

City Colleges of Chicago-Kennedy-King College - IL

HLC ID 1079

STANDARD PATHWAY: Mid-Cycle Review

Review Date: 10/21/2019

Dr. Gregory Thomas
President

Tom Bordenkircher
HLC Liaison

Benjamin Young
Review Team Chair

Kimberly Beatty
Team Member

Marico Bryant Howe
Team Member

Clyne Namuo
Team Member

Context and Nature of Review

Review Date

10/21/2019

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

There are no forms assigned.

Institutional Context

Kennedy-King College (KKC), one of the seven City Colleges of Chicago (CCC), embodies the commitment to academic excellence and civic responsibility espoused by its namesakes, slain civil and human rights activists Robert F. Kennedy and Dr. Martin Luther King, Jr. The College is celebrating 50 years since its renaming from Woodrow Wilson Junior College following the assassinations of these two great Americans. With respect to accreditation, KKC was initially accredited by HLC (then North Central Association of Schools and Colleges) in 1967. The last reaffirmation of accreditation for this Standard Pathway institution occurred in 2015-2016; the next reaffirmation of accreditation is scheduled for 2025-2026. The purpose of this visit is Standard Pathway Year 4 Comprehensive Evaluation.

Along with its sister CCC campuses, KKC concluded its most recent five-year strategic plan in FY2018. With its conclusion, and the employment of a new College President, KKC used FY2019 to prioritize the development of a Strategic Enrollment Management (SEM) Plan intended to address ongoing enrollment challenges. This SEM plan will inform strategic planning efforts that CCC and KKC will undertake in this current year. KKC faces serious financial challenges (the team noted the status of financial and non-financial indicators referenced in HLC materials in the Assurance Argument) and is taking aggressive measures to combat the issue.

KKC resides in the heart of the Englewood community and serves one of Chicago's most impoverished areas. Based on demographic data gleaned from CCC's 2019 environmental scan, KKC's targeted population in 2017 was

348,257, of which 114,641 were below the poverty line. This represented almost 33 percent of the KKC's service area population and presented a difficult challenge for the College. The number of residents with a high school diploma in Englewood is approximately 75.4%, compared to 83.1% for the City of Chicago.

KKC offers an array of educational credentials: an Associate in Arts (AA), an Associate in General Studies (AGS), an Associate in Science (AS), 16 Associate in Applied Science (AAS) degrees, 17 advanced certificates, and 24 basic certificates. Testimony taken from students reveal that the College does, indeed, provide a range of degrees that address their needs from transfer courses to short-term certificates for immediate employment to associate degrees aimed at training and credentialing students for career and technical professions.

A list of recent accomplishments includes the following:

- KKC introduced several new courses and programs in FY2019, including Math 025 and 018 courses (co-requisite support courses for 125 and 118, respectively), a new course in screenwriting, a new Infant and Toddler Advanced Certificate track within the Child Development curriculum, and a revamped Construction Masonry program.
- KKC provides comprehensive tutoring services and support to students. The Academic Support Office provided over 9,500 hours of tutoring to 1,900 students over the fall 2018 and spring 2019 semesters. Data has shown that students who utilize tutoring services have a greater likelihood of course success and retention.
- Early College programming continues to grow at KKC. In FY2019, KKC enrolled over 430 dual credit students taking college courses at 12 partner high schools. Additionally, over 200 dual enrollment students (high school students taking college courses at KKC) benefited from KKC's Early College opportunities.
- KKC's Automotive Technology Program completed its five-year review, leading to renewal of accreditation. The reaffirmation extends program approval through 2024.
- KKC's Child Development Lab Center received another "Gold Circle of Quality" rating for going beyond the highest quality rating for an early learning and care center. Additionally, one of the lab's teachers was awarded Illinois's Terri Lynne Lakoff Child Care Teacher award and was nominated for the National Child Care Teacher Award.
- KKC has six representatives (five faculty) serving on statewide discipline panels with the Illinois Articulation Initiative (IAI). Representatives attend bi-annual meetings to review curriculum and determine transferability of courses among participating public and private institutions.
- KKC's Media Department was selected to create the commemorative video for the Lincoln Park Conservancy 35th Anniversary Campaign.
- The 500th student at Dawson Technical Institute's Gas Utility Program for veterans completed in the spring semester 2019. Partnered with People's Gas, the Utility Military Assistance Program (UMAP) provides returning United States veterans with an opportunity to train at Dawson Technical Institute and enter into employment opportunities with Illinois' largest natural gas delivery company.
- Washburne Culinary and Hospitality Institute (WCHI) celebrated one year of partnering with the 3rd District Police Explorers. WCHI hosted 12 culinary classes and collectively taught 800 children (5-18 years of age) healthy cooking habits, while also building better relationships between the residents of surrounding neighborhoods, the Chicago Police, and KKC.
- The Continuing Education Department and Dawson Technical Institute partnered with Elevate Energy to

provide a free 10-week course in which 31 students participated. The course covered the basic concepts of solar photovoltaic systems and construction safety.

- The Continuing Education Department partnered with Metropolitan Peace Academy for the “Communities Partnering 4 Peace” initiative. The 18-week course had over 60 participants and provided training in areas including street outreach, community violence, trauma-informed practice, cognitive-behavioral interventions, and restorative justice.
- KKC President and Vice President co-presented at the College Board’s *Dreams Deferred* Conference in Los Angeles with leaders from Chicago Public Schools. The presentation, *Expanding College Pathways Through K–12/Community College Partnerships*, highlighted strategic partnerships between KKC and Chicago Public Schools.
- Two professors presented on innovative curricula models and strategies that support students needing developmental instruction in reading and writing at the 2019 National Association of Developmental Education conference in Atlanta.
- KKC's Vice President and a Biology Professor were selected by the American Association of Community Colleges to participate in the *Equity and Inclusion STEM Thought Leaders’ Summit*, a two-day workshop in Washington, DC held to discuss strategies and opportunities to close equity gaps in STEM.

Interactions with Constituencies

- City Colleges of Chicago Chancellor
- City Colleges of Chicago Board Chair and Trustee
- College President
- College Vice President of Academic and Student Affairs
- Executive Director of Business Operations
- Dean, Adult Education
- Dean, Dawson Technical Institute
- Dean, Enrollment Management
- Dean, Instruction
- Dean, Student Services
- Dean, Washburne Culinary Institute
- Associate Dean, Instruction-CTE
- Associate Dean, Instruction-Liberal Arts and Sciences
- Associate Dean, Student Services
- Director, Community Education
- Director, Financial Aid
- Director, Information Technology
- Director, Student Activities
- Director, Strategic Initiatives
- Manager, Information Technology
- Faculty and Academic Support:
 - Professor, Media Communications
 - Professor, Social Services
 - Associate Professor, Social Services
 - Assistant Professor, Biology

- Assistant Professor, English
- Assistant Professor, Mathematics
- Assistant Professor, Music
- Assistant Professor, Social Services
- Assistant Professor, Biology
- Lecturer, Child Development
- Lecturer, English
- Lecturer, Vocational Programs
- Librarian
- Instructor, Mathematics
- Operations Director, WKKC
- Tutor
- College Registrar
- College Advisors
- College Recruiters
- Coordinator, Perkins Grant
- Training Specialist
- Business Analyst
- Area of Focus Discussion: KKC Financial Condition (4)
- Open Forum Discussion: Criteria 1 and 2 (14)
- Open Forum Discussion: Criteria 3 and 4 (18)
- Open Forum Discussion: Criterion 5 (7)
- Meeting with President's Cabinet and HLC Steering Committee (20)
- Meeting with Assessment Committee (19)
- Open Meeting with Faculty (26)
- Open Meeting with Staff (20)
- Open Meeting with Student Leadership (6)
- Meeting with Dean of Enrollment Management and Direct Supports (6)
- Meeting with Dean of Student Services and Direct Reports (10)
- Meeting with Faculty Council Executive Board (5)
- Meeting with Union Stewards (9)
- Meeting with Strategic Enrollment Management Planning Advisory Committee- SEMPAC (29)
- City Colleges of Chicago Representatives:
 - Vice Chancellor-Institutional Effectiveness
 - Deputy Chief Talent Office, Vice Chancellor-HR
 - Associate Vice Chancellor-Decision Support
 - Associate Controller
 - District Director, Accreditation, Assessment, and Educational Development

Additional Documents

- Kennedy-King College Enrollment Snapshot Fall 2019 (through Saturday, October 19, 2019)
- Chicago Cook Workforce Partnership Document Workforce Innovation and Opportunity Act (W.I.O.A) targeting prospective participants with KKC eligible programs and costs
- ICCB Fact Book

1 - Mission

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

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

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

Rating

Met

Evidence

Kennedy-King College's (KKC or the College) Assurance Argument indicates that the institution, one of seven City Colleges of Chicago (CCC), is governed by an appointed Board of Trustees (the Board). The Board, whose members are appointed by the Mayor of the City of Chicago, grants authority to the College President in its Bylaws (article 2.5.2) following appropriate consultation with faculty, staff, community representatives, and other stakeholders to establish the College's mission subject to approval of the CCC Chancellor and Board of Trustees. Guidance provided to the College President is that its mission must be consistent with the overall mission of CCC.

The current KKC mission, with vision statement, is provided in the Assurance Argument and, based on feedback from faculty, staff, and trustees, uniquely suited for the KKC service area and its residents. Further, each major academic, administrative, and co-curricular department underwent a mission development process to document purposes and desired aims. The team took note that this is the 50th anniversary since the College was renamed from Woodrow Wilson Junior College to Kennedy-King College following the assassinations of Dr. Martin Luther King Jr. and Robert F. Kennedy in 1969. The renaming was frequently mentioned as a source of pride for long-serving faculty and staff members who have witnessed and lived through the College's transformation.

The team concluded that the College's academic programs delivered at the main campus (including Washburne Culinary Arts and Hospitality Institute, Adult Learning offerings, and Continuing Education programming) and one satellite location (Dawson Technical Institute) are consistent and align with the mission. A member of the team visited the satellite location, spoke to students and faculty, toured the facility, and attested to the quality of instruction offered and the availability of academic and student support services onsite.

The College offers 60 credentials: an Associate in Arts degree, an Associate in General Studies degree, an Associate in Science degree, 16 Associate in Applied Science degrees, 17 advanced certificates, and 24 basic certificates. This breadth of degree offerings ensures students can transfer to four-year colleges and universities smoothly or pursue onsite career training for entry or promotion in the workforce. Testimony from enrolled students in KKC's programs attest to the fact they understood the mission and appreciated the rigor and focus on getting them ready for good-paying jobs. When encountered throughout the visit, faculty openly championed what the mission stood for and expressed professional pride in working at KKC. In addition, the team found the academic programs well organized as presented in the Academic Program File.

The College's enrollment profile is consistent with the demographics of the Greater Chicago Metropolitan area. KKC resides in the heart of the Englewood community and serves one of Chicago's most impoverished communities. Based on demographic data gleaned from the CCC 2019 environmental scan, KKC's targeted population in 2017 was 348,257 residents, of which 114,641 residents live below the poverty line. This represented almost 33% of the total population and presented significant challenges for the College. The number of residents with a high school diploma in Englewood is approximately 75%, compared to 83% for the City of Chicago and 87% for the region. More troubling is fact that less than 8% of the population over 25 have earned a bachelor's degree compared to almost 37% for the rest of Chicago. An internal KKC student survey revealed a lack of healthy food options, which the College has aggressively addressed with its on-campus food pantry. The Englewood community is mostly African American (77%), with Hispanic residents accounting for 11% and Caucasian 4%. These community figures closely mirror the College's enrollment profile, which has an average age of 27 (classified as adult learners) and 65% rate of credit-enrolled students who are Pell-eligible. The latter figure provides an acute indicator of student need for financial aid.

The College has built a comprehensive array of student support services in spite of recent budget challenges arising from declining enrollments and the State of Illinois' financial crisis. The team applauds the College for recognizing the financial plight of its students. Almost all services are provided free of charge and are promoted to students in the Student Resources Guide. Student resources include the Advising Center, Transfer Center, Testing Center, Library, Online Bookstore, Tutoring (through the Academic Support Services Office), Career Center (jobs and internships), Faculty and Department Office Hours, Information Technology (loaner laptop program), Financial Aid (scholarships, etc.), Wellness Center, Veterans Services Center, Disability Access Center, Student Organizations (including Student Government Association), Childcare Center, Athletics, Healthy Student Market, Chicago Transit Authority Ventra-U-Pass Card (unlimited access to Chicago Transit Authority buses and trains for full-time students on a semester basis), and Building Security Desks (for informational and security purposes).

Student feedback from the Student Opinion Survey (267 respondents in total) was mostly positive in terms of ratings (mean scores of 3.33 to 4.09 on a 5.0 scale) with several negative comments regarding the quality of academic advising and the quality of faculty instruction. The team spoke directly to College leadership and faculty regarding the quality of faculty instruction comments and College leadership and Student Services representatives regarding academic advising comments. In addition, during the meeting with student leadership (SGA officers), the academic advising topic was discussed. Overall, the team accepted College responses that academic advising is an institutional priority and additional resources have been allocated to try to maintain the student to advisor ratio in the 300 to 1 range. Signs/posters were noticed on campus that spelled out the process for seeing an advisor. As for the quality of faculty instruction, the College's Assurance Argument provided

evidence that showed that all student complaints regarding academic instruction are taken seriously, investigated, and adjudicated properly. These steps were affirmed in meetings with faculty, College leadership, and student leaders. Finally, the team acknowledged that students can evaluate faculty at the conclusion of each course and that feedback is reviewed annually.

The College's yearly planning and budget process is supported by CCC's Department of Finance and Business Enterprises. KKC seeks and provided evidence that it links strategic planning to annual budget development and allocation. KKC used FY2019 to prioritize the development of a Strategic Enrollment Management (SEM) Plan intended to address ongoing enrollment challenges. The SEM plan guided last year's strategic planning efforts and will guide forward movement in FY2020. The team was briefed on the fact that all seven City Colleges are required to have an enrollment management plan, which was acknowledged and discussed during the team's meeting with the Strategic Enrollment Management Planning Advisory Committee (SEMPAC) and CCC's Chancellor. This committee is chaired by the newly hired and extremely capable Dean of Enrollment Management and includes a cross section of KKC faculty, staff, and students with CCC representation. Given its strategic importance, the College President serves as a member. Its deliberations are shared college wide via a SharePoint site.

While KKC faces serious financial challenges (the team noted the status of financial and non-financial indicators referenced in HLC materials in the Assurance Argument), its leadership has embraced several bold initiatives and enjoys the support of the CCC Chancellor who confirmed that support when he met with the team. The annual budget development process, with its five phases, is outlined in the Assurance Argument. The team examined the College's FY2020 budget request of \$27.9 million (located on pages 85-92 of the CCC FY2020 Annual Operating Budget. Noteworthy were (1) the fact that 85% of the total budget went to salaries and benefits, not uncommon for faculty/staff with extended service to the institution; (2) the College increased funding for academic support aimed at providing quality advising services; and (3) the College was able to maintain the status quo for several performance indicators in spite of declining resources. In sum, the team believes KKC is headed in the right direction and should be commended for the vision and thought placed into developing its enrollment management committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

The College's mission and vision are published on the College website and visible throughout public facing areas (e.g., digital monitors in hallways, office and department bulletin boards, and inside classrooms). In addition, local publications display KKC's mission (Academic Catalog, pg. 2; Adjunct Faculty Handbook, pg.3; and common course syllabus template, pg.1). The College holds institution-wide meetings on a regular basis for the purpose of sharing pertinent information on priorities supporting the mission. The team reviewed a sample of the All Campus Meeting agendas for the spring 2018 to spring 2019 period and found that mission critical topics, ranging from the need to craft an enrollment management plan and to the status of collective bargaining agreement to updates on Key Performance Indicators, were discussed. KKC leadership, in multiple meetings with the team, was able to provide additional evidence demonstrating that all employees have been encouraged, and have responded positively, to thinking about ways to enhance the mission. The Mission and Me activity was cited as a prime example.

The College's mission is current and speaks to the need to provide high-quality and accessible education and training that responds to a changing global marketplace. KKC addresses this through three instructional areas: Adult Education, Continuing Education, and Semester Credit. The College presented evidence in the Assurance Argument that regardless of instructional type, its faculty, staff, and administration support the mission's six (6) aspects: (1) high quality, comprehensive education and training; (2) accessible education and training; (3) responsiveness to changing community needs; (4) enabling individuals to meet their full-potential; (5) enabling individuals to successfully compete in a global marketplace; and (6) commitment to student learning. For example, programs and services aligned with accessible education and training, include Adult Educational and Transition programming, Continuing Education, Early College (high school dual credit and dual enrollment), open admission/access, the Star Scholarship and other financial supports for students, and Ventra cards (public transportation program). The team concluded that all segments of the KKC community understood, appreciated, and emphasized its mission in offering and delivering high quality

academic programs and associated academic and student support services.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

Kennedy-King College, a predominantly African American institution, is committed to serving a multicultural society. KKC's vision reads as follows: As a culturally diverse institution, Kennedy-King College is committed to excellence in education and training, and the development of well-educated, well-rounded students who are prepared for success and leadership. The team observed an ethnically/racial and gender diverse faculty and staff and a student body reflective of the broader community (77% African American and 11% Hispanic).

The team found evidence in the Assurance Argument that KKC is an active participant in two non-instructional programs specifically aimed at the region's underserved population with academic skill deficiencies (Career Bridge Programs and Gateway to City Colleges of Chicago initiatives). The Career Bridge Programs initiative offers three programs at KKC: Culinary/Hospitality, Healthcare, and Collision Technology. These programs are tuition free with all books, course materials, and industry certifications provided at no cost. Career Bridge programs help students whose basic academic skills (reading, math, and English) are deficient and require remediation; students take the necessary remedial coursework while earning an industry certificate that leads to entry-level job opportunities. The Gateway initiative targets upper-level Adult Education students who want to transition to a credit certificate or degree program and helps them by reducing their tuition. Both initiatives were applauded by Student Government Association members as vital for economically stressed students and for prospective students who want to attend KKC but often find finances a barrier. KKC, in particular, is commended for responding affirmatively to the needs of the KKC service area (basically the Englewood community), which is impoverished (2016 median household income of \$20,112, less than half the median income of other City of Chicago residents).

Food and housing insecurity at KKC is a community issue embraced by the College, mostly recently at the Faculty Development Week in August 2019. #RealCollege Survey results revealed that 60% of KKC students were food insecure and 69% were experiencing housing insecurity. The College offered as evidence of its intervention and action into these community issues the establishment of the Healthy Student Market in partnership with the Greater Chicago Food Depository and the Emergency Fund for Students. In addition, the College refers students in need to existing resources, such as the Adult Student's Guide to Public Benefits in Illinois and the Ventra U-Pass Program.

Kennedy-King College shared several accomplishments in the Assurance Argument that support its

pledge to be mindful of human diversity when designing programs to serve its students and the community at large. The team examined these programs which extolled accessibility and celebrated diversity and concluded they fulfilled aspects of the College's mission based on feedback from students, faculty, staff, and the Board of Trustees. A sample of these programs are as follows:

- The Adult Education programs assist students with deficiencies in basic academic skill areas. Administration indicated that these programs are in high demand areas. The Bridge and Gateway initiatives help students deemed not-college-ready to achieve high school equivalency and transition into credit-level coursework.
- The Disability Access Center is the College's point of contact for students with disabilities. The center provided services to 179 students during 2017-2018.
- The College partners with One Million Degrees, which addresses the ongoing educational needs of mostly first-generation scholars.
- The College holds regular community events under the banner of "Unity Wednesdays." Community residents are invited to campus for fellowship and interaction with KKC faculty, staff, and leadership. Union stewards praised these events for bringing community leaders to campus who are willing to share their knowledge and resources with College employees and students.
- The Office of Student Activities, primarily, schedules a series of programs celebrating ethnic/racial, socioeconomic, sexual orientation, veteran status, and gender diversity. Some of these include Black History Month, Hispanic Heritage Month, Women's History Month, and Ujamaa Black Entrepreneur Marketplace.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

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

Rating

Met

Evidence

The College's documents and experiences demonstrate commitment to the public good in pursuant to the Illinois Public Community College Act and its public obligations are reflected in the language of the mission (Kennedy-King College is dedicated to providing high-quality, comprehensive, accessible education and training opportunities that respond to changing needs and enable individuals to reach their full potential and successfully compete in the global marketplace. As a learning-centered institution, Kennedy-King College is committed to improving student learning in all programs and services through an ongoing comprehensive process). A litany of KKC and CCC examples of serving the public good can be found in the Assurance Argument. The team wishes to highlight several that are deemed noteworthy:

- KKC schedules events that allow community residents to participate in educational activities. These events include bi-monthly Unity Wednesday gatherings, Cook County Expungement Summit, Englewood Community Expo, and Continuing Education course offerings.
- KKC's Washburne Culinary and Hospitality Institute's Sikia Restaurant provides students with a fine dining experiential learning laboratory. The restaurant is located on the main campus.
- KKC's Library provides the community free access to computers and other technology.
- KKC serves the community by offering Adult Education programs that help students transition to credit courses through the Bridge and Gateway initiatives.

KKC is a public, not-for-profit educational institution with several business enterprises not designed for financial profit that fulfill its mission and support student learning. KKC operates under the auspices of the Board of Trustees, City Colleges of Chicago (CCC). These business enterprises include the in-house radio station WKCC, which provides pro-bono services to the community by offering free services and airing public service announcements; the Child Development Laboratory School, which provides on-campus childcare services to both community and the College's students; and Washburne Enterprise Catering, which provides KKC students a pathway to Chicago's culinary and hospitality job markets.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The Criterion is met.

Throughout the visit, it was clear to the team that Kennedy-King College is committed to its mission, which is displayed in common areas and employee emails and introduced during new student orientation sessions and new employee on boarding activities. The College continues to work toward a mission-driven, data -informed culture by crafting mission statements for all academic and non-academic departments. Its core values are weaved throughout the academic curriculum and illustrated by the two academic Centers of Excellence (Culinary Arts and Hospitality Management and Construction Technology). The main campus and Dawson Technical Institute are vibrant and rich with culturally relevant artifacts and activities that promote an inclusive environment. Kennedy-King College has been and will continue to be grounded in and governed by its mission, vision, and core values.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

Kennedy-King College is one of the seven colleges in the City of Chicago Colleges (CCC) system, which are governed by the policies and procedures established by the District Office. There are various forms of evidence demonstrating KKC's administration, faculty, and staff and CCC's Board operate with integrity and follow available policies and procedures.

First, CCC has an Academic Student Policy Manual (ASPM) with the following value statement: "We operate with the highest level of integrity, respect, honesty, and accountability in a fully transparent environment." In addition to the value statement, the ASPM highlights an academic dishonesty policy with a clear process that is fair and ethical to the students. Students have the ability to appeal, and the burden of proof is on the instructor in cases of academic dishonesty. Second, CCC has an employee handbook which includes an ethics policy that covers a variety of types of unethical behavior including, but not limited to, fiduciary responsibility, improper influence, offering/receiving gifts, employment of relatives, and acceptability of contracts. All policies are transparently available on the website.

The Board is also held to the same standard given their clear conflict of interest policy, defined in the Board bylaws as "an act to prevent fraudulent and corrupt practices in the making or accepting of official contracts by public offices." Necessary disclosures occur in a public meeting. There is also an anti-fraud policy (5.1) promulgated in the Board policies which includes an ethics policy. The purpose of the ethics policy is to "promote public confidence in the City Colleges of Chicago by establishing standards on conduct. . ." (Section 5.2.1, p. 70).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Rating

Met

Evidence

Given that Kennedy-King College is part of a larger system, City Colleges of Chicago has done a good job distinguishing each college. As a result, students and the public can clearly identify the components specific to each college (e.g., cost and faculty) clearly. While the system has an overarching mission for the system and community it serves, KKC clearly presents its mission on the website and the academic catalog (p. 3.)

The information necessary for admission is clearly presented on the website and the student portal, providing easy access for students. The students also have access to programs through the academic catalog (p. 9-10). Throughout the campus, there are signs highlighting the "5 reasons to visit an academic advisor," one of which is to "create a practical academic plan." Application deadlines are clearly presented on the website, highlighting the admission requirements for in-district, out-of-district, and international students. The consumer information webpage also clearly highlights policies regarding student outcomes, accreditation, and policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

There is evidence that the governing board of the institution is designed to be autonomous and make decisions that are in the best interest of the institution. The Board of Trustees has three standing committees: The Board Executive Committee, Board Committee on Academic and Student Services, and Board Committee on Financial and Administrative Services. All Board meetings are held in accordance with the Illinois Open Meetings Act. There is also evidence that the faculty have a governance structure which includes the Faculty Council and Assessment Committee. During conversations with the faculty and staff, statements regarding the "open door" of the administration and its willingness to meet with each governance group (or union steward) was broadly expressed.

The Board bylaws provide evidence of an Executive Director of Internal Audit whose role is to provide "objective oversight" of district operations (p. 4, 1.4.8). This position provides the Board with assurance that operations are functioning effectively without engaging directly in the operations. In addition, the bylaws further illustrate the delegation of authority to the chancellor as he or she recommends "to the board short and long term plans to carry out the mission of the college" (p. 10, 2.2). Lastly, the college presidents act as the CEO of the colleges (2.5.1). Specifically, the President of Kennedy King College has provided strong leadership through the recent development of the Strategic Enrollment Management plan in a way that was collaborative and strategic.

While there is evidence of a governance structure and delegation of authority, the Board has authority to dismiss officers. As presented in the bylaws, ". . .the vice chancellors and college presidents and all other officers serve at the pleasure of the board and may be removed. . ." (p. 17, 2.10). However, in practice, the chancellor makes recommendations to the board, and as stated by the Board chair, Dr. Massey, "we have no desire to get into the operations of the college." Consideration of revising the bylaws so that the delegation of authority to the CEO is as clear in the bylaws as it is in practice is recommended.

There is also an unclear delegation of authority evidenced in the Board Policy and Procedures. In addition, there is not a clear separation between the policy and procedures. For example, Purchasing (Article 2) is highly procedural and could be loosely interpreted as having the Board render judgments on operations and perhaps not solely at the policy level. In discussions with the Chancellor and Board representatives, in practice, the Board's decision making and engagement is at the policy level. Consideration of creating Distinct board policy designations (BP) and District procedure designations (DR) is recommended.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

KKC clearly provides examples of what would classify as freedom of expression in the union contract which states, "a faculty member is entitled to freedom in the classroom. . .faculty have an individual right and responsibility to determine course content and textbooks. . ." (Chapter IV, pg. 9). Faculty can discern what freedom of expression means from these examples; however, freedom of expression is not clearly defined---what does it mean to the institution? The District may want to consider revising this section to include a clear definition and remove "she" pronouns when referring to faculty when the faculty collective bargaining agreement comes up for the next renewal (2022).

Where students are concerned, there is no clear definition of freedom of speech/expression. The Academic and Student Policy Manual (ASPM) does not address freedom of speech/expression. In addition, within the same document, there is no guidance for students in the form of a policy providing parameters for freedom of expression on campus. This judgement was confirmed in interviews with the President and Vice President.

KKC's administration is strongly encouraged to work with the District office to revise the policy for freedom of speech to ensure it is clearly defined. It is further recommended that a procedure is developed to provide students, faculty, staff and the community with guidance for how a person can freely express him/herself publicly on campus.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

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

Rating

Met

Evidence

KKC has practices in place to ensure the responsible acquisition of knowledge through library presentations on how to access and interpret information as well as an IRB process. There is a clear IRB process in place with a form applying to "research on all human subjects." While KKC does not have a dedicated institutional researcher on campus (the research position was removed from the budget after the previous incumbent left the position), the College may want to restaffing the position if and when the budget picture improves or explore collaborative relationships with sister institutions with or without a designated institutional researcher). In the meantime, the KKC's Director of Strategic Initiatives has provided the College with dedicated data support. In addition, the Director of Strategic Support is supported by the District Office's Decision Support Team.

For students, there is guidance in the ASPM (Section 8.17, p. 70), where academic dishonesty is clearly defined as behaviors that "include, but are not limited to the following: cheating. . .use of electronic devices to exchange information. . .use of unauthorized notes. . .attempts to assist another student to commit an act of academic dishonesty. The penalties for such activities is clearly defined and left to the discretion of the instructor. There is also an appeals process in place for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

Overall, the College demonstrates an acceptable level of integrity in its operations as it applies to programs, policies, and its students. There is evidence of both academic and board policies, an IRB process, and board engagement. It is recommended, however, that the institution strengthen its approach in delineating policy and procedures and freedom of expression.

While it was clear on the visit that the Board, CEO, and President of KKC have clear roles in practice, the Board's policies and procedures should be decoupled and promulgated in one place. Currently, there are an Academic and Student Policy Manual and a Board Policy and Procedures document. Both outline the policies for the institution, and the latter, in a technical sense, gives the Board authority beyond the scope of their role.

The College should consider developing a clear definition of freedom of expression and a process that would guide the institution through allowing students and the community to express themselves publicly (e.g., signing petitions on campus and/or hosting a rally).

The Criterion is met.

3 - Teaching and Learning: Quality, Resources, and Support

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

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

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

Rating

Met

Evidence

KKC offers a standard mix of degrees and certificates requiring a 2.0 GPA in all general education courses. KKC also participates in the Illinois Articulation Initiative that enables seamless transfer of courses to sister and four-year institutions. KKC also engages its community and industry partners in effective ways to ensure instruction aligns with the needs of its stakeholders across industries.

KKC uses various processes to determine learning goals for its programs from industry advisory councils to the development and implementation of stackable credentials in different disciplines. KKC uses a variety of methods to ensure effective and appropriate learning goals, including program review, the assessment of student learning outcomes, and student evaluations.

KKC maintains a strong Early College program through its relationship with Chicago Public Schools. This partnership allows the institution to participate in strategic initiatives such as offering classes soon at the new Englewood STEM high school. The team verified that KKC maintains a high level of academic rigor for dual credit and dual enrollment courses by requiring those courses to achieve the same student learning outcomes required in all college courses.

KKC focuses primarily on face-to-face courses and does not currently offer online courses, KKC students can enroll in distance education courses through the CCC consortium. The CCC consortium is managed by KKC's sister institution Harold Washington. These distance education courses count toward a KKC student's degree with the overall distance education enrollment credited to the student's home institution (KKC in this case). Last, KKC academic administrators are aware of plans to expand online offerings to several City Colleges to increase the availability of unique programs

that Harold Washington cannot support.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

KKC participates in the General Education Core Curriculum of the Illinois Articulation Initiative which is an ICCB initiative, designed to facilitate conformity among Illinois institutions of higher education. KKC offers general education credits between 15-37 required credits as appropriate across their degree offerings (AAS vs. AA/AS).

KKC has taken extraordinary steps to improve its assessment process. The team has verified the information presented in the Assurance Argument related to KKC's Strategic Assessment Plan which represents a college-wide effort to promote a culture where the assessment of student learning impacts almost all aspects of the College. The assessment committee members and leadership report that the College is currently undergoing an effort to revise and improve its general education student learning outcomes.

KKC demonstrates that it promotes inquiry and creative work through its robust assessment process and has provided numerous examples of these efforts, most notably through its C-SLOs and G-SLOs. Additionally, KKC adheres to CCC's (district and statewide through ICCB) Human Diversity general education requirement.

Faculty reported various examples of scholarly work and the team observed artifacts of creative work throughout campus by both students and faculty along with some collaborative pieces. Students participate in a wide variety of activities as part of their programs that allow them to extend their

learning beyond the classroom walls (automotive, culinary, media communication, and more).

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

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

Rating

Met

Evidence

Kennedy-King College has adequate faculty and staff needed to deliver effective programs and student services. The institution is sufficiently staffed with faculty members to carry out both the classroom and the non-classroom roles in accordance with the HLC Faculty Guidelines and evidenced by the Employment Demographics Report, the CCC Credential Guidelines, and ICCB Dual Credit Administrative Rules. A random sample of active part-time and full-time faculty records indicates that the institution adheres to its Academic and Student Policy Manual (ASPM) Section 10.25 Faculty (Credit, Early College, and Foundational Studies) and Adult Educator Credential Review as of 2016. A recommendation is that credentialing records for both active part-time and full-time faculty hired prior to 2016 are reviewed and adhere to the “Faculty Credential Evaluation Form” as a means of credential verification.

The institution's instructors are evaluated regularly in accordance with established institutional policies and procedures as evidenced in the rotational schedule utilized for classroom observations with administrators, department chairs, tenured faculty designees, and Early College Dual Credit Faculty Coordinators. Additionally, the policies and corresponding processes for instructor evaluations are defined in the KKC Post-Tenure Evaluation Process, Promotion and Rank Guidelines, Part-Time Faculty Member Evaluation, CCCLOC PT Faculty CBA (article VII, section B, pgs. 18-19), Adult Educator CBA, and Dual Credit Instructor Agreement.

The institution has adequate processes and resources for assuring that instructors are current in their

disciplines and adept in their teaching roles. This is evidenced in mandatory professional development activities that take place during faculty development week, resource availability through KKC Virtual Exchange, and specialized faculty development workshops. Moreover, monies are allocated annually via the Union Professional Development Funds for both part-time and full-time faculty for educational expenses, membership in professional organizations, and conference attendance, and the through the Carl D. Perkins V Grant.

Kennedy King College instructors are accessible for student inquiry in accordance with the 1600 Faculty CBA (article VIII, section E, pg. 29) and the ASPM (Section 10.02, pg. 89), which detail faculty availability outside the classroom for student advisement. Faculty are also required to list their office hours on course syllabi in as noted in the Course Syllabus Checklist and Template. Additionally, faculty are available through direct electronic access to students through D2L Brightspace (learning management system), GradesFirst (retention alert system), and CCC email.

KKC maintains a student to advisor ratio of 307 to 1 and currently employs 38 academic support tutors who are certified through the College Reading and Learning Association (CRLA). In addition, the Director of Academic Support provides tutors with training materials and conducts professional development workshops that align with CRLA standards in an effort to prepare tutors to best serve students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

Kennedy-King College provides support for student learning and effective teaching as evidenced by its Current Student Resources web page, Student Resource Guide and its Student Portal, which offers the GradesFirst early alert system integrated with advising and tutoring appointment management. Additionally, the library provides access to learning resources such as library databases, including ProQuest, Springer eBooks, and EBSCO databases, and online journals such as JSTOR, Global Newsstream, and the Chicago Tribune.

KKC provides learning support as evidenced in its Disability Access Center, Veteran's Service Center, and Wellness Center. Additional evidence is validated by initiatives such as the college success course, healthy student market, and Ventra/U-Pass Cards and through community partnerships with the Chicago Housing Authority, Metropolitan Family Services, and One Million Degrees. Adequate student preparatory support is provided through placement exams in accordance with ASPM Article II, pgs. 14-18; such supports include the Math placement test, ALEKS, with subsequent prep and learning modules; the English placement test, Reading to Write, and the Level UP Program.

The institution provides adequate academic advising through the Advising Center. The Center utilizes a case management model. During enrollment, each student is assigned a college advisor, and there is currently a 1:300 advisor to student ratio.

The institution provides students and instructors with necessary infrastructure and resources. This is evidenced by Advising's case management model and Student Snapshot, launched by CCC and KKC. GradesFirst is utilized by both academic advisors and faculty to track students' academic progress and as an early alert system. KKC has sufficient types of space and quantities of space and

resources to support academics within its instructional infrastructure.

The institution provides students with guidance in the effective use of research and information resources as evidenced in its Apple mobile application development and cybersecurity boot camps, library, and The Office of Information Technology, all of which provide the College community with access to training, tutoring, and support.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

Kennedy-King College satisfies its assertion to provide an enriched educational environment. Its Student Services Mission to "provide a broad range of services to assist students in their academic and life goals," further aligns with its institutional mission. As evidenced in its Strategic Enrollment Management (SEM) Plan, the institution provides co-curricular programs that promote diversity. KKC recognizes its change in student demographics as illustrated in an increase in Hispanic population and a decrease in average student age trending downward from 32 to 26 over the past 4 years. Evidence is shown in funds allocation for student activities and events to support the diverse interest of clubs, groups, and organizations within the institutional community.

KKC demonstrates its claims to contributions to its students' educational experiences in alignment with its mission. This is evidenced in access to student learning from co-curricular activities offered by organizations such as KKC Pride Alliance, Student Government Association, and the Englewood Toastmasters Club. These activities have direct correlation to student retention. Additionally, the College provides a wide array of service-learning activities, such as hosting mayoral forums and voter registration campaigns that engage community stakeholders, faculty, staff and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

The Criterion is met.

Kennedy-King College offers a high-quality education as evidenced in its programs, including credit, adult education, continuing education, high school, and online, regardless of the modality in which it is delivered. It is recommended that KKC distinguishes itself as a provider of online education within CCC. An additional recommendation is that credentialing records for both active part-time and full-time faculty hired prior to 2016 are reviewed and adhere to the “Faculty Credential Evaluation Form” as a means of credential verification.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Rating

Met

Evidence

KKC has provided considerable evidence of commitment to a regular practice of program review that is connected to the assessment of student learning outcomes. KCC follows ICCB's program review process, which is a five-year cycle. They have shown a commitment to continuous improvement through this process. The reviews provided are comprehensive and serve to inform the allocation of resources and areas of improvement.

Faculty reported examples of using information from program review to improve teaching and in turn, their programs. For example, developmental education faculty used program review findings to inform implementation of an embedded tutor program. Faculty also reported that training and

implementation of liaisons has helped to create college-wide buy-in for the process. The team confirmed evidence that the program review process informs the budget process.

KKC shows ample evidence of standard practice related to transcript evaluation, experiential learning, prior learning, and external evaluation of credits. KKC and CCC participate in the statewide Illinois Articulation Agreement and adhere to its requirements to promote transferability of courses and articulation.

KCC participates in a consortium agreement with its sister institutions as part of the City Colleges of Chicago system. CCC's Academic and Student Policy Manual (Section 2.07) outlines acceptance of credit from regionally-accredited institutions as well as other stipulations.

Faculty participate in a change process to modify course prerequisites. The Vice President and faculty curriculum facilitator represent KKC at the district curriculum group. KCC follows many assumed practices related to course prerequisites.

CCC employs dual credit faculty coordinators whose responsibilities are clearly delineated and designed to maintain academic rigor while supporting teachers in dual-credit roles.

KKC maintains specialized accreditation for its automotive, child development, and addiction studies programs. Faculty report successful reaccreditation efforts in all areas.

KKC works with the district Office of Decision Support systems and has created key performance indicators to measure progress toward its strategic priorities of access, momentum, completion, and mobility. KKC has shown a commitment to tracking these KPIs as a continuous improvement strategy.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

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

Rating

Met

Evidence

Following the realization that assessment had become perfunctory, KKC embarked on an ambitious plan to restructure its entire approach to the assessment of student learning outcomes. The result is nothing short of extraordinary. They have created a comprehensive process that involves master syllabi, assessment liaisons, and student learning outcomes at the course, program, discipline, and general education levels. The team conducted a meeting with the assessment committee where they were able to verify every aspect of what was written in the Assurance Argument as well as providing additional specific examples of faculty using the assessment process to improve teaching and learning.

As part of its ambitious agenda to restructure assessment, the assessment committee developed a thorough strategic assessment plan. They are currently implementing the plan and have provided evidence of using the plan to improve student learning at KKC. The committee is divided into two parts; one for academic assessment and one for co-curricular assessment. The co-curricular subcommittee consists of five separate groups (student services, academic support services, library, enrollment management, and auxiliary services).

While still early in the assessment restructure process, it is clear that KKC has taken extraordinary steps to design an assessment apparatus that is supportive of faculty and includes almost all areas of the College. KKC has shared some positive, early results around the sciences demonstrating their ability to use student assessment data to improve their teaching (chemistry and math challenges; biology development of boot camps).

KKC should be commended for their assessment efforts. They are comprehensive and well-structured with an emphasis on encouraging assessment to permeate through the entire college. There is a clear emphasis on continuous improvement and if early successes are any indication, this could have a significant impact on the institution and perhaps all of CCC.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

Kennedy-King College exhibits a commitment to educational improvement, which is accomplished within retention and completion rates in its programs. Student retention is evidenced through the institution's monitoring and management of key performance indicators (KPIs). In FY2019, KKC re-evaluated its KPIs and made adjustments centered on the following student outcome priorities: access, momentum, completion, and mobility.

The institution collects and analyzes information on student retention, persistence, and completion of its programs, which is evidenced by actively monitoring KPI progress and results by campus departments, as well as the Executive Management Team and President's Cabinet's reoccurring enrollment and retention management meetings wherein they engage campus leadership in KPI progress review.

The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data. This is evidenced by the District bringing together KPI stakeholders from across all CCC campuses for bi-weekly performance discussions, which include KPI data dissemination, updates on important district-led projects, and opportunities for campus operational share outs.

The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. This is evidenced by the KKC Director of Strategic Initiatives' and the CCC Decision Support team's regularly scheduled meetings to support campus KPI performance through various research and reports. Examples

include: the effect of late registration on term course success; a snapshot of retention outcome disparities by race/ethnicity; and analysis of low-performing students (GPA </>

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

KKC has provided considerable evidence of commitment to a regular practice of program review connected to the assessment of student learning outcomes. KCC follows ICCB's five-year program review process. They have shown a commitment to continuous improvement through this process. The reviews provided are comprehensive and serve to inform the allocation of resources and areas of improvement.

KKC should be commended for their assessment efforts. They are comprehensive and well-structured with an emphasis on encouraging assessment to permeate through the entire College. There is a clear emphasis on continuous improvement and if early successes are any indication, this could have a significant impact on the institution and perhaps all of CCC.

The institution collects and analyzes information on student retention, persistence, and completion of its programs, which is evidenced by actively monitoring KPI progress and results by campus departments, as well as the Executive Management Team and President's Cabinet's reoccurring enrollment and retention management meetings wherein they engage campus leadership in KPI progress review.

The Criterion is met.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

The institution resource base supports is educational programs; however, there are concerns regarding the fiscal health of the institution. Based upon the S&P rating of BBB/Stable and the executive summary regarding the fiscal health of the institution, "the fund balance is negative" (p. 1). The District reduced their fund balance based upon a variety of factors beyond the District's control:

1. State budget reductions: state revenue was 21% of the budget in 2015 and dropped dramatically to 6% in 2016, finally returning to "normal" in 2018.
2. Declining enrollments: down 21% for the District from 2014-2018 and 42% for KKC in the same time frame with 10% in 2017-2018 alone according to state reporting.
3. Declining tax base: reduction of 26% from 2009 to 2013 according to the S&P report.

As a result, the District did not follow their own policy of contributing 3% to the reserve from 2015 to 2018. In light of the difficult financial challenges, the District took bold, positive steps to stabilize

the institution to include the sale of buildings, offering early retirement incentives, and retaining unfilled positions in the budget. In conversations with the campus leadership, the Chancellor, and Board, it is clear they understand the need to provide additional resources to KKC that may not exist at other colleges (e.g., higher ratio of advisors to students 300:1). However, in other conversations with union stewards, budget cuts have resulted in eliminating or reducing resources that may have impacted enrollment for the population KKC serves (e.g., weekend and evening courses and targeted programs). The District may consider examining its approach to an equitable resource allocation model for KKC that aligns with the community served and industry partners.

KKC is a College within a larger system; as such, it is difficult to discern from the evidence provided how the revenue is determined based upon the budget book (pages 85-88). However, in conversations with District and campus personnel, budget allocations are determined based upon needs submitted through the budget process. The campus budget process is a collaborative process. The College utilizes a budget platform as a part of the budget process and follows a calendar for entering the budget, receiving input, and publicly presenting the budget (Chancellor's E-mail, July 2019).

The institution demonstrates evidence of timely hiring procedures and professional development to support the staffing for educational programs at the College. With 84% of its budget going to personnel and 500 employees to support 6,061 students, it is concerning that the College can sustain itself with evidence of declining enrollments (a loss of 42% from 2014 to 2018 according to state reporting evidence). All of these actions, taken by the District have had an impact on KKC. KKC's leadership, however, is taking the enrollment matter seriously and has led the way in the system in developing a comprehensive Strategic Enrollment Management (SEM) plan. In the SEM plan, there is an intentional, strategic focus on expanded enrollment markets beyond high school students. It's also important to note that many of the strategies in the SEM plan are specific to the community KKC serves. The enrollment efforts outlined in the SEM plan should increase the College's enrollment outcomes.

The Office of Institutional Technology oversees the investment in technology for the campus to support the students, faculty, and staff. There has also been a substantial investment into the infrastructure that directly impacts the learning environment, including Black Box Theater upgrades, development of the math emporium, bookstore space conversion, and a centralized Academic Support Center (scheduled for FY 20). During a tour of the campus, it is clear that many of these improvements have a direct impact on curricular and co-curricular development.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

There is adequate evidence to support effective governance at the board, faculty, staff and student levels. Through a committee structure, the Board governs the College while delegating the operations to the CEO who delegates to the college presidents. There is evidence, for example, of the Board being informed concerning Adult Education at the July Board meeting through the Academic Committee structure. This structure seems to provide the Board with a mechanism to receive updates and engage in academic affairs. There is also a student trustee who ensures that the student "voice" is present at the highest level. In speaking and meeting with trustees, it is clear that the trustees are knowledgeable about the programs at the College and, in fact, exhibit passion for the programs specifically at KKC (e.g., HVAC).

At KKC specifically, there is evidence of committee structures to ensure that faculty, staff and students have a forum to provide input and feedback into decision making for students, faculty and staff. The students provide feedback through course evaluations. The data from the evaluations are disaggregated by course and provided to the faculty for process improvement conversations with administration. The administration's door is always open based on feedback from faculty and the President meets regularly with all governance leaders.

The College just completed an extensive Strategic Enrollment Management Plan that engaged a variety of stakeholders throughout the College. Other council/committee structures, such as Assessment, Faculty Council, and Curriculum Committees, are vehicles for collaborative input at KKC. Everyone at the College takes a lot of pride in the development of the SEM Plan and can articulate the development process clearly. In conversations with the criterion team, their key take away from the process was that "they work through the challenges together so that everyone's voice is heard."

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

The College allocates its resources in pursuit and fulfillment of the mission and strategic planning areas of focus. A review by team members of the City Colleges of Chicago annual budget books revealed that expenditures directly supported institutional priorities. For example, the Academic Support line items increased over \$200,000 from FY2019 to FY2020 with the increased funding aimed at targeted retention initiatives. As shown in the FY2020 annual budget book, KKC's IPEDS 150% rate went from 20% in FY2017 to 25% in FY2018. This improvement can be traced to the College's extensive efforts to improve retention and completion. The team noted that almost half of the College's operating budget goes to instructional and academic support, which was verified in discussion with the Executive Director of Business Operations.

KKC demonstrates its commitment to support assessment of student learning activities in many ways, specifically by creating the following positions: (1) Aligned Reading and Composition (ARC) Coordinator to oversee student learning in Developmental English; (2) Departmental Faculty Liaisons for Academic Support Services in English and math ensuring alignment between classroom instruction and tutoring services; (3) English Faculty to teach the redesigned development education sequence; (4) Faculty Discipline Learning Outcomes Liaisons to support student learning data collection and analysis; and (5) Read to Write (RTW) Placement Coordinator to oversee English placement. In sum, the College increased its Academic Support budget to provide these and other student support services. The team affirms that the College works diligently to assess student learning at course and program levels and to provide wrap-around academic support and co-curricular services geared toward student success.

The team discussed at length college efforts to link assessment of student learning to strategic planning and ultimately budget development. Referenced in the Assurance Argument is the College's decision to place a singular focus on academic and co-curricular student learning by expanding the

scope of the Vice President of Academic Affairs to include Student Affairs. This expansion of the role of the College's second-in-command administrator resulted in the development of an assessment plan including co-curricular assessment.

As a public Illinois community college, program review is systematic with results reported to the Illinois Community College Board on a five-year cycle. Program reviews evaluate these major instructional areas: Career and Technical Education, Academic Disciplines, Cross-disciplinary Instruction, and Student and Academic Support Services. Academic Affairs' leadership uses program review information and profitability data to determine program continuation, redesign, or closure. The team believes the College makes appropriate use of available information, including advisory committees' feedback, in academic and co-curricular decision-making.

The team was shown how the College's strategic planning process encompasses the College and how it incorporates feedback generated by SWOT analyses, program reviews, advisory committees' notes, and departmental minutes. This integrated planning model is viewed as a high-stakes endeavor with the College forced to do Strategic Enrollment Planning first. Based on evidence from the Assurance Argument, the College routinely surveys students (mostly on informal basis), faculty, staff, and community residents to ascertain their perceptions of College operations. As for assessing student feedback in the future, the College plans to administer the Community College Survey of Student Engagement (CCSSE) beginning spring 2020 and the Survey of Entering Student Engagement (SENSE) every two years. The goal is to gather specific student satisfaction results and use said results to improve student support services and business operations.

The College understands its capacity, both in terms of enrollment and facilities. Student enrollment has declined over the past few years, following enrollment trends for most Illinois community college districts (ICCB Fact Book). The College maintains a main campus and Dawson Technical Institute, an educational center approximately 15 minutes from the main campus. By anticipating a flat budget (\$27.9 million for FY2020) and the inability to increase student tuition and fees, the College embraced cost-cutting measures (such as eliminating full-time positions where possible within collective bargaining agreements), used grant funds to develop viable programs (notably the prudent use of Carl Perkins funds to support Career and Technical Education programs), and cultivated community engagements and corporate partnerships (such as the Center of Excellence for Creative Arts and the Information Technology Innovation Tech Hub). The team recognized these actions as necessary to remain in decent financial standing and deemed them appropriate to sustain College operations and services to students.

Kennedy-King College demonstrated that its plans for the future are based on an awareness of current and emerging factors impacting the College. The College acknowledged that the number of Chicago high school students in its service area was declining. While admitting high school students remain a solid strategy, the College shifted resources to persistence, retention, and completion initiatives and has invested heavily in a Strategic Enrollment Management Plan, set to roll out spring 2020. In addition, the College's Office of Information Technology is currently developing a strategic technology plan which will assist students in managing digital issues. The team concluded that the College is positioned to anticipate emerging factors and take affirmative action to address them.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

The College's strongest indicator that it develops and documents evidence of its performance is its system of Key Performance Indicators (KPIs) to collect and utilize data on policy and performance measures. Based on information in the Assurance Argument, KKC used a set of 13 KPIs from FY2014-FY2018 to monitor real-time progress toward defined targets. Those KPIs included many common indicators used in higher education: IPEDS 150% Completion Rate, Total Degrees, Total Enrollment, GED Attainment, and Credit Students Fall-to-Spring Retention. The GED Attainment indicator is particularly important to KKC as it seeks to ensure a smooth transition for Adult Education enrollees and Continuing Education participants to credit offerings. College representatives indicated a modified set of KPIs was under development that would be uniquely tailored to KKC. The current KPIs with a few additions were organized into four strategic priorities: Access, Momentum, Completion, and Mobility. The reordering of KPIs serve to eliminate confusion. In addition, CCC insists that all colleges participate in bi-weekly student retention completion conference calls to share best practices and to fully utilize the college advisors who are responsible for tracking the progress of IPEDS KPI cohorts at each campus.

The College will commence using the Community College Survey of Student Engagement (CCSSE) to document how it performs in terms of identified benchmarks of effective educational practice in spring 2020. The data will show where KKC falls in line with the comparable, national CCSSE cohorts on benchmarks; it will also allow the College to compare itself to Top-Performing Colleges on identified benchmarks. The team and College administrators agreed that academic advisement may emerge as a concern, which the College pledged to address.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

The Criterion is met.

The institution uses the resources available to fulfill its mission and programs. There is deep concern regarding the financial health of the institution; however, KKC and the District are managing resources to repair a financial challenge that is beyond their control---the lack of state funding for two years. Now that the state funding has returned to "normal," KKC and CCC should continue to build upon current efforts to enhance the financial health of the institution.

It is clear that the administration has an inclusive approach and ensures that all voices are heard. There is evidence of governance at the College; however, the administration may consider a "shared" approach to those conversations. There is value in having a council that includes staff, administration and faculty in the collective decision making of the College. The SEMPAC is a great example of this approach; however, it is only focused on enrollment management.

The College provided excellent examples of program review. The process is clear and it is faculty driven.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	

Review Summary

Conclusion

Kennedy-King College met all the Criteria for Accreditation for the Standard Pathway Year 4 Comprehensive Evaluation. The College is one of seven City Colleges of Chicago, with a mostly students of color profile (77% African American and 11% Hispanic). It is an institution with effective leadership, strong culture of academic innovation and industry partnerships, and allegiance to an impoverished community. Both Adult Education and Continuing Education programs abound and are geared to help community residents ultimately reach college-ready status. The College has a committed and engaged faculty and staff and enjoys a collaborative relationship with its nine collective bargaining units. In general, the College is engaged in a number of high-stakes ventures that, in the opinion of the team, must be marketed more aggressively. Filling the vacant Director of Marketing and Public Relations' position would be a step in the right direction.

The team gave special attention to the significant issues the College has undergone since the last comprehensive evaluation in 2016. Specifically, the College (and several of its sister City Colleges of Chicago) is experiencing financial woes. The team scheduled an Area of Focus Open Forum Discussion on KKC's financial condition to review and discuss options. The team felt the College is taking its financial condition seriously by reducing expenses and entering into partnerships with local businesses. A study of HLC documents confirmed the fact KKC is under financial watch for low composite index scores due mainly to declining enrollment. To its credit, the College has launched a strategic enrollment management plan focusing on new, incoming students, retention of currently enrolled students, and efforts to re-engage former students. In sum, the team believes the College has the Presidential leadership, campus-wide support from all segments of the employee pool, and the confidence of the CCC Chancellor and Board of Trustees to address current and future budget issues.

Overall Recommendations

Criteria For Accreditation

Met

Sanctions Recommendation

No Sanction

Pathways Recommendation

Limited to Standard

No Interim Monitoring Recommended.



Institutional Status and Requirements Worksheet

INSTITUTION and STATE: City Colleges of Chicago-Kennedy-King College, IL

TYPE OF REVIEW: Standard Pathway Comprehensive Evaluation

DESCRIPTION OF REVIEW: Year 4 Comprehensive Evaluation

DATES OF REVIEW: 10/21/2019 - 10/22/2019

X No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change:

Degrees Awarded: Associates

Recommended Change:

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2015 - 2016

Year of Next Reaffirmation of Accreditation: 2025 - 2026

Recommended Change: No Change

Accreditation Stipulations

General:

Prior HLC approval is required for substantive change as stated in HLC policy.

Recommended Change: No Change

Additional Location:

Prior HLC approval required.

Recommended Change: No Change

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No Change

Accreditation Events

Accreditation Pathway

Standard Pathway

Recommended Change: No Change

Upcoming Events

Comprehensive Evaluation: 2025 - 2026

Recommended Change: No Change

Monitoring

Upcoming Events

None

Recommended Change: No Change

Institutional Data

Educational Programs

Recommended Change:

Undergraduate

Certificate	42	_____
Associate Degrees	19	_____
Baccalaureate Degrees	0	_____

Graduate

Master's Degrees	0	_____
Specialist Degrees	0	_____
Doctoral Degrees	0	_____

Extended Operations

Branch Campuses

Institutional Status and Requirements Worksheet

None

Recommended Change:

Additional Locations

Dawson Technical Institute, 3901 S. State Street, Chicago, IL, 60609 - Active

Washburne Culinary Institute/ Culinary Arts, 7059 S. South Shore Drive, Chicago, IL, 60649 - Inactive

Recommended Change:

Correspondence Education

None

Recommended Change:

Distance Delivery

None

Recommended Change:

Contractual Arrangements

None

Recommended Change:

Consortial Arrangements

51.0602 - Dental Hygiene/Hygienist - Associate - Dental Hygiene Program - City Colleges of Chicago consortium

51.0801 - Medical/Clinical Assistant - Certificate - Medical Assistant Program - City Colleges of Chicago consortium

51.0803 - Occupational Therapist Assistant - Associate - Occupational Therapy Assistant Program - City Colleges of Chicago consortium

51.0911 - Radiologic Technology/Science - Radiographer - Associate - Radiography Technology - City Colleges of Chicago consortium

Recommended Change:
