement is seeking greater efficiency, reducing unneeded steps in processes, saving time and resources. Performance measures make such improvement rational. They enable institutions to reduce waste as they meet commitments to service. Questions may arise concerning how process improvement and budgeting systems are linked, as well as whether financial data are made available for improvement initiatives.

- ◆ *Measuring our performance has helped us eliminate ineffective programs and services.*

Eliminating programs and services is often more difficult than improving them. The weight of custom and the influence of "politics" can produce inertia that is difficult to overcome, even when need or effectiveness is in serious doubt. Agreed-upon performance measures enable institutions to make evaluations based upon fact. Questions may arise concerning cycles and standards for program and services review, or how data should inform decision-making.

- ◆ *Measuring the performance of our programs and services has helped us improve their accurateness and quality.*

Improvement depends upon performance being measured over time in light of quality standards. Questions may arise concerning training for quality improvement, empowerment, how targets for accuracy and quality are set, and whether quality tools and techniques are applied consistently.

- ◆ *Our performance measures have helped us improve our responsiveness to students and other stakeholders.*

Responsiveness to students and other stakeholders is an indicator of how seriously an institution takes its mission objectives. Questions may surface about how measures are aligned with student and stakeholder needs and systems for measuring satisfaction, and whether organizational culture and structures encourage or impede responsiveness.

- ◆ *Measuring the performance of our programs and services has helped us communicate what we accomplish to others in the organization.*

Success is measured by meeting or exceeding performance targets. Performance measures can provide persuasive objective evidence of organizational success, thereby increasing everyone's confidence in the competence of program or service delivery. Questions of the institution's systems for communicating and celebrating success may arise.



**What comments did our faculty, staff, and administrators provide?**

*AQIP Examiner* allowed respondents to comment on each of its items. These comments can provide valuable information in analyzing *AQIP Examiner's* results, including the contexts (history, structures, current issues) and understandings (vocabulary, limits of experience) that affected responses.

Respondents offer comments for a variety of reasons: to identify specific issues or problems raised by an item, to amplify the importance of a particular item or theme, to indicate limitations of knowledge or experience, to interpret an item in the vocabulary of a particular area or function, to ask questions about the survey itself, to raise issues not addressed by the instrument, to make suggestions for action, and to praise or blame.

When they are issue-oriented, comments often address areas such as conflicting priorities; follow-through on past initiatives; bureaucracy; policies and procedures; communication; authority and control; stakeholder involvement; motivation and trust; methods of assessing performance; employee relations and benefits; technology; mission and identity; and managerial and operational practices. Each institution should carefully review comments for its own patterns of response.

Comments offer a “human dimension” that helps get at what results really mean. They may also cause pain. A sharply worded statement can evoke strong reactions. However, seeking to identify sources or dismissing unwanted comments undermines *AQIP Examiner* and the broad-based continuous improvement process it supports.

*Comments are most useful when they:*

- Help explain patterns in *AQIP Examiner's* results. (Look for comments that cluster around specific items, criteria, or themes that are raised by analysis of item “scores.”)
- Provide insights into organizational communication. (Look for comments that indicate respondents do or don't know what is going on outside of their own areas.)
- Suggest opportunities and challenges in quality implementation. (Look for comments in which respondents express attitudes toward the categories and approaches presented in *AQIP Examiner*.)
- Raise important issues not addressed in the survey that may be affecting organizational climate and culture.
- Start conversations that lead to action.

No.	Comment
13	I believe that it is important to know as much as possible about the process that one is involve in. It makes a better understanding of what is going on.
	without communication and comprehension by all involved parties, the rest can only succeed by supreme accident.
	ICC is a great institution, but as an organization we lack the training to Employees regarding the processes or even the ability to clarify those processes - this needs to improve
	In my observation, this organization concentrates its efforts on fadish, improvement seminar type training instead of common sense problem solving and management training for those individuals that are paid to lead.
	I take it that all references to "effective" do not take into account "efficient" processes which give you the biggest bang for your buck. At times, when we wish to be "effective" the cost factor does not come into play. i.e. We do not mind the cost of a good surgeon if we know they can cure the problem.
	The amount of required understanding depends on the depth at which one is involved, as well as the significance of one's decisions and comments to the process. Some understanding is needed for all.
	Communication very important at all levels between members involved
	Everyone has to understand their role and be on the same page.
	I have notice that some managers do not now the processes for their department. Sometimes the managers change the process and do not know the problem that they will cause with the changes. Most of the managers or first line supervisor can not fill in for their classified personnel; they do not know the job.
	what is the purpose of this question?
	A problem for the institution is that it seems to keep changing the processes.
	The trick is to ensure the quality of those involved. You will be limited to the ability of achievement if you have less than qualified members in the process.
	In order for a process to be successful, everyone involved must have a clear idea of what needs to be accomplished.
14	Timeliness is important particularly when faculty are involved.
	Every step is very important, don't even include the word unnecessary.
	Unexpected challenges may be encountered that require an additional step or two to get back, and remain on track.
	There always seem to be occasional exceptions.
	Steps may be unnecessary to achieve the goals of the immediate process, yet may still be beneficial. A minimal example is exerting the effort to provide coffee and cookies at a meeting. This is not necessary to completing the tasks at hand. Still, it does have the side effect of making those involved feel more appreciated. This will result in more willing participation in future processes. This may not be a goal, but it is an excellent side effect.
	Sometimes the process is so effective that another step may emerge.

No.	Comment
	Sometimes what appears to be an unnecessary step can teach you something or gather information that you'll need at a later point.
	I believe that sometimes it's good for teaching processes to be flexible, to permit instructors to occasionally veer in new directions other than initially intended patterns. One aspect that I love about teaching is having a free reign (syllabus aside) with my students to try new approaches during the course of a semester if (and when) older ones don't seem to work as effectively per group as they have before. Each group has its own chemistry, which keeps teacher-student action interesting AND ALIVE.
	I think that unnecessary steps can sometimes be important if they provide an extra level of service, even though they aren't absolutely necessary for the success of the process.
	We really need to break the "we've always done it this way before." Think outside the box - be creative and support that thinking
	Our Admissions and Records Department is in serious need of some overhaul. If I were a prospective student, I would probably look elsewhere (Illinois State?? Mid-State??) for my education. Over the years, students have told me that some Adm/Rec office employees are rude and abrupt. As a faculty member, I have learned (quickly) to go IN PERSON to the Adm/Rec dept when I need a task completed. If I call on the phone, ALL I GET IS VOICE MAIL, then the voice mail suggests transferring to another person---then NO ONE answers at that phone either. We faculty members are usually dealing with items that need immediate responses--not voice mail. My most frustrating ICC experiences as a faculty member have been when dealing via phone with Admissions/Records.
	Sometimes these so-called "unnecessary" steps lead to new ways of thinking and fundamental innovation.
15	It is not needed that an effective process produce success. An effective process may produce one of two very different things, success or education. There is nothing wrong with failing, provided one learns enough to never fail in the same way again. To be able to explain why the failure occurred and what to do to prevent it in the future can sometimes be more beneficial than an immediate success.
	a new or better end result may become apparent during the implementation of a process or procedure
	Its important to finish what you have started
	The statement presupposes an answer
	While I would generally agree with this statement, the reality is that an effective process today may not be just as effective in two years or more.
	Baring any unforeseen natural catasrophe.
	Sometimes you find out important information that is not necessarily what you set out to discover.
	Failures are going to happen - it's the actions to correct those failures that lend to the collective learning within an organization.
	Unfortunately, myopic devotion leaves no room for serendipity, such as using the words never or rarely. Actual this is a trick question.
	Effective processes have room for failing due to its external and internal environment.
	Unintended consequences are sometimes wonderful and beneficial

No.	Comment
16	We believe it has been in use, but it hasn't been implemented according to the desired objectives and implemented throughout all of the ICC campuses and offsite contract programs.
	Not necessarily. New situations of objectives appear as time goes on. Technological advances and their attendant problems would be an example.
	Processes never seem to be followed through and then it loses it's effectiveness because of it's inconsistency.
	Another trick question. Effective procesis can be effectively bad.
	Just because it has been around for a long time doesn't mean it is effective!
	Personel and technology change, therefore so must processes.
	College has no uniformity in what it does. Each department functions differently. Every department makes up its own rules. No policyn No uniformity. Peoria and East Peoria are seperate worlds.
	" Not, necessarily, true. Effective processes, like Other criteria or methods, may change or cease with time. Some may be " effective " at a, specific, duration or time-frame and later become obsolete. Therefore, a specific ' process ' is inadequate or obsolete (ex: due to demographic & technology changes) for an organization's functions or needs. "
	May be new and still work; may have been unaware of it before.
	False--
	Did not understand what was meant by this.
	An effective process doesn't change annually.
	To be in use for a long time provides confidence but limits improvement and advance. To be satisfied with what has been in use for a long time is to claim perfection, or at least near perfection. The Bible is one source that teaches us to never assume this. There is always room for improvement.
	See comments on #15. An effective process today may not be as effective in the years to come. In fact there should be constant attempts at improving the process.
	Change may be good! This is the way we have always done it --- does not show much creativity and innovation.
	In my view, an effective process does not have longevity as a key component rather communication should be the key component. Sharing the process with "all" employees of the college, to me, would ensure success/effectivness.
	with the changing economy, we must stay on top of the competing colleges in our area, so there is always room for improvement.
	Very often newer processes are better than the old ones that an organization's members may hang on to because they don't want to learn something new.
17	Its not so much the "who" but the documentation and the understanding behind the process that is helpful. Knowing the why the process is important, what we do with the information from this process or what we do this process for, who it benefits/affects, when - deadline? - where do we go after the results How - understanding the process as a whole (the start - finish)

No.	Comment
	Not only who does what and when it is done, but gives an alternate plan for unusual circumstances.
	The who---should be an office or dept. not just one individual.
	Inportant - however, not true for ICC --
	Not necessarily, since producing things is about the product. Institutionally, the effectiveness reaches zero when one key player is unavailable, particularly an administator who "knows it all."
	It may specifiy but duties and assignmens change as the process changes.
	Knowing what you are to do, and when to do it, allows for maximal performance and participation. Not knowing will produce low confidence and slow work. Not knowing will result in more than one person doing exactly the same thing when it isn't beneficial in any way.
18	I know most employees who start working an ICC have a hard time that managers take a long time to make a decision.
	College fails in this. Everything is "shelved" for so long.
	please read my comments in item #14
	Some processes need brakes on them to make sure decisions really are good. Too rapid a process can efficiently produce bad decisions.
19	forseeing failure is the sign of a good process
20	Effectiveness dosent cost, ineffectiveness does. Of course, tyrants are effective.
	If a process isn't effective, it's a waste of money.
	" Also, not necessarily! Certain ' effective processes ' may require the expenditure of, vast, capital expenditures to achieve. The acquisition and implementation of new personnel, technology, training, etc., for example, may prove certain ' effective processes ' to be cost-prohibitive despite Their, proven, benefits.
	Need to balance direct costs with opportunity costs.
	Need to look at cost, but the important thing is making the process work the best.
	Depends on what you mean by "costs less" - to implement the process or the results of the process. Higher cost up front may mean a savings down the road.
	Is effective measured only in cost or in outcome? How much cost is the institution willing to make to improve functioning?
	Effectiveness may require more cost.
	Please remember the cost of employee's time in completing certain processes. Too often the time involved is not given much consideration.
	I fear that if I say yes to this one, the result will be to advocate more part-time faculty, and that would not produce higher quality education.

No.	Comment
	The old adage is "You get what you pay for" and that is completely true in all realms of life...
	In the short term, a better process may include start up costs; but over the long term may significantly reduce costs. Organizations must be willing to take on additional costs for benefits in the future. A short-term (less than five years) perspective on savings may cause good ideas to be overlooked since they won't meet the five year measuring stick.
	Cost is determined in several ways. Initially it may cost more, but save us money over time.
	In an ideal world that would be great, however, sometimes there may be a part of a process that will have additional tangible costs tied to it, but if the process is effective, the process should result in less cost to the College in the form of time spent (salary's) on the process, as just one example.
	Not always, sometimes we need to make investments.
	This depends on priorities at hand. Quite often number of people involved and time are just as important as money. Sometimes hiring professionals to accomplish a goal is most reliable, fastest, and most expensive. The correct balance of these and other factors must be defined before "most effective" can be determined.
	I think there are times that an effective process may cost more however the process may give greater savings in return due to greater service and/or service recovery.
21	This depends on what the goals are. The process of washing the dishes should be predictable. The process of exploring a new neighborhood cannot be, and should not be, predictable. If all was predictable, nothing new would ever be known.
	Not always, we have Human Resources and that can give us a wide espontaneity, diversity, some could be unpredictable mistakes, but some could be richness.
	Most of the comment concerning Six Sigma is picking a process that will be easy ---they know the outcome before they start. They had to change one of the process before they started because be was too hard. We need to work on the hard stuff.
	" Ideally! "
	Nothing can be predictable to the point. Always room for error. The desired results are up to the opinions and bias of the individuals involved in the process. The process will automatically include the bias of the group itself. There is no other scientifically proven method to not have the bias.
	sometimes an effective process may need to be revisited and changes may need to be made to keep up with other changes that affect that process
	Predictable? Produces desired results? This can be a problem if the goals of the process team are not in the best interest of the institution and those we serve. They create a process to meet their agenda.
22	not necessarily--what works well for one area may not translate to another
	What works for one area might be a bad process for another. In general, this statement would be "important", but in specifics, not important.
	This is a great concept but the people must first understand the process. People who are not directly involved in the "movement" of the college will not understand the process and those are the ones that we should have involved in

No.	Comment
	the process for retainment of jobs that are vital to the college. Such as IRCC
	It depends on what point in the process- early in the process, the implementation may occur in only part of the institution in order to test it.
	Not in education, because each discipline has its own modalities and norms.
	" Again, Ideally! "
	Again, no uniformity. I thought the new president was to unify us. He has failed in this respect. Not visible to the faculty. Rumor has it, he is looking for another job. Here we go again.
	Some processes may be department specific and therefore not widely used.
	All groups need to cooperate, using the same process.
	If not widely used; then it is not going to be effective except for the few.
	It depends on the process, some are very specific, such as processes improving how quickly financial aid is given to students. This process has little to do with storage and access of lab supplies
	Not always, we might need be flexible according to some specifics characterise depending of the area.
	When an "efficient" process will accomplish the same end result, the "efficient" way might be the best.
	It's really dependant on how specific the process is to someone's job duties; an effective process designed to meet the goals of one specific task may not work for another. We need to be flexible enough that we design an effective process for each task and not attempt to have a "one size fits all" approach.
	It doesn't seem right to think that only effective processes are organization-wide. Many of the departments within an organization have their own processes that are efficient, yet the rest of the organization doesn't need to know or us the process. The rest of the organization is looked for results -- a working process.
	I don't believe we currently use effective process much at all.
	It's a fallacy that the same process will work for all situations.
	some processes are unique to an office or group
	An effective process may be limited to one area. Some processes may be replicated across the college, but different departments certainly may have different processes. When these processes intersect it is important that the "hand offs" are well crafted so that "next process customers" receive what they need.
	There are many processes that have no bearing outside of their respective areas and would be a mistake to impose upon other areas. I think of the Disney Hippopotomus in a tutu. The process for a ballerina is to wear a tutu, but the reality is that the hippo looks more than a little ridiculous wearing it. Sometimes things are NOT implementable across a large spectrum because they then loose the individuality that a given area requires to be successful.
	This depends on the process and on the organization. If most of the organization tries to accomplish similar tasks, or if the process is very general, then a process should be used widely. Often, however, a process is specific to certain tasks for which only few parts of an organization are responsible.

No.	Comment
23	This can only be true if there are enough employees to handle the workload with time provided for them to do the work correctly.
	You need to know all the other things that person is doing beside that process.
	The process will never know how much work needs to be done. That is what flexibility is. It is desirable for the process to be able to handle this but in the real world it is near impossible.
24	This may require the allocation of greater personel and resources but the process should be able to adjust.
	You need to know all the other things that person is doing beside that process.
	" Not necessarily! What may be ' effective ' at any given moment (due to key personnel, resources, etc.) depends upon internal and external factors. Staffing, customer/public interaction, supply availability, technology performance, etc. are some of the various factors that, momentarily, determine the ' effectiveness ' of the tasks or volume of work. For example, 5 staff members may ' effectively ' perform Their duties smoothly. ' Performance diminishes, however, if 1 or more positions is eliminated while the volume of business or ' traffic remains ' or increases. The same pertains to different/new technology, supply level, and the training & implementation of new procedures. "
	see comment on #24
	We keep forgetting in our culture that QUALITY is important too. Not only production. Things has to be weel done, no matter time or money, specially if we pretend to give a HIGH EDUCATION to our kids.
	If an effective process cannot handle the volume as is, an effective process can create modifications or the ability to find a new process. This is handling the volume, but not in the traditional way.
25	Provided the organization wants performance that is reasonable for those involved.
	Organization wants or PEOPLE need?
	The goals of the process should be identified and agreed upon first. Undertaking a process improvement without a clear understanding of what the "organization" wants isn't a good idea. However, setting for a process isn't good either. We must continually look for ways to improve processes. Leaving a process alone may cause it to become ineffective.
	... so long as those organizational "wants" are aligned with customer needs.
	What the organization wants and gets are two different stories. How can an organization know what level of performance that is required if there is no level of communication. IRCC. We do know because we are professionals, but communication of processes need to be shared and implemented.
	Not when the higher-ups have their own agendas.
	the organization may want an increase of 300 %, but an effective process may only increase desired effects by 150%. That's ok. The process can not be blamed for over ideal goals
26	The process may indicate whether more staff are needed, or possible fewer.
	But if it is the same people in all areas of projects you will get the same results. Needed is different inputs from all over the college IRCC in order to get a diverse outlook of what you can accomplish.

No.	Comment
	to be effective there may need to be changes in personnel or equipment--if the process is important enough then the expense should be justifiable
	This series of questions seems so nebulous as to be useless. What difference does it make as to what I think about a process? A process is effective or not. No gray areas here.
	Capacity building in order to meet customer needs sometimes entails investments in human and material resources.
	There must be adequate people and other resources to get the job done!
	Sometimes you need to increase short term expenditures to get long term results.
	YOU MAY NEED TO HIRE NEW PEOPLE OR BUY NEW EQUIPMENT TO BE THE MOST EFFECTIVE. THE COST MAY BE OVERALL MORE EFFECTIVE THAN WITHOUT.
	It's important to work within some boundaries; but the ineffective process is supported by existing resources. If a process is to be improved, resources may need to be shifted and/or reallocated; otherwise, there isn't an improvement just a different take on the sameness.
	IF properly supervised.
	Might need to hire appropriately trained people to accomplish some new and effective process.
	Once again, the cost factor of increases in people, equipment, etc. can place a substantial strain on the finances of an organization. Perhaps it would be wise to take each particular situation and make an "effective" v "efficient" decision based on the facts pertinent to it.
27	My position does not require direct contact with students. I work for an externally funded program which has a different focus. While we do serve students that attend ICC, we also serve others within the community. Our service delivery area is much larger than ICC district.
	This might be true in some areas, but not in all of them.
	If they are, that has not been CLEARLY communicated or enforced through good practices. Regularly, buzz words substitute for quality discussion because it is known that the buzz words create the illusion of compliance.
	We have a process, but it is voluntary. Unfortunately, not enough people are working to align their courses. In many cases, there just isn't enough time in the day to get it all done.
	I know of students who do not benefit from the institution's mission, vision, philosophy because of some instructor's narrow vision and mission.
	To be honest, what I adhere to in teaching is the core values.
	There is always room for improvement. We seem to do very well, but must constantly seek to further improve.
	The information is there, I suppose, but the average student is not interested in what they are or what it represents. If you put this information on a Tshirt and sold it in the Gift shop they may remember and wear it for others to see...I will accept the profits after the sales since it was my idea. But they want to wear tshirts with symbolism why not our messages.
	Nobody cares, or I just don't see it, even associating myself with a wide variety of disciplines. The closest I've

No.	Comment
	found is working with Ag people.
28	I can only address this within my department
	They again are there but it is up to the individual to adapt and mentor them.
	We have an effective process for reaching agreement on common student learning objectives - what does that mean? Are you referring to the main, universal objectives on the course syllabi? I don't think we have an effective process or have come to agreement, I think that it was said that this is what you need to address.
	I think we're just learning to do these things.
	ICC needs to have a better process for students when they have problems with a faculty member.
	This is a departmental responsibility and the process differs within each department. Once agreed upon, then it is up to the Associate Dean to ensure the objectives are following; however, unfortunately, as very few faculty feel they can teach what they want regardless of what they're supposed to be teaching.
	I'm not certain all of the associate deans are on the same page, prepared to follow through with "whatever it takes" to help our students.
	Our general education objectives currently could use some revision. Recently our general education courses have come under question due to IAI possible revisions.
	Questions 28 through 30...I am not faculty and am not sure of all processes that academic areas follow, hence my answer.
	ICC relies too much on committees and teams. In my years at ICC, there has never been a college-wide meeting for the entire faculty and administration.
29	I don't think there is a consistent practice in place to aid in this development. If there is one it doesn't appear to be followed by everyone.
	The roles of the Curriculum Committee and the General Education Committee as to adding new general education courses is somewhat vague yet.
	i ONLY CAN SPEAK FOR ONE DEPARTMENT. IN THE DEPARTMENT--THAT I AM A MEMBER--THERE ARE NO PROBLEMS HERE.
	I know we are currently in the process of making them stronger.
	Having tried to discuss the prospect of a new addition to the curriculum, I've found it cumbersome, awkward and unduly politicized
	It seems like someone decides that it works and appoints someone else to work on it.
	All the instructors in the program I teach (CNA) are parttime and are marginally involved in setting up/participating in establishing criteria and class structure. The problem is that those who do have the power to make most of the changes in the program have never taught the program and those of us who do, work other jobs - we get together (if able) once a semester for an hour - of course, this is at our expense of time/gas.
	Curriculum Committee decisions are politically biased. Often, huge obstacles are erected by a few members of the Curriculum Committee, which must be hurdled by any group presenting new proposals. These unnecessary delays

No.	Comment
	are due to turf-battles -- and amazingly are not discouraged by deans or administrators. Never should it take 8-12 months, to approve a sound and appropriate degree or certificate. These excessive and inane delays only offer our competitors an advantage, as they begin programs which directly compete with ours. While the Curriculum Committee debates whether a semi-colon or comma should be used in a sentence embedded in a course syllabus -- simply as a stalling tactic -- our students and faculty suffer the delays of rolling-out new programs, courses and innovations.
	Curriculum committee is no longer a user friendly process. Example: indent here, not there, period here, not there, should use number bullets, not symbol bullets. The proposal is tabled until the formatting is fixed.
	Designing academic programs are effective; the process for approving academic programs, i.e. curriculum committee, needs repair and refocus.
	In some areas, there is incredible support and assistance while other areas are very frustrating to work with in the institution.
	Although we may have effective processes for designing new academic programs, the process of approval (i.e. curriculum committee) is broken and needs refocus and repair.
	Many waste time stroking their own egos, especially "important" administrators.
	Again, we have the ability but if it is the same individuals accomplishing these tasks, they will all be focused towards one direction. ICC lacks diverse options in all areas. They do a good job but it lacks the zappity zap that other colleges have. Inspiration.
	I requested permission to upgrade the class that I teach but was discouraged from doing so. The class does not currently present info. in a pertinent way for career-track students, who comprise 90% of enrollees.
30	I do think, however, some of the placement tests should be updated.
	In the biology courses, there needs to be a pre-requisite of some sort. Many of the students simply don't have the reading skills to be successful in the anatomy and physiology course or even the life sciences courses. It is extremely frustrating when the students can't comprehend the book and the drop-out rate is much higher than need be. There should be a reading comprehension placement test and/or a prereq. for the 140/145/146 classes.
	The advisement needs assistance. I had a student that was told she was to busy to assist her right now. Just look at her schedule of classes and sign up. A few are missing the boat.
	The ladies in testing are very courteous and helpful, even when their clients don't know what they want.
	Part-time students many times fall through the cracks as they are not forced to see an academic advisor.
	We have prerequisites. We have placement exams. But students sign up for courses they want to take, and they get in. Sometimes in spite of prereq's. This survey is way too vague.
	There are students who have difficulty with basic composition, mathematics, reading and they are allowed into most classes. Plus there are students who are taking online courses, yet do not have the computer skills to be successful.
	Advisors and chairs need access to student test scores, via PeopleSoft.
	I am concerned that all staff do not go out of their way to let students know what they can realistically expect to find when they try to use their education/training in the real world. For example, Paralegal students should be told upfront that locally many graduates are hired as legal secretaries at lower salaries. I often hear it said that they are

No.	Comment
	college students, they are expected to do their own reseach and to to ask the right questions.
	We have placement tests, but their scope is limited. Many people (both inside the college and potential students) believe "no prerequisite" means ANYONE can enroll in a course, rather than ANYONE WHO HAS COLLEGE LEVEL SKILLS. Many students are NOT equipped to take the classes they are in - and their grades reflect it.
	As a composition instructor, I can safely say that writing requirements are far less stringent than they need to be. That may well extend to reading and math placements - I'm not sure.
	I think that it could be better. We need to support students in their success - more counseling, more placement testing, more advising FTEs.
	More updated training for the counselors, one student put in the wrong level for Math. They need to take an interest in the student during the busy time. Some counselors work part-time, they are not available for the student in need. Sometime counselors do not tell student that the only time a class that they need to take is offer in the fall only. The student must take the class next fall, but they were to go off to a 4 year college.
	The only way to accomplish this is to have every student be approved by an advisor, but too many students are signing up for courses for which they are ill-equipped to perform well in.
	I would like to agree with the statement, but too many times I have seen non academics--counselors, some academic deans-cater to the desires of the students and to to their abilities.
	EVERY TECH CLASS SHOULD HAVE A REQUIREMENT TEST BEFORE ENROLLMENT
	Many students in our program are accepted without concern for their ability to succeed or complete program. It often appears that we are more concerned with having full classes with warm bodies rather than students with potential for success.
	I think we are on our way to reaching this goal with placement testing and prerequisites.
	We are getting there with the pre-testing and placement requirements.
	Sometimes I do not agree with advisors decisions to place students in certain classes. We do have testing for students to determine where they place, however, these tests need to be looked over and evaluated.
	For some courses we do verify that students are prepared for the course, in some courses we could improve in this area
	We're getting better at this by using placement testing as well as enforcing prerequisites on classes. Over my short time here, things have gotten a whole lot better. This is a process that has taken a few years to work; but it is working -- in my opinion.
	I know there is a process in place but am not sure of its effectiveness.
	AGAIN, IN THE HEALTH CAREERS AND PUBLIC SERVICE DEPARTMENT--NO PROBLEMS HERE.
	Too often students get placed in classes for which there are no prerequisites nor is there an academic skills test to get in the course.
	We can still use some help here with prerequisties for courses and for delivery modes.
	Sometimes I think students meet the bare minimum on the prerequisites. They meet the minimum criteria but they

No.	Comment
	are often unsuccessful in a very demanding program.
	Our guidance or advising of classes can be much better!!!
	Few courses list prerequisites that lead to success. Example: math level for economics or chemistry, reading level for history or literature.
	Since I am not a faculty member, I am not aware of most processes that affect faculty.
	Many of our students are part time, under 12 hours. These students do NOT need ACT scores, and in many cases do NOT take reading or math placement exam. This same population of students do NOT have to see an advisor to register.
31	Not always, It seems that some of them come to class without hope, thinking that they are here because they were not accepted in somewhere else University. I do not think they know and appreciate all the possibilities here or all the resources.
	General objectives are in each course syllabus. It is not known if all faculty actually distribute the general course syllabus to their students. Each class session should state session objectives or goals and this may or may not be completed.
	Many students don't have a clue where they stand because some faculty and support staff don't want to take the time to assist them.
	This is between the teacher and the students. We give midterm and final grades; but the individual teacher's willingness to communicate this information is not uniform across the institution.
	Again, it comes back to the communication moment. These moments are not occurring as clearly or as frequently as they need to be with the students as evidenced by their behavior, attitude and workmanship overall.
	Yes, we may have a process. Whether we are putting them to use is another question.
	Given that I've heard stories of the computers in the lab going down or getting slow because the students wait until the last minute to do their papers.
	These areas always need improvement in order to stay focused to the individual needs of the students. The crowd is changing and so should we.
32	I agree strongly here. We have a great assessment and guidelines to go by. But the trouble is that what happens after they are dispersed is the question. Are they followed up, discussed, etc.
	Peer evaluations are performed annually: OK. Student evaluations of classes should occur each term.
	Liberal good or conservative good?
	Faculty are added with minimal orientation and little supervision.
	but this is certainly not always met
	The new CNA instructors have a poor orientation and often struggle. This is starting to be somewhat addressed, but again we have no full time instructors, so us "older" instructors have to assist new ones on our own time and often don't know who has been hired or who is struggling until we run into them. There is little structured orientation and none of it is paid for or set-up.

No.	Comment
	I've never seen wht this institution's definition of a "good teacher" is.
	Student evaluations for full time faculty are not used in monitoring the success of a department and are not used in evaluating the full time faculty. However adjunct or part time faculty can be evaluated using the student evualtion data.
	Teaching seems to be a secondary focus around here. For instance, the UDC doesn't reward good teaching - it rewards you for not teaching and doing other things.
	We evaluate teachers and their classroom effectiveness, but I don't believe there is any followup to insure the changes suggested are actually completed.
	This could use some work.
	I hear many complaints per term from students regarding certain instructors. It is my personal opinion that ICC departments should do additional evalutiing of faculty and take student complaints more seriously.
	Don't know this answer.
	I do not know, sometimes I have the feeling that we make it too easy for them, they do not need to think or solve some questions or problems, they do not need to take responsibilities. It seems that they think they deserve almost everything, even the grade... and not always with work. Sometimes I think we are too lighth... and I am wondering... Will they be READY FOR LIFE? And I think this is OUR COMPROMISE as instructor... Not production.
	The new push for institutional "assessment" seems to have been developed by bureaucrats with no understanding of or appreciation for the liberal arts.
33	Could use smart boards in addition to smart rooms...I used one at Eureka College and it was a wonderful resource and classroom tool.
	At our institution, faculty members are overburdened with a class load (15 ECH per semester) which leads to rapid burnout and renders truly effective teaching a virtual impossibility.
	We have many of the resources but often the faculty are not given adequate training in the utilization of those resources. For instance, having a smart classroom is great but if one does not know how to use the equipment it is for naught. We can certainly learn on our own which most of us have done, but some basic hands on experience would be good.
	With any large institution there is always the need for improvement in communication. With so many part-time faculty and such a diversity in our faculty, we need to continue to do whatever we can to make them aware of the services and help that is available to them.
	Once a faculty is evaluated or observed, the implementation of suggestions may or may not be followed. Further follow-up may be warranted.
	Generally true, but not necessarily for part-time faculty or for remote sites.
	A few faculty who need to learn new things are waiting for the school to pay for them to get training. They don't take the initiative to go out and get training. They complain about the courses they must teach. It's really not good. At least two faculty members don't have degrees in the area they are teaching. They're here, they come in, and that's about it. Don't ask them to learn anything new or keep up with what's occuring in their field. They can't be bothered.

No.	Comment
	Once again, I know we have them. Are some of the instructors using the resources available, would be a huge question.
	poor communications, limited communications and no one who is directly responsible for the CNA classes. Our program director tries, but we are not her primary responsibility - just the "add-on", so we suffer.
	Technology is an issues on some campuses. Not enough smart rooms if you want to use more modern methods of class presentations.
	Resources, including technologies and external faculty workshops and travel, are inequitably distributed among academic departments (for faculty) -- much depending upon individual deans' support, advocacy, or knowledge of opportunities and funding.
	... with the exception of more full-time faculty to teach more courses.
	I find that the art department receives the least amount of interest from those who could make physical improvements in that area. As an adjunct faculty member, I share an inadequate office space with 8 to 9 other instructors, which distracts from being able to organize classroom presentations effectively.
	Except time. Faculty are doing too much administrative work that is taking time from actual teaching, prep and other student related activities.
	Faculty are added with seemingly little concern for background.
	We provide several opportunities for faculty development which are utilized to varying degrees
	I personally know of one instructor that students have been complaining for years, that the instructor doesn't help them. I have encouraged them to see the Dept. Chair, but I don't believe they do.
	Teach well according to whose dogma, the liberal establishment who regard PC as sacred? Selling political hate is easy.
	Example: A business man who has been in business for 25 years, and has a bachelor's degree, cannot teach a basic business class because they don't have a master's degree? Having a master's degree should not be a required criteria for full time faculty.
	Due to increasing administrative duties for some faculty, faculty do not have time to improve upon their teaching skills. Also course teaching loads has increased.
	The Instructional Innovation and Faculty Development department are incredible to work with.
	we have a good support staff who will help as needed if asked. do we ask? that is the question.
	Computer help desk personnel are wonderful: very supportive and responsive. BlackBoard personnel have not been helpful.
	The resources are great since Patrice Hess has come on the scene. Great Move!
34	The assessment program grows but has yet to mature.
	We need greater agreement on what those measures should be - and in what circumstances - but we have very good people among the IR Office, the faculty, and the Assessment committee who who can provide that info and analyze

No.	Comment
	it.
	I host an evaluation at the end of each of my courses, so that I can determine what worked and what doesn't work. But, many instructors do not welcome the critique. I learn from criticism and welcome the feedback. I think the present student assessment required each semester is worthless - it gives me no useful information for improving my teaching.
	These "assessment" measures area snapshot of a particular class of students at a particular time. Unless we have operationally defined what we mean by learning, I'm not sure that waht wwe get from these measures is meaningful, especially since poorly performing students usually drop out of a class and are not pert of later assessments. It is what individuals learn that matters and is meaningful. What works for one student may not work at all for another. In spite of all these efforts to quantify everything, education continues remain as much an art as a science. This is not a "business" where a "product" is manufactured. There is as much if not more responsibility on the part of the student to learn as there is on the instructor to teach and I think that part of the process has been seriously ignored for a number of years. They are students, not coustomers. I cannot "learn" them if they are not motivated to work hard in order to be successful academically.
	Using an assessment in all classes would ensure this.
	I believe that student evaluations to assess the extent to which instructors are effective should be required.
	We're starting on this; but it's voluntary. The people who should be doing this aren't. "It's too much work" is the comment I've heard. However, there are quite a few who are trying to implement assessment activites in their classrooms because the majority of faculty here care about what they're doing and what the students are learning. They are devoted to what they're doing and seek to constantly improve. Their efforts go unrewarded and unnoticed for the most part.
	At this point, I would like to express my disapproval of the assessment regime.
	Working on this---but needs more work yet.
	Little beyond classroom testing by the faculty is done to access student progress.
	Yes, it's called "grading." This newfangled assessment nonsense is a buch of bullpucky.
35	The meaning of "startegic initiative" is unclear to me.
	I think that communication definately needs to improve. People at different campuses "read into things" entirely differently. Why not be willing to provide the information so there is no matter of misinterpretation.
	The Blueprint is still in its relative infancy, but as a strategic document, it's very closely aligned with our mission, vision, and values.
	Despite claims to the contrary, when the upper administration develops an idea-North Campus, a full time ESL teacher, a Pekin Campus, etc. the processes, if used, are always used as support for the decision. Little if any fair discussion and or debate is tolerated.
	Not sure what our distinctive strategic initiatives are.
	Again, nobody cares.
36	Ditto. See above.

No.	Comment
37	Ditto. See above.
	It seems like we go whichever way the wind blows.
	I know there must be a process, but I don't know how it works and who is involved other than the administration. Are the other members of the organization involved in examining which initiatives to pursue?
	Those "in charge" don't like to communicate with those outside their clique.
	Since I work in a grant program that is somewhat separated from other college affairs, I am not always up to date on all the processes and strategic initiatives. I seem to stay so busy in my little world.....
	It's good, but could be great. An overall planning process is taking shape, and the means by which it's communicated throughout the institution are becoming more and more effective.
	It almost seems as if someone sees it as a need and goes for it, without looking at all the variables.
38	Communication, especially among campuses, definitely needs improvement. For example, the last reorganization was in effect before any one was informed.
	Again, getting better.
	College leadership seems "distant". Decisions seem to come down from "on high" with little communication.
	I believe we got something on this at the beginning of the school year; but I haven't seen anything since.
	Communicating to the underlings seems to be a problem.
	WE often learn about many important issues on the front page of the newspaper. I think this demonstrates a serious communication problem.
	Could be improved and especially to our community.
	I think that many of the employees are really experiencing strategic initiatives and process management for the first time, this is still very new. I think that we are still learning the best ways to communicate and teach everyone about our school's strategic initiatives. I think that communicating these and explaining these in as many ways as possible is the best way to reach everyone (i.e. web, print, supervisors,etc...).
	Same as above.
39	And once again....
	I'm sure the cabinet has them. Not sure how far down the food chain they get passed.
	I'm sure there is a process, but I don't know about it or who is involved; other than, perhaps, the administration.
	Generally "speaking at" is the norm. When it comes time for question and answer very few want anything to do with the condescending speakers. If asked about this I will lie, and tell you what you want to hear, because it's clear that you aren't interested in what I have to say, anyway.
	Just need greater agreement on the measures. The IR Office can provide that information.

No.	Comment
	From the conversations I hear, the consensus is that there are too many initiatives started and not finished, ie: process management - what happened to some of the teams and the new processes that were discussed? I think that we need to follow through with what is started.
	ICC implements several means of measuring success. We know how well our students learn (CCSSE) and we know how our students rate the academic and social atmosphere of the college (SSI). I cannot say though how well we make changes to our initiatives in order to improve on these results. Our intentions are always great, but the survey results seem to stay in the same range/percentage of satisfaction.
40	There has been no interest in the students at Illinois River Correctional Center. Although the money we generate for ICC is surmountable, the students are left out. Yes they are students. ICC main heads would be more interested if they should happen to have a child incarcerated. It would be a different story.
	Sometimes it seems as though the person who complains the loudest gets everything. I However, I will wait until the new program review process first round is implementated to see if this holds true.
	The building of the half-empty dorms indicates that these processes are not always effective.
	Shouldn't it be "students' [...] needs"--in the plural? Hmmm...
41	I am unimpressed with the effectiveness of the Faculty Forum. I think we need a real, external Faculty Union.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	The higher up the ladder you go, I'm not sure how well they listen, but yes, I agree they listen.
	Has been no interest at IRCC
	I can really only answer for my department, not sure about the college as a whole.
	More info. on this would be helpful.
	I believe the college is striving towards this!
	Number 40 is about edicts; #41 is about PC compliance and parroting dogma.
	<b>INSTITUTION FAILS TO FULFILL THE NEEDS OF ITS CONTRACTUAL EMPLOYEES</b>
	There are only so many hours in the day... faculty are responsible for administrative duties, (data collecting, analyzing, advisory boards, recruiting, program reviews etc) and expected to carry an overload in teaching
42	Again there is no interest, although we serve 264 students in this semester.
	I'm sure there's something in place, I just don't know what it is and who is involved. Faculty is involved in attempting to keep their curriculum current, but they are frequently limited by resources. In addition, everyone seems to believe that their areas are critical to the institution's life and all others are secondary. It's a vicious circle, not uncommon in other institutions I believe.
	In many ways, however, educational needs never change.
43	I personally have tried to communicate specific needs/concerns to individuals in decision-making roles at the College only to be told I need to work it out -- no suggestions, plan, etc.

No.	Comment
	Definitely varies by department and office and mode.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	The service areas of the college currently are not collecting and analyzing data on complaints at the point of service
	Our IR department does a great job!
	We are a separate entity and I feel ICC has a difficulty in responding to our eclectic needs at IRCC.
	WE HAVE HAD SEVERAL MEETING WITH ADMINISTRATIVE STAFF TO VOICE OUR CONCERNS, NONE OF WHICH HAVE BEEN ANSWERED.
	I believe we are working on this as well.
44	Many questions on the student assessment surveys are not informative. They need to be revised.
	IF WE HAVE AN EFFECTIVE PROCESS TO COLLECT AND ANALYZE COMPLAINTS, WHAT IS DONE AFTERWARDS? LISTING TO COMPLAINTS IS ONE THING, ACTING UPON THEM IS QUITE DIFFERENT
	Only for those who can parrot PC dogma.
	No interest at IRCC.
	This is an area in which we've come a long way in a short period of time. The Noel-Levitz SSI is a very useful tool.
	We have too many surveys done by the students. There is one for the college, and one for the department and often one done because the instructor is a part-time (which all of CNA instructors are) - therefore, the students may have to fill out 2-3 survey sheets, a little excessive when one should be adequate
	Some info comes in thru the IR questionnaires. However there is no real time collection of data on service.
	I'm sure there's something in place, I just don't know what it is and who is involved. We have started to collect data on this by administering a satisfaction survey, so things are getting better here. Of course, it will take a few years for the results to be implemented.
	I have had to complete and have seen others complete evaluation forms for various programs/initiatives at the College but never see results - don't know if they are even looked at let alone having the comments considered.
	"Satisfaction" in what sense? A student who flunks is going to be dissatisfied. Should he be passed arbitrarily, in order to guaranteed his satisfaction?
45	I feel strongly that we may hire people who say they share our mission/values, however, after hired, it is evident many are self-serving and don't care about the student and/or other employees - only their own career advancement.
	There should be a greater proportion of full-time faculty to adjuncts.
	We have no processes for hiring. At least not published anyway, unless you are faculty with a contract.
	The process needs to be refined and shortened. The faculty contract needs to be able to help promote opportunities for our current staff to be promoted.

No.	Comment
	The hiring process is very slow and can turn off many very qualified candidates. It needs to be streamlined.
	The hiring process is quite lengthy and takes so long that sometimes I think qualified people take other jobs while waiting for us to respond.
	I believe we are working in that direction through the hiring process.
	One challenge that we have to get staff/faculty to go to provided training. There seems to be a lack of incentive to change.
	Yes for full-time faculty, still a bit ragged for part-time faculty.
	You have to be kidding. Our HR department is a joke. The job of our HR department is to make everyones life as difficult as possible.
	I would like to see more people who are genuinely interested in the College's mission, vision and philosophy hired and retained. Too often, perhaps to save money, we attract people who soon become unhappy with us. These employees tend to complain and criticize rather than trying to complete their tasks with excellence.
	It takes way too long to advertise and hire someone into a position.
	I think the process for hiring new full-time faculty works reasonably well. The process for adjunct faculty, however, is a travesty. In effect we will use almost any warm body to fill gaps in the schedule.
	Over the last two years HR forced out three who wouldn't conform with the director's PC.
	All I know is that the people I encounter are highly effective people persons
	Hiring process seems fair. My peers have expressed complaints regarding the HR dept. I share those concerns. In the last 2 years HR has acted rudely and unresponsively to faculty members. Seems to coincide with new HR VP.
46	It would be easier to attend more training and workshops if the reimbursement level were higher.
	Training should NOT be done during the term - VERY disruptive to the teaching process.
	There are no development opportunities for you contractual staff. What one hires in as, one stays for the duration of your employment. Additional education or training has no merit to your contractual employees nor compensation.
	Only those of the same political persuasion.
	There has been a reduction in my time at ICC in the amount of resources put toward Faculty and Staff development it seems.
	Staff development provides many oportunitites. The TLC is awesome. Janice and Patrice do a great job! However, the amount of funding for educational opportunities/staff development in individual departments may be a bit to be desired.
	There are occassionally classes offered for the instructors, but we have to take them on our own time/expense. Very few apply to what I teach. We have nothing that applies to our teaching/knowledge of material and the reimbursement for an inservice/program attended is minimal.
	Associate deans are too busy with meetings, paperwork, etc to help full-time and adjunct faculty develop in their

No.	Comment
	instructional skills.
	If there are limited or no funds available for training, then the employee may not get what they need.
	I don't feel that when being trained on People Soft you are adequately trained. I went through my training, one time only, in the work-out room where all the machines were. There was music going all the time and the machines made a lot of noise, especially when the tape said to "change machines". I was expected to know how to put purchase orders in on the system and approve my own purchase orders.
	ICC is guilty of the fallacy common to academic institutions that outsiders necessarily lend more credibility and expertise to vacant positions. Rarely are incumbent workers given the opportunity to advance, despite comments to the contrary. Also, isn't the Blueprint's Priority 8 to increase the institution's "capacity" to meet it's objectives? ICC's policy of "No New Hires!" flies in the face of this Priority. Occasionally, people with the right skills need to be brought on to accommodate this capacity building effort. "Value" our people and get them some help; "value" our students and hire some FT faculty. Do it prudently, but please do it!
	Some will say they don't have time to go to the training. I believe if their supervisor was doing his/her job, staff would have time to better themselves.
	There is never adequate training.
	There is no advancement, raises or promotions allowed. For you to receive a promotion you have to compete to keep your job against outsiders.
	I've been at the college for three years, but it is my feeling that staff training efforts have decreased during that time. When I first began at ICC, there was a wealth of training opportunities open to staff through PDI, and those opportunities have gone away. Other training events sponsored by Human Resources seem to have ended. In addition, the college has a very limited tuition reimbursement program. It seems to me that investing in staff training could improve customer service and staff professionalism.
	Part-Time Employees do not receive any documentation/orientation or basic information that would assist them do their job well. Due to de-centralized hiring, employees start work without completing paperwork - H/R has no idea there is such an employee, until the call comes in regarding the lack of a paycheck. The orientations that are given are sporadic and not "scheduled" most of the time and completed at a "drop of the hats notice" because of the lack of planning and communication among the hiring depts. There are depts that do not allow for employees to complete orientations or to complete follow-up training when training is offered. More structure and designated orientation days for ALL employees would be great. Wouldn't it be great if we could say "none of our employees are left behind"?
	Training dollars seems to be of low priority. I know of several faculty who are paying for their own training; while still others only take advantage of those opportunities that are paid. The institution shouldn't be paying 100% for people to get "trained". Some of the responsibility lies in the faculty member's desire to better serve their students.
	When a new faculty is hired, the required course load should be less than the 30-year-experienced faculty. The 15 credit hours for the first timer is far too much.
	Staff development and training needs to be completely revisited and revitalized. Faculty development has numerous methods and resources available but needs to find more effective ways of reaching and connecting with the adjunct faculty.
	Our organization buys into fadish, surface, buzz-word training instead of common sense management training for those who are in leadership positions.
	Yes, for finding jobs elsewhere....

No.	Comment
	They privilege is given to selected individuals. Even when employees take it upon themselves to further their education and knowledge of College policies and procedures they are not recognized. There are many instances when individuals who do not perform their own daily responsibilities effectively are granted privileges of serving on special committees, teams, etc. and passing their daily work off to others who can effectively perform their work responsibilities and carry the load for others and never be included or considered to serve on teams, attend conferences, seminars, etc. There are many, many great support staff workers never recognized for their skill, ability and knowlege including knowledge of College policies and procedures.
	The administration thinks that training is all about learning to use educational technology. True training, however, should be academic. When did ICC sponsor its last faculty seminar in, say, History or Politcal Science or Chemistry?
47	I'm not sure what this "alignment" is supposed to be, but it sounds to me rather suspiciously like an encroachment on academic freedom.
	I do not believe that the College even considers the many skills, talent and knoweldge of many individuals -- one needs to be in the right place at the right time with the right supervisor to even be considered a part of any institutional objective. There are many, many individuals very comitted to the College's mission and core values but are never recognized - yet, they continue to serve the internal/external customer to the best of their ability. There are individuals who continue with life-long learning to be better employees and there are those who continue their education because it is strongly suggested for the position they have been given with the College or possibly promised -- quite a difference in values.
	At times employee evaluations do not appear to have any repercussions when actions are not in synch with institutional objectives.
	Our organization has no process, an ineffective and lethargic human resouce department, and an administration that supports this because they can operate making up the rules however it benefits them.
	Employment reviews are employed inconsistently throughout the college. Incentives to improve performance are not available for staff, adjunct faculty, or minimally for administration. FT faculty do have incentives (units) but this needs to be made more stringent across the college. We have no formal career ladder or advancement opportunities within the college for staff or administration. The faculty contract inhibits this process.
	Every year something is sad about performance reveiws but in four years, I have had one.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	All employees recieve a flat % increase regardless of their work performance. Leaving the employees who are going above and beyond penalized for doing their job well.
	No one ever gets evaluated untill someone wants to get rid of them.
	I've been at the college for three years, and I've had only one performance assessment. I've even asked my supervisor for feedback, and I've been told a formal performance assessment process will be forthcoming. Personally, I appreciate more feedback.
	Aligning, maybe, rewarding for perfaomance most definitely not.
48	Where is motivation without reward?
	The administrators have too many perk to motivating to improve their performance. Their performance is the people under they that do most of the work.

No.	Comment
	IRCC rarely gets to be involved in the activities because they are posted too late on the enews.
	I feel the worst thing is the lack of connection from job performance to compensation. In other words, the employee who just does enough to not be terminated is getting the same increases as the employee who works 70 hours some weeks with no overtime pay but comp pay and/or does an exceptional job.
	My thoughts on this are that the employee who is barely doing enough to stay employed receives the same compensation and raises as the employee who might work 70 hours some weeks without any OT pay and/or those employees whose performance is exemplary.
	I think it has less to do with the processes for motivating employees than it does with the character of the people who work here and the intrinsic rewards we receive from our collective efforts.
	I think our instructors (some) need people skills workshops to ensure each student is treated the same.
	The chance for a merit raise would be good. Only receiving a very modest cost of living raise does not motivate me to excellence.
	I know that faculty can earn points for doing certain things, but I'm not sure how administrators are motivated.
	Our pay is based on education and seniority, not the quality of instruction or satisfaction of the students. We have nothing that motivates us to do a better job other than personal commitment and personal student feedback
	The biggest backwards step we ever took was the "WAGE AUDIT" No one benefited from this except our power hungry HR department.
	I feel the externally funded - off campus - employees are left out of this motivation process.
	I believe when HR completes the goal of rewarding extra effort, training and participation, with a pay rate increase this score will improve.
	I know faculty receive additional compensation. I don't believe staff have much reason to try to better themselves, especially if they have been here for many years. Once they are at the top of their salary range, there isn't much they can do to advance.
	I believe we're really deficient here. Enews tries to get the word out, but everyone doesn't read Enews. We used to have a monthly paper newsletter that was distributed and people read. I don't think we get as much information now as we did then. I'd like to see a monthly printed version back in our mailboxes. You have to actively go out and search to find out what other people are doing.
	For most, yes, but still deficient for part-timers.
	Since we have no merit raises, the staff can be mediocre or excellent and they still get the same amount of raise. I don't believe this is fair. I want to reward those who are excellent.
	There is a reasonably good template for motivating faculty for continued growth development, and advancement. However, there is nothing for the rest of the college.
	Unless you count 'the beatings will continue until morale improves'
	ICC fails miserably here.

No.	Comment
	What is the motivation for adjunct faculty that makes about 40 percent of what full-time teachers make along with no health benefits.
	Our organization believes that having the privelage to work for them should be an honor, and retention of employees is not important.
	Unit credit procedures have potential, but it remains to see whether they will succeed.
49	The morale at this institution among staff is extremely poor, but that is filtered or does not reach administration. It is a direct result of the ineffectiveness and attitudes of upper management and administration.
	See previous comment
	ICC fails miserably here.
	Once again, less effectively so for part-timers, who don't have much of a voice.
	Adjunct faculty are often used to teach classes, receiving about one-third the compensation (including benefits) of full time faculty, per class, with the same responsibilities. However, adjunct faculty, even when performing well, are normally not hired when full-time positions become available. There is nothing in place to help boost those numbers.
	Substandard employee performance is rarely grounds for dismissal or even relocation of an employee at the College. While compassion for the individual is commendable, the morale of the whole is negatively impacted when a person is allowed to keep a position and not do the work. Often times others in the department suffer as a result of having to do the incompetent employee's work.
	There is no morale at ICC. This is the most discurntled groep of people I have ever worked with.
	When was the last time anybody checked?
	What is there to do? Really? Another pat on the back for doing more and more work for no promise of advancement? Even at a time when I feel my work is more important to the institution than it has ever been, I'm getting diminishing marginal returns in satisfaction. I love working here, I do much of the time feel lucky to be here, but this college offers me little in terms of potential advancement and little in the way of bossing my morale.
	Too much paper work is being shoved down the Teaching Chairs' throats (evaluations, program reviews, hiring) for too little pay (6 ech). The typical teaching chair is spending 40 hrs/wk just doing those duties and another 35 hrs/wk teaching 12 ech. recruitment of students and articulation of courses should be the highest priority. Marketing Dept help to ICC programs is nonexistant. Marketing should be targeting 3 or 4 programs/yr for TV. (Midstate seems to to a good job of that).
	I think this issue is pretty good for full-time faculty, lousy for adjuncts.
	I feel that part-time employees are overlooked in many of these areas.
	One of the common complaints in our division is that more and more sections of courses are being added. Almost every full-time faculty member is teaching 3-5 overload hours. More of the budget needs to go to hiring full-time faculty.
	Dept. support is good. Dept. Dean is friendly, approachable, and in touch with faculty. Dean relates well with staff: good for morale. College HR Dept. communication/ activities, in contrast, have been bad for morale. This has led to distrust for HR Dept. I have worked in several places and must admit ICC HR is the worst managed that I have

No.	Comment
	experienced.
	I get the impression that job satisfaction in general is good at ICC. It is a nice place to work
50	This is unclear.
	There is no development for contractual employees
	ICC would rather let a person quit so they would have to hire someone new at a higher rate and completely re-train them.
	We rely too heavily on adjunct faculty. The College should have mostly full-timers and minimal adjunct. Students are often surprised to find out that they have a full-time instructor.
	Evaluations are only as good as the people doing them. If the supervisors are afraid of confrontation and only wish to say good things so as not to make waves, the persons being evaluated will never know they aren't working up to what is expected.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Much better system for full-timers than for part-timers.
	ICC fails miserably here.
	At our institution, we have no process for our success in recruiting, hiring, orienting, developing and retaining good employees because if we did, this institution would have to actually answer to the process and pay people according to their job responsibilities, or fire those that are toxic to moral and ineffective as employees.
	These processes seem to be imposed from outside by bureaucrats who have no grasp of academia
	This is the only institution that I have worked for that I feel extremely valued as an employee. I also worked as a part-time instructor at Eureka College, Midstate College and Spoon River College and ICC is the best!
51	6 Sigma, another make-work buzzword. We'd be better off to appoint a Vice President of Academic Busywork. He or she could handle all of the assessment and other mindless nonsense dreamed up by bureaucrats with nothing better to do.
	I have yet to experience an opportunity even though I have continued my education in management skills, personally elected (not a recommendation from supervisors) to participate in seminars/workshops within the College to increase my awareness of leadership skills, etc.
	Sometime the focus is not on allowing others to lead and participate, that is working with staff and faculty collaboratively, but to gaining acquiescence to administratively planned changes.
	This is an area that could use improvement upon.
	There are lots of opportunities, but it is all "in addition" to what you are doing. The concept of release time has turned into "in addition" to what you're doing, here's this to do. If you don't take on the extra activities, you don't participate, you can't grow.
	depends on the departments in which you work

No.	Comment
	We are interested in looking like a university rather than being a good community college. We always want to try everything the big boys do.
	Sometimes it seems that faculty development gets in the way of serving the students.
	This has resulted in work outside of normal responsibilities without adequate compensation.
	A nice sentiment, but really ... we too often see the same set of people stepping up to take on those roles. And if it's a position of any degree of importance, someone from outside of the institution is probably already in the running.
	Perhaps more true for faculty.
	Faculty are often on committees, but seldom leading them. The college does not advertise how to go about leading in the development of anything new. Participation is emphasized, but not leadership.
52	Leaders are not held accountable at our institution. Associate Deans hide behind teaching chairs or behind the meeting schedule that makes them ineffective. Upper echelon administrators are accountable only to the person above them.
	Regarding promotion of in-house candidates with grandiose new titles and pay raises, there is at least the appearance of impropriety in the Fourth-Floor administrative culture. Proclamations of "integrity" as a "core value" ring rather hollow at times.
	Staff need to come to visit and mentor students here to understand the barriers of these students. It would be a valuable lesson.
	Generally, our "key" administrators lack ethics, particularly HR.
	I FEEL that this is true, although I am not familiar with the 'processes' that make this happen; if indeed, something like this can be accomplished through a 'process'.
	I don't believe this is being done in all areas.
	Our goals change like the wind.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Such processes can make such communications, but I am unaware of any processes that make certain it happens.
	We have leaders that may communicate values on paper, but actions speak louder than words - I see many leaders that do not practice what is preached in the area of ethics, responsibility and genuine service.
	One hears from the President, on average, about once a year. Why can't these guys drop by the faculty lounge once in awhile and schmooze with the grunts down in the trenches? It would vastly improve communication and morale.
	The leaders of our institution can probably recite our "core values" and "blueprint for the future" and "six sigma rhetoric" and "our vision" word for word while smiling, but are completely oblivious with what is going on within the organization.
53	see comment on #52.
	See previous comments.

No.	Comment
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Our goals change so much we never no whatto expect
	I feel the correctional externally funded is not include.
	Communication of this sort is unimportant.
	All this "strategic visioning" stuff is generally of little or no interest to me. I need to focus on professional study and development in my own academic field, and this administrative stuff is a distraction. Therefore I don't feel the need to understand a lot of these ideas; you do your thing, I'll do mine. Obviously that's not the attitude you want, but since you asked, I'm giving it to you straight.
	Just don't think we're there yet; but I hope we work on this and other items.
	Gettign better - needs work.
	There are a significant number of faculty, in fact too many, that are more concerned about their own convenience than the welfare of the students and the effectiveness of the classes. Everyone hears it, but not everyone understands and values it. We do not "make sure".
	This statement cannot be answered without breaking it into its parts. It's one thing for a process to assess whether or not everyone understands the institution's mission, goals, and direction. It's much more difficult for a process to assess whether everyone values its mission, goals, and direction.
54	I'm not familiar with what that process might be.
	Trick question! We have the processes-process management and six sigma, but these are used and manipulated by the leaders at the institution to generate the result they have already made.
	Doing much better here thanks to Process Managment, Six Sigma and Assessment.
	Only for the PC.
	All results in stats are biased.
	People have to many personal ajendas
	We need to use the assessment data more when assigning budget. The program Reveiw program that was just implemented will go far in helping that.
	We may have the processes in place, but my experience with decision makers in several instances --- if they don't agree with the results they ultimately make a decision based on their own feelings.
	The leaders of this institution are selective in the information that they choose to USE to make a decision. Decisions that they do not want to act upon are fed into their "process management" or "six sigma" quagmire. This insures an unlimited amount of time to pass so action is never necessary.
	Until all the leaders at the college learn how to mine data from PeopleSoft, or their direct reports learn how to get the data, decisions cannot be made based upon all the facts.
	Process Management and 6 Sigma cultivate group-think, mitigate authority and undermine responsibility. Can't

No.	Comment
	someone around here just make a decision once in awhile?
	The decision makers tend to want to read Program Reviews in order to gain the knowledge to make business decisions. Program Reviews are very likely to contain faulty data, that has been misinterpreted, and spun to make a Department Chair look good. Program reviews are not only worthless for decision making, they are dangerous. Leaders need to get out of their offices and visit the workers to find out first hand what is going on.
55	We have a marketing department that specializes in administration communication to the rest of the organization. Feedback from the rest of the organization to the leaders is a problem.
	A perfect example of poor communications is the new benefits we have received - ie our kids getting to attend classes for free. I have never been told about this, nor other benefits other than thru the grapevine. My children would love to attend a class and I have NO information about this... Paychecks do not tell us what we are being paid for. I am one of the part timers that pick up extra classes several times during a semester and never know if I am being reimbursed for what - this is a major problem for the part timers
	Once again, not everyone is as good at communicating as others.
	Organizational communication is still an issue.
	We are forgotten sometimes. After the fact.
	decisions about reorganization are made behind closed doors. Only a faculty new release of a committee report makes it known--again after the fact.
	Perhaps this needs to be more visible not only to staff, but also to the community.
	We have the process, unsure of whether we have process for making sure that leaders do so.
	Institution-wide, communication from leaders (administrators) is sporadic and inconsistent. There does not seem to be an effective process in place to communicate decisions to everyone in a strategic fashion.
56	Need to close that feedback loop.
	Again, we have the process - not sure about the measuring.
	Need to improve off campus communication.
	We are given opportunities through survey methods such as this. Results are published and that is usually the end of it until the next survey comes along.
	The administration seems to want the faculty to assess every move they make in the classroom. But there is never any assessment of how well the administration is working.
57	We need to continue to work on advising the parttime students.
	A few do, but most are fearful of criticism for succeeding where the PC model fails.
58	Although many of my students were involved in the New World program this semester and were doing poorly, I was never contacted by the program after sending out the progress reports. I have no idea if they were helping the students or not.

No.	Comment
	I believe the this is true for campus students but for the students at the correctional facilities there is nothing in place.
	Needs to be improve for students on Peoria and North campuses
	In this institution, we have completely overloaded our support services by cutting budgets, wages and employees, while increasing their workload.
	There are more campuses and students need greater services. It is very difficult to meet those needs without increasing staff at some point.
59	There is no effective process to discern needs from strong desires. The needs of different sections within different departments can vary greatly. This variance does not seem to taken into account.
	Support is skewed toward the education of students with no thought given to the on-going education of the faculty. We're pretty much on our own in that regard.
	If you have a old chair, what you are told to do is take a better chair when someone leaves. Tight money. But it depends on the department you work.
	in our photography lab, it is unclear whether our department must maintain our computers and printers, or Computer technology services. Maintenance refuses to fill our towel dispensers in our classrooms and labs. They maintain that it is too expensive for them to do so, and insist it is a departmental responsibility. This makes a simple task difficult. Maintenance should have a budget that allows them to do so.
60	Again we are after the fact. Do a pretty good job when something like raises in salary, which means money out of their pockets, then they come and talk, but we haven't had a raise in almost four years and campus gets one regularly. You teach in a prison with murders etc. and not get a raise. If moral is down, security is down. Figure this out!
	Again, some do...
	As far as instructional technology is concerned, yes, but little else.
	We have completely overloaded our support service needs of faculty and staff by cutting budgets, wages, employees while increasing workload. Increasing workload in this institution is termed "professional development".
	Many changes are made without consulting any of the staff, who have great ideas and input.
61	we tend to overlook those students who have been given great service above and beyond and focus on the whiners, complainers, and those who seem to stir the pot!
	I'm sure there's something in place, I just don't know what it is and who is involved.
	It's a secret.
	I don't think anyone from campus even cares if our students are evaluated.
62	we get old news, even on the website, no Harbinger at all.
	PeopleSoft remains an abomination. Faculty used to receive printed rosters and mailing labels when needed. Now we have to struggle with this abysmal failure of a software package to perform our own clerical work, taking time away from what we really ought to be doing: reading, writing, and teaching.

No.	Comment
	Continuing to improve but more professional staff are needed.
	The process in improving greatly with the advent of the online data book. We can now find information to support many of our budget requests.
	I'd really like to receive more information about the college's performance. I receive a report about college retention rates, and I receive a "census report" for enrollment each year. From time to time, I'm sent executive summaries from studies undertaken by Institutional Research. I've viewed the Institutional Research databank, but I have a feeling there is a lot more data and study done that haven't been shared widely. I think more information about student performance and enrollment rates would be helpful.
	information is not always communicated from the main office to departments re: students in program. For example, change of address and phone numbers may be made in the main office but not sent to departments for updating their records.
	We are getting better at this.
	PeopleSoft is an improvement, but is not yet effective. It is too difficult to use. A help file similar to Microsoft Word and Excel would be very useful. We need a way to "search" for the steps needed to accomplish a specific task.
	Based on my experience serving on the college's Self-Evaluation committee, I would have needed to be a computer hacker or a cat burglar to get the information I needed.
	PeopleSoft is time consuming and is not a user friendly system for retrieving data for classes and faculty. It is the biggest waste of my time trying to obtain class rosters, student information for advising, etc. I shouldn't have to call the computer help desk every time I need to find something new on PeopleSoft.
63	The state needs to keep its nose to itself.
	Sometimes the institutional measures may be too broad or not quite on target. I understand it is difficult to have accurate, precise measures and the school does attempt to do well. I am not aware if there are better ways to tracking effectiveness.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Getting there.
	We at IRCC know all of the processes, the instructors do a great job, but it would be nice if they were more appreciated for it.
	Lack of communication.
	Do not understand the college's Six Sigma efforts and how they will benefit anyone.
64	We may need more personnel to continue the increase need for data as we move forward.
	Public Safety has a need of more training and more equipment to deal with the changing needs of our department. They are always shot down when the needs come up to the administration. The job discription is very unclear and it puts them in danger. More training and equipment is needed to correct this problem.
	IR is improving this greatly.

No.	Comment
	It can be very difficult getting needed data. When I've been in search of data, I've run into a lot of barriers. I often get sent from office to office when I have a request for some new piece of information. I'd like to know how best to go about requesting data. Do I talk with the PeopleSoft team to have them create a new program? Do I ask Institutional Research to provide data? What is the best way to request enrollment data?
	Some of the organizations units need to take control of their areas and learn to be proactive with pulling the needed data instead of relying on programmers to do the work for them.
	The processes take too long, often resulting in the people in need giving up. It may be that those who need and those who decide are operating under different goals and different values.
	I am aware of this because I'm on a committee that utilizes that data occasionally. If I had not been on the committee, I would not have known.
	We could be better!!
65	We analyze it but don't necessarily share throughout the entire campus.
	I do wish, however, that we didn't receive quite so many items of secondary importance in our mailbox amidst all the important info (data transfers, etc). It's easy to overlook some important info when one's pressed for time and pitching a lot of the junk mail that we receive in our mailbox. If more infor were color-coated, it would help--- although if, let's say, "red" meant "primary importance: demands a response," I doubt it would be very long at all before we'd be receiving announcements of picnics in red!
	It is good, but needs some improvement.
	The results of previous surveys have not been communicated.
	Not to contractual staff
66	I am a new adjunct faculty member as of Januray 2005 and am not familiar with much of the Administrative data handling (thank goodness -- I've had to do some of this in my past work and am glad to be away from it!). Thanks to the Administrators who are worrying about all this.
67	If something is broke, it should be fixed. If moral is low, it should be addressed
	How about changing the faculty and staff's views on Prison Instructors. We need a little recognition of what we do. I know you don't grow up and say I want to teach in a prison, but your life is valuable and as a teacher you want to do something that is worthy. Recognition of what some teachers would want to do because they do not value us as a teacher on their level. They feel we aren't good teachers just because we work in a prison.like we couldn't get another job.
	The philosopy is PC sophistry.
	This needs work and a greater level of involvement from staff.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	If so, they are not communicated.
68	If so, not effectively communicated.

No.	Comment
	We have processes, but the confusion and conflict involved often makes them ineffective.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Part of a still-evolving strategic planning process. Opportunity and threat recognition is not yet fully developed.
	A common faculty complaint is the lack of a timely response for a change request, by deans. Another problem is the budget process, which is inflexible. Some capital outlay requests are not effective or not approved for purchase until December of the academic year. Faculty are told: "Sorry, there is a freeze on all capital outlay ..." There is no simultaneous communication to all faculty, re. budget processes.
	Forcing people out eliminates challenges.
69	It's easier to build buildings than to build up people.
	We're getting much better at this and are on the verge of being a model institution for it.
	Translating plans into actions necessitates that deans attend a meeting, when requested.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	I think that we don't do a very good job of communicating what is going on and certain individuals are the only one's who get this information not passing it on to others.
	Maybe at the executive level, but not from the top down --- too many layers to get through for all of us to be made aware.
	We are getting better!!
70	We have a marketing department that can communicate well.
	We tend to not communicate at ICC. There tends to be a real block for some areas.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Which sometimes does not include the externally funded prison programs.
	Still awaiting feedback from future plan documents.
	Needs just a little more work, but certainly getting there.
71	Eveluation is easier than action.
	College seems excessively focused upon capital projects vs maintenance/ development of existing programs/ faculty.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	There always seems to be a process for translating on the table, but so often the process is abandoned and we move on to the next latest and greatest program before implementing what we already started. A lot of time and energy goes into all this.

No.	Comment
	we are never privy to this information or what systems are in place.
	The leaders of our institution have tried several process for evaluation, none of them are or were effective.
72	<b>STRONGLY AGREE FOR HCPS</b>
	I'm sure there's something in place, I just don't know what it is and who is involved.
	I'm not sure how to define "effectiveness" here. We obviously have close links with Caterpillar among others, but sometimes I feel uneasy about the closeness of this connection. I'm more concerned with educating free-thinking citizens than with training docile workers.
	We've shown real aptitude at this, but an even higher level of creativity could set this institution apart from many others.
	This should be the responsibility of those who best know their potential partners and constituents -- and therefore they can effectively short-circuit delays in partnership building. Unfortunately, some associate deans believe chairs and faculty do not possess the requisite knowledge or authority to act immediately, to develop long-range, meaningful academic/industry partnerships. This causes delays, frustration, and lost opportunities.
73	This happens most likely, if faculty, chairs and coordinators are motivated to develop these important relationships.
	I find articulation issues quite vexing, and it seems clear that some of the colleges and universities we deal with are just being arrogant or territorial about which courses they will accept for transfer. I don't know what we can do about this, but it is a problem.
	I am aware of the progress students in my area achieve after graduation. I am aware of the positions they accept and the companies they are employed.
	Programs to get further degrees with other schools are good. However, the U. of Springfield personnel on campus are not helpful/ service-oriented.
	Very little collaboration is done with former students of the correctional system
	I believe we're getting better at this.
	We have a good one and are working to improve.
	I think we could do better here. Collaborating more with the high school districts would take a strategic effort with advanced planning, but I think it could pay off. I also think it would be worthwhile for the College President's office to sponsor an annual "Principals' and Superintendents' Luncheon". I think this was something that was done in the past at the college. I've heard a couple of principals ask about this. They felt it was a good opportunity for networking, finding out what's new at the college, etc.
	I would be interested in knowing why we continue to make very costly trips to China to recruit students when there has been a zero return on our investment. As a tax payer of this district I think we are owed an explanation.
	We are less about completion rate than we are about enrollment rate.
74	The people that I have met from other departments serve on the same committee with me. If I don't see them at a committee meeting, I don't see them. Therefore, I don't know much about the others.

No.	Comment
	Seems to be silo'd - everyone seems to fear the loss of their job if too many questions are asked about a process or job. One almost has to start the conversation out by saying, "just trying to understand what I do affects you and how can I do something to make your life easier"
	We are getting better, but still have some territories and silos around. Departments working together on similar programs and finding/sharing common courses is still a challenge.
	Still seems to be many "silos" within the College, but it seems to be getting better.
	Most other departments know very little if anything about the corrections programs, nor care to. Access to faculty organizations is not allowed
	You teach at a prison? I didn't know we had teachers from ICC that did that. Why would you want to?
	More should be done.
	I am not located on the main campus and do not watch/view the interaction between departments.
	Excellent support between departments when there is not a "turf" issue.
	Often attempts are blocked, because of internal politics and turf-battles.
	I love the ability to network with other disciplines, I think that is one of the best aspects about teaching here at ICC. But, I dislike the disparity between LAS and career ed. And, I dislike that the same individuals have a tendency to "control everything."
	Culture of "turf protection" and territorialism exist.
75	Purchasing Dept. is nonresponsive and hostile.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	depends on the department -- not every department has been given College guidelines/processes. Many times we must go through those layers of administration to find out if there is a process.
76	If we have those processes, I am unaware.
	I'm sure there's something in place, I just don't know what it is and who is involved.
	Perhaps this happens at the level of associate deans? Faculty, coordinators and chairs are omitted from this process, if it exists.
	At least, I'm not aware of such systems for evaluating our process for establishing collaborative relationships.
	I've heard this brought up in several meetings in my time here but that seems to be where it stops, it is just mentioned along with its importance.
77	In humanities and "social sciences" (a misnomer anyway), you just can't quantify things the way people demand for this "assessment" craze.
	We have the luxury, in this respect, of being a rather small, closely knit department.

No.	Comment
	Public Safety has an agreed upon goal but it is not shared by the administration.
	For some of the programs in our department we have goal, and in other ones, we don't. But we are working on establishing a common set for all programs. Sometimes we meet resistance with the actual program. All faculty cannot agree.
	We have measures thanks to program plans but the effectiveness of the measures and improvements need to be improved.
78	I received my 30/60/90 day eval in my sixth month of work and never received one since.
	During my time at the college, I've tried to create better data collection tools. However, our efforts have been hampered by the transition to PeopleSoft. I know these changes take time, but the PeopleSoft implementation team keep saying it will be "another year or two" before they are able to address our data collection needs. The college wants to rely more on data to make decisions, but getting a hold of good data is a challenge. How best can a staff member go about requesting data from PeopleSoft? If you are looking for new data, who do you contact to ask for a new query or report to be created? These are questions I struggle with.
	Being a part-time employee, I am not involved in this process.
79	There needs to be improved tracking and communication between prison students and staff when the students is released.
	I know this in my area.
	Would like more info. on this.
80	We are, though, a somewhat unique entity within the college.
81	When ever I am asked to participate, I do.
	Establishing metrics to evaluate programs we've worked on here at ICC has been a challenge. In my experience, requests to the Institutional Research Department sometimes go unanswered. What is the best way to request research from IR? I know this is a small department that is very busy, and I know they often have competing priorities. I also know the staff in this department are very talented. But it would help me out to know how best to ask for their assistance, and then it would be great to find out from them how realistic it is that they will be able to finish the research project within a reasonable time frame.
	Never have been asked.
	I feel strongly that I contribute daily, but it is not noted anywhere - just a part of the job. Also, through my years of experience here at ICC, it is expected that support staff improve processes and procedures -- submit suggestions to supervisors, who in turn share with others as their idea/innovation.
82	Possibly but again, unaware. I personally have streamlined processes within my own department, reducing costs but it will seem minimal since it is not College wide since others are not aware or not interested. Oh well!!!
	I believe we could cutback even farther on wasted time by staff and save even more money. But again, that is a supervisor problem.
	Funding has taken care of this.

No.	Comment
	not all issues are associated with cost
	We have little if any control over this issue
	We work with a grant from the State, so the State has reduced our money.
	Actually, just the opposite. Our performance measures have helped us increase revenue for the college.
83	We have little if any control over this
	I work in the library, and we have been forced to become almost totally reliant on computers and technology. They have slashed our book budget, and act as if they want to totally eliminate all our books, periodicals, and videos, and everything else that belong in a LIBRARY, and have only computers. This might make us more "efficient" and "cost-effective", but I totally disagree with the idea of eliminating books and magazines from a library. I feel strongly that libraries provide a "service", that requires books and other items and even though some accountant make feel they are inefficient or ineffective use of space, they still are important. Computers get viruses and servers go down far too often, and we still need "inefficient" books in a library.
	the only performance goal that I am aware of is the successful passage of our students on their certification examinations and subsequent employment
84	the instructors do this on an individual basis, to improve our students understanding and abilities
	We are still restricted by funds and government regulations.
	My department's assessment program may produce that effect once it is fully implemented.
	With the DOC this is a personal thing, you can be as good or as bad at your position as you desire, there is no merit given to either
	Where I am concerned, this whole succession of managerial fads definitely detracts from academic quality at ICC. Every minute I spend wallowing in such mumbo-jumbo is a minute less for teaching and scholarship. I know this view does not apply to many other aspects of what the college does, but that is how I see it from my own position.
	don't know.
85	I am part of a new program, thus, we are constantly evaluating our services.
	Our hands our tied with our performance which keeps us from improving our responsiveness.
	This is the first time around for the entire instution to be involved in program plan evaluations. Therefore, it will be a year before we can evaluate our progress.
86	Communication is very poor.
	Lack of feedback and zero marketing support prevents communication of goals, objectives, and success.
	We are ignored when we try to communicate what we accomplish to others in the organization.
	E mail is the main source of communication when off the main campus. If info is in email then I am aware, if not, I am not.

No.	Comment
	Within the department, yes, but I don't see the relevance of those internal measures to anyone outside the department. People outside the department are not likely to have very useful advice about the way we teach our classes.
	No one else has asked me to participate in these discussions.
	If we did not have numbers, we could not justify our program to the public.
	We need to do this more evidently.

To analyze the comments effectively, you'll need to compare them with the original items in the survey that to which the question numbers refer. If you don't have a copy, you can view the original survey by entering "Examiner" as your login name after you direct your web browser to <http://survey.plexusintl.com>.