

Higher Learning Commission Assurance Argument



CITY COLLEGES OF CHICAGO
KENNEDY-KING



Criterion 1. Mission

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

1. A – Core Component

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

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

1.A - Argument

This year marks a pivotal point for Kennedy-King College (KKC). KKC is celebrating 50 years since its renaming from Woodrow Wilson Junior College following the assassinations of civil and human rights activists Dr. Martin Luther King, Jr. and Robert F. Kennedy. As the College furthers its role as an academic institution and community anchor, KKC has engaged in a number of new strategic initiatives, namely the development of a [Strategic Assessment Plan](#) and a [Strategic Enrollment Management Plan](#).

Further, KKC has [begun preparation](#) to create a comprehensive strategic plan to be completed by May 2020, which will incorporate these plans and allow the College to further honor the legacies of Kennedy and King and advance its mission to provide high quality, accessible, comprehensive education that enables students to meet their full potential and compete in the global marketplace.

KKC, one of the seven City Colleges of Chicago (CCC), is governed by an appointed Board of Trustees (The Board). The Board's [bylaws](#) (article 2.5.2) clearly state that the President shall, following consultation with the faculty, community representatives, and others, establish the mission of the college, subject to the approval of the Chancellor and the Board. The mission must be consistent with the overall mission of CCC.

Kennedy-King College (KKC) 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 assessment process.

KKC Vision

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.

CCC Mission

Through our seven colleges, we deliver exceptional learning opportunities and educational services for diverse student populations in Chicago. We enhance knowledge, understanding, skills, collaboration, community service and life-long learning by providing a broad range of quality, affordable courses, programs, and services to prepare students for success in a technologically advanced and increasingly interdependent global society. We work to eliminate barriers to employment and to address and overcome inequality of access and graduation in higher education.

The faculty and staff of KKC, at the main campus—which includes [Washburne Culinary Arts and Hospitality Institute](#) (WCHI), [Adult Education](#), and [Continuing Education](#) programming—and one active satellite location—[Dawson Technical Institute](#) (DTI)—work to ensure that each of its more than 6,000 students per fiscal year complete their programs and are prepared to advance their academic career or compete in the global marketplace. KKC holds an additional satellite location at the South Shore Cultural Center which is currently inactive due to low enrollment.

KKC's mission and vision serve as the foundation that informs planning processes that impact administration, staff, faculty and students. Each co-curricular and academic area has an [individual mission statement](#) in alignment with the overall college mission that represents the unique focus of each area. Within the vision statement, KKC aspires to respond to and fulfill the needs of a culturally diverse community, enabling individuals to reach their full potential.

Along with its sister CCC campuses, KKC concluded its most recent 5-year strategic plan in FY2018. With its conclusion, campus leadership 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 FY2020 (Academic Year 2019-20).

Additionally, KKC closely monitors key performance indicators (KPIs) to ensure that the campus remains focused on student success. These metrics provide a high-level of focus and ongoing dialogue about student success through assessing institutional effectiveness and determining opportunities for improvement. [Current KPIs](#) were developed after reviewing the performance metrics and trends revealed by the [previous KPIs](#) (FY14-18) to increase focus on the crucial student outcome areas of access, momentum, completion, and mobility.

Central to ensuring the institution remains accountable to the fulfillment of its mission, KKC maintains responsive and relevant education through Illinois Community College Board (ICCB) Program Review, which encompasses

- supporting strategic campus-level planning and decision making related to instructional programming and academic support services;
- supporting program improvement; and
- supporting the delivery of locally responsive, cost-effective, high quality programs and services.

ICCB Program review is designed to assist the College in evaluating four major instructional program areas on a five-year cycle:

- Career and Technical Education
- Academic Disciplines
- Cross-disciplinary Instruction
- Student and Academic Support Services

KKC is located in the heart of the Englewood community and serves one of Chicago's most impoverished and historically underserved communities. Demographic data tells a significant story about the community and, similarly, KKC's student population. In 2016, the [median household income](#) in Englewood was \$20,112, less than half the median income of the City of Chicago's residents (\$50,434), and less than a third of the Greater Chicagoland economic area's median income (\$65,174). For the population older than 25, only 7.4% in the Englewood community have earned a bachelor's degree or higher, as compared to Chicago (36.6%) and the broader region (37.6%). The number of residents with a high school diploma in Englewood is approximately 75.4%, compared to 83.1% for the City and 87.4% for the region. The number of residents with a high school diploma in Englewood is approximately 75.4%, compared to 83.1% for the City and 87.4% for the region. CCC's [FY2018 Statistical Digest](#) shows a credit student population of 77.3% African American, 10.8% Hispanic, 4.2% Caucasian, and 2.4% Multi-Racial Non-Hispanic. The average student age among students enrolled in the spring 2019 term was 27. Sixty-six percent of credit students enrolled during the 2017-18 academic year lived in the [10 ZIP codes in nearest proximity](#) to campus. In FY18-19, 65% of KKC's credit-enrolled students, excluding Early College students, were Pell-eligible. It is within this challenging context that the mission drives the faculty and staff to work diligently to meet the educational needs of the student body and surrounding community. CCC's [Statistical Digest](#) outlines KKC's enrollment across its three instructional areas. The enrollment profile illustrates the institution's commitment to meeting the diverse needs of the student population through academic programs.

KKC [currently offers](#) 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, for a total of 60 credentials. The institution's breadth of programs ensures that students can access a broad liberal arts education, ideal for transfer to a four-year institution or professional preparation, as well as career training that prepares students for the workforce.

KKC serves as an occupational training institution for many of the highest in-demand sectors in the region. KKC possesses two academic Centers of Excellence: Culinary Arts and Hospitality Management and Construction Technology. KKC continues to build relevant and sustainable relationships with community and industry partners and focuses resources to provide students with the best education through capital investments, enterprise services, and recruitment of high quality credentialed faculty.

Consistent with its mission, KKC offers programs—and continues to explore and expand program offerings—designed to prepare students for the demands of employers. Students with a credential from KKC are well-positioned to compete for one of the [500,000 jobs](#) (pg. 46) that have been added to the Chicago region’s economy since the end of the last recession. KKC, ensures this through [partnerships](#) with employers who not only help design programs but also provide students with internships and employment.

KKC also emphasizes the importance of general education to meet the needs of students, including those transitioning to four-year institutions. KKC faculty work collaboratively to ensure the [general education curriculum](#) (pg. 19) is recognized and validated through articulation agreements—such as the [Illinois Articulation Initiative](#) (IAI)—secondary school partnerships, and assessment of student outcomes. Additionally, faculty and staff ensure the curriculum is relevant to real-world expectations and that equipment and facilities are of high quality to ensure students have access to the best education available.

Consistent with the mission of meeting community needs, KKC offers robust Continuing Education (CE) and Adult Education programming. [Annual enrollment](#) is approximately 900 students for CE courses and is over 1,600 students for Adult Education and High School Equivalency (HSE) courses. The Continuing Education Department offers courses focus on personal enrichment and professional training. The Adult Education Department offers a comprehensive program of free classes—including English Language Learning (ELL) courses—for adult students who desire to improve their basic literacy skills or obtain their HSE.

To ensure accessibility and enable students to reach their full potential, KKC has maintained its commitment to providing comprehensive [student support services](#). Despite budget challenges arising from the two-year state budget impasse and declining enrollment, the College has maintained high standards and high-touch practices in student support services. As evidenced in the three-year [budget outlook](#) for Academic Support Services, the College has continued to invest in tutoring services and has maintained low [student to college advisor ratios](#).

KKC engages in a collaborative budget planning process supported by CCC’s Department of Finance and Business Enterprises. The budgeting process begins with each [academic](#) and [student services department](#) creating a plan that aligns budget requests to their strategic priorities and the College’s goals and mission. For example, the KKC Academic Affairs team has established [strategic priorities](#) that inform [departmental goals](#) for each academic year. Additionally, Student Affairs is undertaking a new, [peer-led strategic planning process](#). These processes will ensure an agreed-upon rationale for every dollar spent. KKC President’s Cabinet finalizes the College’s budget before submission to the CCC Finance team.

The budget process comprises five phases: (1) definition of goals and objectives (strategic plan) for the following year, (2) budget planning and preparation, (3) adoption, (4) implementation of the budget, and (5) evaluation. The first stage of the process takes a comprehensive approach to the strategic plan by evaluating KKC’s activities and achievements according to established goals and objectives. Annual budget cycle-related activities include monthly monitoring, evaluation, and planning: end-of month financial close; monthly review of spending trends, including reports provided to Colleges and Vice Chancellors and meetings to review personnel

expenditures and off-target spending; and monthly end-of-year forecasts beginning with the September financial close.

Approximately 30 days before the final budget is approved by the Board, the Office of Finance publishes the dates and locations of at least one public hearing in a local major newspaper. The Office also prepares a tentative budget, as required by state law, which is made available for public inspection both in CCC's Board of Trustees Office and on CCC's website. After the public hearing(s), the Chancellor submits the final budget to the Board for approval.

1.B - Core Component

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.

1.B Argument

The College's [mission, vision, and goals](#) are published on the KKC webpage. The college mission is made available through local publications, for example the [Academic Catalog](#) (pg. 2), [Adjunct Faculty Handbook](#) (pg. 3), [Faculty Development Week](#) (FDW) program (pg. 19), and the course syllabus [template](#) (pg. 1). Throughout the college, an intentional effort is made to socialize the mission in public facing areas. The mission is displayed on bulletin boards, digital monitors, and publicly disseminated information.

College-wide Meetings are held regularly throughout the year to share information concerning institutional priorities which support the mission. Engagement activities are periodically incorporated into the [agendas](#) of All-College Meetings to promote mission awareness. One example of an engagement activity was the [Mission and Me](#) exercise, prompting faculty, staff, and administrators to think of specific examples in their daily work that help the College fulfill its mission.

The college community continues to work toward a mission-driven culture as evidenced by the display of [department mission statements](#) in common areas, incorporation of the mission statement into the employee email signature, and introduction to the College mission during [new student orientation](#), in the [College Success](#) courses, and during [new employee onboarding](#) functions.

As evidenced below, KKC faculty, staff and administration emphasize the various aspects of the mission in the following ways:

Mission Statement Aspects	Implementation Evidence
<p>High quality comprehensive education and training</p>	<p>Assessment of curricular and co-curricular student learning outcomes</p> <p>Classroom evaluation process</p> <p>IAI General Education Core Curriculum (GECC) and Major review process</p> <p>Program Review</p> <p>Proposed Academic Curriculum Change (PACC) process</p> <p>Faculty Development</p> <p>Tenure Assistance Program (TAP)</p> <p>Post-Tenure</p>
<p>Accessible education and training</p>	<p>Adult Education and transition programming</p> <p>Continuing Education</p> <p>Disability Access Center (DAC)</p> <p>Early College (dual credit/dual enrollment)</p> <p>Open admission</p> <p>Open Educational Resources (OER)</p> <p>Star Scholarship and financial support to students</p> <p>Public transportation program (Ventra cards)</p>
<p>Responds to changing community needs</p>	<p>Child Development Laboratory Schools</p> <p>Civic engagement and service learning activities</p> <p>Continuing Education</p> <p>Community and industry partnerships</p> <p>TRIO Educational Talent Search</p> <p>Veteran Services</p> <p>Wellness Center</p>

Mission Statement Aspects	Implementation Evidence
Enable individuals to meet their full-potential	Academic Support Services Career Planning and Placement Center (CPPC) DAC Transfer Center Student Activities and Leadership Development
Successfully compete in a global marketplace	CPPC Internships and practicums Stackable credentials
Commitment to Student Learning	Academic Support Services Assessment Committee Enhanced developmental education curriculum Faculty Development

KKC strives to align the scope of its mission, vision, and goals through frequent monitoring to create an environment built on reflective thinking, data analysis, and shared governance. Mission-focused activities such as department strategic and budget planning, KPI monitoring, and Program Review [presentations](#) are incorporated across College functions and processes.

KKC offers high-quality educational opportunities to the community that it serves and enables individuals to reach their full potential. The College holds [community forums](#) to engage its constituents and ensure it is positioned to respond to changing community needs.

1.C - Core Component

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.

1.C - Argument

The College works to create a supportive and inclusive environment for students, staff, faculty, and administrators. One way this is accomplished is through the [Talents of Teaching](#), which articulate exemplary faculty practices that reflect the CCC mission and values. The Diversity, Inclusion, Respect, and Student Support talent highlights the importance of diversity and charges KKC faculty and staff to help students reach their academic, personal, and career goals and overcome obstacles by connecting them to appropriate resources. Modeling respect for all students; utilizing approaches that take into account how learning is affected by students’

motivations, attitudes, perceptions, values and behaviors; and conveying confidence in every student's ability to learn creates a safe environment that respects the diversity of people and ideas. KKC further promotes and protects equity by adhering to [Title IX](#) and CCC's Equal Employment Opportunity (EEO) [Policy and Complaint Procedures](#).

The mission statement speaks to the need for human diversity, specifically through the charge to provide accessible education and training opportunities so that individuals can successfully compete in the global marketplace. Faculty and staff accomplish this aspect of the mission through a number of programs that support accessibility and celebrate diversity:

- KKC's Adult Education programs assist students below college level and/or lacking high school equivalency to improve their basic literacy skills and/or obtain high school equivalency. KKC's Adult Education programming is well established in communities that exhibit the highest need, with offerings at the main campus, Dawson Technical Institute (DTI), and three off-site locations. Additionally, the [Bridge](#) and [Gateway](#) Programs provide transition services to students close to high school equivalency attainment to support them as they transition into credit courses and college degree programs.
- The Disability Access Center ([DAC](#)) serves as KKC's point of contact and coordination for students with disabilities. The DAC provides a wide range of services and assistance to ensure students with disabilities are able to achieve their maximum potential. The short-term goal is to help students with disabilities succeed in their academic pursuits. Long-term, DAC services are designed to assist students in making the transition from college to work. During FY2018, the center provided support to 179 students.
- KKC continues its partnership with [One Million Degrees](#), which currently provides support to a cohort of 71 scholars who attend KKC, 73% of whom are first generation college students and 15% of whom support dependents.
- [Veterans Services](#) offers resources for employment, housing, counseling, tutoring, volunteering, and career planning to veterans.
- In 2017 KKC began to hold regular community events dubbed [Unity Wednesdays](#). These events were created to bring the campus and the community together to build bridges. Students and community members were introduced to community organizations, support services and multicultural businesses.
- KKC is committed to supporting and celebrating racial, ethnic, and gender diversity. Significant programming occurs throughout the year, such as [Black History Month](#), [Hispanic Heritage Month](#), [Women's History Month](#), and the [Ujamaa Black Entrepreneur Marketplace](#).
- Student clubs such as the [Access Ability Alliance](#), [Phi Theta Kappa](#), and [Pride Alliance](#) offer opportunities for students to form support networks and to organize activities to further educate the campus community.

- The [Wellness Center](#) provides mental health and other social services to support students and employees' personal well-being. The Center provides individual counseling, support groups, stress and time-management coaching, and referrals to community resources.
- The [#RealCollege Survey](#), conducted in fall 2018, revealed that 60% of KKC student respondents were food insecure. In response, in fall 2019 KKC established the [Healthy Student Market](#) in partnership with the Greater Chicago Food Depository to provide students with access to free healthy food options.

1.D - Core Component

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

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.

1.D - Argument

Pursuant to the [Illinois Public Community College Act \(110 ILCS 805\)](#), KKC and CCC have an educational role that serves the public good:

- As a public community college, KKC strives to ensure the success of every student and to serve as an economic training ground for the City of Chicago. In service to the public, KKC produces a workforce to help meet the City's high-demand industries.
- To build stronger relationships with the community, CCC's [Office of Legislative and Community Affairs](#) works to cultivate relationships with local community-based organizations, local schools, government officials, faith-based institutions, and stakeholders. KKC works with community organizations such as Teamwork Englewood, the Resident Association of Greater Englewood (R.A.G.E.), and Metropolitan Family Services to collaborate and better understand the needs of the community.
- KKC events and academic offerings allow community members to join the College's educational community. Examples include KKC's bi-monthly [Unity Wednesday](#) gatherings, which provide occasions for local small businesses, community organizations, and members of the public to interact with KKC students and staff.
- KKC events and academic offerings allow community members to join the College's educational community. KKC hosted the Cook County [Expungement Summit](#), [Englewood Community Expo](#), a screening of [The Area](#), a film about the Englewood neighborhood, the 2019 [mayoral candidates forum](#), and a diverse set of Continuing Education [course offerings](#).

- KKC plays a vital role in bringing [cultural, civic, and social events](#) to the community. Concerts, guest lectures, art exhibits, and theater events all take place on the College campus on a regular basis. Many of these programs are open to the public or include invitations to partner organizations and community members.
- In 2018, KKC convened two [community forums](#), during which community leaders in attendance provided their feedback on areas in which KKC can better work to serve their institutions and, more importantly, the constituencies they serve.
- Each February through April, KKC hosts Ladder Up's Tax Assistance Program, which provides free tax preparation assistance for eligible families in the community. The service is open to the public. Over the past three years, Ladder Up has prepared over [2,200 returns](#), helping families obtain more than \$3.1 million in tax refunds.
- KKC serves the community through free Adult Education and supports the strategic performance metric of transitioning students to credit courses through the [Bridge Program](#) and [Gateway Program](#).
- KKC bridges the digital divide by providing the community at large free access to computers and other technology through the KKC Library, service oriented programming, and open labs.
- Washburne Culinary and Hospitality Institute's Sikia Restaurant provides students with a fine dining experiential learning laboratory, while also serving the Englewood community. Englewood is considered a food desert and Sikia provides community members with an opportunity for a fine-dining experience at an extremely affordable price.
- KKC's Veterans Services Center partners with organizations like Chicago Veterans, Volunteers of America, and The Mission Continues to extend resources to students and members of the armed forces. Benefits for veterans and their families include educational and disability compensation, counseling services, and financial assistance.

As a public, not-for-profit educational institution, KKC incorporates business enterprises developed to fulfill the College's mission and support student learning that are not intended for financial profit, including WKKC-FM Radio, the Child Development and Laboratory Center, and Washburne Catering:

- [WKKC](#), KKC's in-house campus radio station, provides pro-bono services and in-kind financial value to the community by offering free services at community events and producing and airing public service announcements. Since 2015, [WKKC's in-kind contributions](#) are estimated at over \$2 million.
- To better serve the needs of students with parental responsibilities, the [Child Development Laboratory School](#) provides on-campus childcare services to both the

community and KKC students. Starting in 2018, the Childcare Center partnered with WCHI to offer free nutritional cooking classes for parents.

- Washburne Enterprise Catering provides culinary students a pathway to Chicago's culinary and hospitality job markets. The Catering department gives students the opportunity to use skills learned in the classroom and apply them in real-world settings, while earning income and gaining valuable job experience.

KKC cultivates and maintains ongoing relationships with community partners at the city, county, state and federal levels. As a community college committed to bettering the lives of its students and the local community, KKC works with civic and educational leaders to forge relationships for the greater good. For example, in response to the needs of families in the community, KKC maintains a partnership with the [Center for Working Families](#), operated by Metropolitan Family Services. KKC provides office space on campus for the Center to operate its free career and personal financial programs. The Center's mission supports KKC in helping families and individuals to become more financially secure through employment and provides job placement and readiness services to KKC students and to the surrounding communities and neighborhoods in Chicago.

Criterion 2. Integrity: Ethical and Responsible Conduct

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

Core Component

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.

2.A - Argument

KKC operates and holds employees accountable to working with integrity and to fair and ethical behavior by following policies, procedures, and processes for its governing board, administration, faculty, and staff as outlined in the subsequent documents. All employees are governed by the following:

- [Academic and Student Policy Manual](#) (ASPM)
- [Employee Manual](#)
- [Employee Policies](#)

Additionally, the following employee groups are governed by the collective bargaining agreements below:

- Adult Educators and Adult Education Coordinators are governed by
 - [Local 3506 AFL-CIO Adult Educators and Coordinators Collective Bargaining Agreement](#)
- Clerical and Technical Employees are governed by
 - [Local 1708 AFT, IFT, AFL-CIO Clerical and Technical Professionals Collective Bargaining Agreement](#)
- Engineers are governed by
 - [Local 399 AFL-CIO Operating Engineers Collective Bargaining Agreement](#)
- Full-Time Faculty are governed by
 - [CCTU Local 1600 Full-time Faculty and Training Specialists Collective Bargaining Agreement](#)(1600 Faculty CBA)
- Part-time Faculty are governed by
 - [CCCLOC IEA-NEA Part-Time Faculty Collective Bargaining Agreement](#)
- Professional staff are governed by
 - [CCTU Local 1600 Full and Part-Time Professional Employees Collective Bargaining Agreement](#) (1600 Professional Staff CBA)
- Radio and TV Broadcasting Engineers are governed by
 - [Local 1220 Radio and Television Broadcast Engineers Collective Bargaining Agreement](#)
- Security - Police Officers Association are governed by
 - [Local 1220 Radio and Television Broadcast Engineers Collective Bargaining Agreement](#)

- Service employees are governed by
 - [Local 73 AFL-CIO Service Employees Collective Bargaining Agreement](#)

All KKC employees hold a fiduciary relationship that owes duty to the CCC Board of Trustees and the public. The CCC Board of Trustees is governed by [CCC Board of Trustees District 508 Bylaws](#) and [Board of Trustees Policies and Procedures for Management and Government](#). All KKC employees are required to prioritize the interests of CCC. The Board of Trustees annually disseminates a CCC [Ethics Policy](#) (section 5.2, pgs. 70-84) and all employees are required to adhere to the provisions. Employees who violate its provisions are subject to discipline, up to and including termination of employment. As required by the [Illinois Governmental Ethics Act](#), CCC Administrators are required to report [statements of economic interest](#) to disclose potential fiduciary conflicts of interest. To encourage ethical behavior, all CCC provides [annual notices](#) containing information and resources addressing ethical conduct and the [Family Educational Rights and Privacy Act](#) compliance.

New CCC employees are required to attend an Employee Orientation within the first month of their hire date. During the [New Employee Orientation Session](#), employees are introduced to the policies and procedures designed to ensure fair and ethical behavior by reviewing the following:

- Employee Policy Manual
- Board Policies and Procedures Management and Governance
- Human Resource Policies
- Academic and Student Policy Manual (ASPM)
- Collective Bargaining Agreements
- The Office of the Inspector General (OIG)
- Regulatory and Policy Compliance
 - FERPA Guidelines
 - Responsible Computer Use Policy
 - Ethics Policy
- Time and Attendance Reporting

[CCC Works](#) is a cloud-based time and attendance application that automates and standardizes the time collection, time review and approval processes for CCC and KKC. By utilizing CCC Works, KKC is able to align its workforce to meet its business goals, control labor costs, and improve workforce productivity and satisfaction.

The [CCC Office of Inspector General \(OIG\)](#) conducts fair, independent, accurate and thorough investigations into allegations of waste, fraud and misconduct. The OIG Office reviews CCC programs and operations and recommends policies and methods for the elimination of inefficiencies, waste, and misconduct. The Inspector General provides a bi-annual report of investigations and audits disclosing findings of waste, fraud, or misconduct to the CCC Chancellor and the Board of Trustees.

CCC Board of Trustees

CCC is established under and governed by the [Illinois Public Community College Act](#) (110 ILCS 805/). The Board of Trustees is the governing body of CCC and KKC. As delineated in the [board](#)

[bylaws](#), the CCC Board consists of seven voting members serving three-year terms as appointed by the Office of the Mayor of Chicago, with the approval of the City Council of Chicago. One non-voting student trustee is selected as per the Illinois Public Community College Act.

Board of Trustees meetings are held every month as required by the [Illinois Open Meetings Act](#) and other relevant laws concerning the conduct of meetings. Meeting minutes are reflected within the [Board Reports](#) that are publicly accessible online.

Fiscal Integrity

The business and financial offices of CCC and KKC operate and hold staff members responsible for integrity, fair and ethical conduct. KKC demonstrates transparency in financial operations through the following:

- Annual Audits of Financial Statements ([FY2018 CAFR](#))
- Policies and Procedures for Vendors ([CCC Vendor application](#))
- Ethics Policy ([Board Policies and Procedures](#), section 5.2, pgs. 70-84)
- Financial Officers' Responsibilities ([Functional Organization Chart, Finance](#))

The fiscal year begins on July 1 and ends on June 30 with annual appropriations expiring at the end of the fiscal year. KKC submits budget requests based on the College's strategic and mission plans as reviewed and approved by the Board of Trustees and the Chancellor. The [Department of Budget and Planning](#) compiles a list of requests and recommendations for submission to the Board of Trustees for appropriation. KKC and CCC's budgetary control objectives are to ensure compliance with the legal provisions outlined in the annual appropriated budget approved by CCC's Board of Trustees.

Budgetary control is facilitated through individual funds at KKC and is managed by the Executive Director of Business Operations. Board of Trustees approval is required for all [transfers greater than \\$10,000](#) between funds, accounts, or programs. An overview of funding sources is located in the FY2020 [Annual Operating Budget Book](#). Board of Trustees approval is required for all purchases or exchanges of goods and services over \$25,000 from a single vendor during the fiscal year, as outlined in the CCC [Board Policies and Procedures Manual](#) (section 2.4, pg. 20). In addition, to ensure purchase orders are properly authorized with the appropriate checks, balances, and approvals, an electronic procurement system is utilized.

KKC completes a [Comprehensive Annual Financial Report](#) at the end of every fiscal year ending June 30. The report offers a detailed analysis of college's financial condition. This process demonstrates CCC and KKC's commitment to delivering quality, relevant, and affordable educational opportunities. In addition, this process demonstrates transparency and responsible stewardship of taxpayer dollars. Following a period of review, the public and the Chicago Civic Federation publishes the financial report annually to members of the Board of Trustees. The annual reports are prepared in accordance with Generally Accepted Accounting Principles (GAAP), as set forth by the [Governmental Accounting Standards Board \(GASB\)](#). KKC also maintains its accounts in accordance with guidelines set forth by the [Government Finance Officers Association \(GFOA\)](#), [National Association of College and University Business Officers \(NACUBO\)](#), and the [ICCB](#). As outlined in the [Administrative Rules of the ICCB](#), an annual financial report and audit by independent certified public accountants are required. The Board

selects an independent certified public accounting firm each year to carry out the annual audit ([FY2018 CAFR](#), pg 99).

Academic Integrity

As outlined in the CCC [Proposed Academic Curriculum Changes \(PACC\) Curriculum Manual](#), revised or new academic programs and courses are introduced first at the campus level where they are evaluated by KKC's College Curriculum Committee (Committee A) before continuing to the Joint Curriculum Development Council (JCDC) for final review and approval. The shared governance process ensures KKC's academic offerings are consistent with the mission of the college. PACC approval of a program is contingent upon a program meeting the standards set forth in CCC's [ASPM](#) (article IV, pgs. 32-40), the ICCB [Administrative Requirements](#) (sections 1501.302, pgs. 17-25), and the IAI [Policy and Procedures Manual](#).

[CCC Faculty Credential Guidelines](#) ensure instructors have the necessary qualifications to teach college courses.

Integrity in Personnel Functions

Upon accepting employment, employees are provided with the CCC's [Employee Manual](#). All employees must follow the Employee Manual and adhere to KKC's non-discrimination policy.

KKC does not discriminate on the basis of: race, national origin, ethnicity, gender, age, religion, citizenship, sexual orientation, marital status, disability or handicap, veteran status, membership or lawful participation in the activities of any organization, or the exercise of rights guaranteed by local, state, or federal law with respect to hire, terms and conditions of employment, continued employment, admissions, or participation in Board programs, services, or activities as required by Title IX of the Educational Amendments of 1972, the Americans with Disabilities Act of 1990 and the Amendments Act, Section 504 of the Rehabilitation Act of 1973, Title VI or Title VII of the Civil Rights Act of 1964, and other applicable statutes and CCC policies.

To ensure equal opportunity in employment, programs and activities, [CCC's Office of Equal Employment Opportunity](#) enforces KKC policies of non-discrimination. The Equal Opportunity Office is responsible for investigating and responding to complaints of discrimination, harassment and sexual harassment. The [Equal Opportunity Policy and Complaint Procedures](#), are utilized for EEO inquires.

KKC fully complies with the [Americans with Disabilities Act \(ADA\)](#) and the [Illinois Pregnancy Accommodation Act](#). KKC provides reasonable accommodations to individuals with disabilities, or medical conditions related to pregnancy or childbirth in order to perform the essential functions of his/her job, or to participate in the employment application process. For employees, the [Reasonable Accommodation Request Procedure](#) is included on the institutional website. The employee or applicant is responsible for requesting a workplace accommodation; requests are made to the Equal Opportunity Office via the [Reasonable Accommodation Request Form](#).

CCC Employee Grievance Procedures

All current Collective Bargaining Agreements and important Memorandum of Understanding documents for all Bargained for Employees at CCC are published on the [CCC Union Contracts webpage](#). Each agreement outlines its definition of a grievance and grievance filing procedures.

Integrity in Auxiliary Functions

KKC maintains integrity in its auxiliary functions through internal policies and processes as well as meeting requirements outlined by external compliance organizations. Specifically, the following KKC functions have consistently met compliance requirements of external organizations:

- **Child Development Lab School** - The CDLS is [licensed](#) by the Department of Children and Family Services (DCFS) and [accredited](#) by the National Association of Education of Young Children ([NAEYC](#)). Additionally, annual reports are submitted to NAEYC and Illinois ExcelRate's [Gold Circle of Quality](#) that further demonstrate continued compliance.
- **Washburne Catering** – Housed within the Washburne Culinary and Hospitality Institute (WCHI), Washburne Catering kitchens comply with all operating procedures within the City of Chicago's [Food Code Rules](#). Further, the kitchens have maintained compliance as evidenced in the latest [inspection](#) by the Chicago Department of Public Health.
- **WKKC** - The campus radio station maintains its [compliance](#) with the Federal Communications Commission (FCC) through quarterly update reports and weekly Emergency Alert System (EAS) reports.

2.B – Core Components

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.

2.B - Argument

The [CCC Communications Department](#) drives media and public relations activities to communicate with students and external audiences. All publications and [marketing](#) must adhere to [CCC Branding](#) and be approved for consistency of message, accuracy, and proper use of photos, logos, grammar, style, and graphics prior to publication. To ensure the accessibility and timely dissemination of information, KKC relies heavily on the [institutional website](#) and [CCC student and faculty portals](#), as well as social media sites such as [Facebook](#) and [Twitter](#) pages. KKC also has a publicly accessible, searchable [employee directory](#) that lists all faculty and staff.

KKC [admission requirements](#) are provided online and accessible through the [Admissions](#) webpage; program-specific requirements are accessible through the [Academic Catalog](#) and the online [CCC Program Finder](#). The Program Finder also links each academic program to a semester map, or [Student Guided Pathway to Success](#), which provides students with a sample

course sequence for that particular program. The [Advising Center](#) webpage provides details for students to request an advising visit to assist students at any stage in their education.

As required by the Higher Education Opportunity Act of 2008, KKC's [Consumer Information](#) webpage provides quick access to general information, student financial assistance, health and safety, and student performance metrics. [Tuition rates](#) are published to provide students with standard credit hour cost, as well as variable programmatic tuition costs. Students seeking assistance with tuition costs, can find information on the [Financial Aid](#) webpage, [Workforce Innovation Opportunity Act](#) (WIOA) webpage, and the [CCC Foundation](#).

Board of Trustees' minutes, resolutions, personnel reports, resource developments, agreements, purchases, legal invoices, monthly summaries and expenditures, and committee presentations are available online in the [CCC Board Reports](#).

KKC communicates Higher Learning Commission (HLC) accreditation on the [Accreditation Webpage](#). This webpage also provides a link to the Programmatic Accreditation matrix located at the bottom of the page, which is a comprehensive list of specialized programs with individualized accreditation.

2.C – Core Component

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

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

2.C - Argument

The Board of Trustees is charged with maintaining KKC as an institution of higher education, and ensuring the college operates with integrity in its financial, academic, personnel, and auxiliary functions. The Board is also responsible for ensuring KKC follows policies and processes for fair and ethical behavior when conferring academic degrees. All new and reelected trustees are required to receive four hours of professional development leadership training during the 1st, 3rd, and 5th years of their terms which includes information regarding audits, contract law, ethics, fiduciary responsibilities, freedom of information law, financial oversight, labor law, the open meetings law, and sexual violence on campus.

In order to preserve and enhance the institution, the governing Board of Trustees is divided into committees to address the needs and priorities of the institution. The responsibilities of each

Committee of the Board shall be to consider matters referred to it by the Board, initiated by District administration, or originated within the Committee in its jurisdictional area, and to take action, subject to approval by the Board. The Board is comprised of three standing committees ([Board Bylaws](#), section 1.6.2, pg. 13):

- The Board Executive Committee
- Board Committee on Academic and Student Services
- Board Committee on Financial and Administrative Services

As a measure of reasonable consideration to internal and external constituencies during decision-making processes, a regular meeting of the Board is scheduled on the first or second Thursday of each month (except for September) at a time and location designated by the Chairman of the Board. All meetings of the Board are held in accordance with provisions of the [Illinois Open Meetings Act](#) and other applicable laws concerning the conduct of meetings. All individuals who would like to address the Board during the public comment portion of a board meeting can e-mail their request to the [Office of the Board of Trustees](#) to speak at least 24 hours prior to the Board meeting.

The Board preserves its independence from undue influence by creating policies that address conflicts of interest. Board members shall be subject to the conflict of interest provisions of the Board of Trustees bylaws in accordance with the [Public Officers Prohibited Activities Act](#) and moreover, each Board member shall disclose to the Board and to any appropriate Committee of the Board, all material facts concerning any personal or financial interest which they may have in any matter pending before the Board, or any such Committee. Said Board members shall not participate in consideration of the matter in which they are so interested and shall refrain from voting on any decision or resolution pertaining to such matter ([Board Bylaws](#), article 3, pg. 23).

The Inspector General has the authority to conduct investigations regarding waste, fraud and misconduct by any officer, employee, or member of the Board. This includes any contractor, subcontractor, consultant or agent providing or seeking to provide goods or services to CCC; and any program administered or funded by the District or Colleges ([Board Bylaws](#), article 2, section 2.7.2, pg. 20).

In addition, any CCC official who violates the CCC Anti-Fraud Policy ([Board of Trustees Policies and Procedures](#), article 5, section 5.1, pg. 63) may be subject to disqualification from office. Any contractor doing business with CCC found to have violated the CCC Anti-Fraud Policy might be barred from doing business with CCC, along with any other penalty provided for in the Board of Trustees Ethics Policy ([Board Policies and Procedures](#), article 5, 5.2, pg. 70).

Each College shall have a president, appointed by the Board upon recommendation of the Chancellor. The College President shall be the chief executive officer of the college, responsible for providing academic, administrative and fiscal leadership at the college in accordance with the strategic plan of the District. The management and shared governance of the college is facilitated through committees, councils, and various teams ([Board of Trustees Bylaws](#), article 2, section 2.5.1, pg. 17).

The Board of Trustees and KKC Administration expect faculty to manage academic matters. Through the guidance of manuals, policies, and procedures, KKC faculty engage in oversight of various academic matters.

Faculty Department Chairs provide oversight in the following ways:

- Budgeting
- Faculty assignments
- Course offerings per term
- Faculty hiring, classroom observations, and tenure approval
- Resolution of student complaints and grade appeals
- IAI submission for transfer courses
- Curriculum development and revision
- Approval of transfer credit/course substitutions
- Syllabi review and approval
- Textbook review and approval
- Prior Learning Assessment

KKC faculty members contribute to academic citizenship, shared governance, and leadership in the following ways:

- Full-time faculty members may exercise academic freedom in the selection of textbooks and other course materials.
- Faculty Council is a committee of faculty members (full/part-time) whose purpose is to represent the best interest in the faculty and other stakeholders in all aspects of the college. The council is active in the planning and governance of KKC's policies and procedures pursuant to the Office of Academic Affairs.
- The KKC Assessment Committee, Committee A (the committee overseeing curriculum), and the Faculty Development Committee are led by faculty.
- KKC faculty participate in the Joint Curriculum Development Council (JCDC), which approves proposed curriculum changes and new curriculum development and revisions, including writing program and course documents, curriculum charts, syllabi, and Illinois Community College Board (ICCB) submission forms.

2. D – Core Component

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

2.D - Argument

KKC upholds academic freedom so all classrooms and other learning environments are safe spaces for inquiry where students and faculty can challenge conventional wisdom in any discipline. Academic freedom is an essential component to the College's commitment to freedom of expression, which is an integral aspect of academic life at the College ([1600 Faculty CBA](#), article 4, pg. 9). KKC faculty have the freedom to

- select the style they will utilize to offer instruction, render evaluation, and conduct classroom sessions;
- establish a course-specific attendance policy;
- choose textbooks for courses they will teach, or collaboratively select books for a multi-section course;
- design individualized syllabi, maintaining the core elements present in the master syllabus approved for the course (e.g. [English 101 Master Syllabus](#), [English 101 Representative Syllabus](#));
- create and maintain course-specific materials in Desire2Learn (D2L) Brightspace learning management system; and
- choose professional development activities and service learning projects as a part of the process to receive or retain tenure.

KKC students have the freedom to pursue truth in a manner consistent with professional standards of inquiry. Students are also afforded basic rights as evidenced in the [ASPM](#):

The rights afforded students by virtue of registration and enrollment at CCC shall in no manner be construed to nullify or limit any other constitutional or legal rights or freedoms possessed by students as citizens or residents of the United States or the State of Illinois. Foreign-born students have the same rights and responsibilities, except as limited by law (section 8.15, pg. 70).

KKC students may exercise freedom of expression by

- becoming a member of any club or organization sponsored by KKC or CCC;
- petitioning to start a club;
- requesting or changing advisors at their own discretion;
- engaging in intellectual discussions and debates with faculty regarding course topics without fear of reprisal; and
- dressing according to their preferences.

2.E – Core Component

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

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

2.E - Argument

KKC establishes policies and procedures to ensure integrity in the acquisition, discovery, and application of knowledge by all faculty, students and staff through the following:

- [The Institutional Review Board](#) (IRB) is responsible for ensuring privacy and integrity is maintained during the research process involving human subjects. There are specific policies and procedures outlined for faculty, staff, and students interested in conducting research. All research proposals must be approved in advance of any studies through the Institutional Review Board and the completion of an [IRB Application Approval Form](#). More importantly, students seeking to conduct research at any CCC institution must select a faculty member willing to serve as the principal investigator. Additionally, the faculty member selected must have expertise in the area under examination. There is a separate application process for faculty/staff and students. It is currently not the practice of CCC to allow external individuals or entities to conduct research involving human participants.
- [The Office of Decision Support](#) provides data and analytics support for KKC. Projects related to research, evaluation, and data-driven decision-making are facilitated through this office, in partnership with the College's [Director of Strategic Initiatives](#), to ensure valid and reliable data collection efforts.

Library information sessions are provided to offer guidance on ethical research practices, locating reputable resources, copyright, plagiarism, and various research methodologies. Handouts, videos, and other electronic resources that detail MLA and APA Citation Style are available for students' use. The KKC Library has well-defined policies and procedures on the responsible use of computers and other technological devices in the Library. The Library's [policies and offerings](#) are published on the College website. Students are reminded to use campus resources for academic purposes and the prohibition of downloading copyrighted materials is highlighted.

The [ASPM](#) has specific guidelines included to ensure the honesty and integrity of students' work products, the learning process, and scholarly practice. Student accountability is documented within the student policy manual in the following areas:

- Academic Integrity and Dishonesty (section 8.17, pg. 70)

- Appeal Instructional Grading, Academic Dishonesty, or Enrollment Status (Section 3.16, pg. 29)

To assist in the reduction of plagiarism, faculty have access to [TurnItIn](#), an academic tool that checks students' work for improper citations and tabulates the frequency of potentially plagiarized source material.

Criterion 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

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

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

3.A - Argument

KKC [currently offers](#) 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, for a total of 60 credentials.

Associate degree offerings include the following:

Degree	Length of Program – Minimum Credits Required
Associate of Arts (AA)	60
Associate of Science (AS)	60
Associate of General Studies (AGS)	60
Associate of Applied Science (AAS)	60

Students must maintain a GPA of 2.0 or higher and must earn a grade of C or better in all the General Education Core Curriculum (GECC) and/or general education classes in order to have their degree conferred. To ensure that programs and courses are current, new and revised curriculum is reviewed via an in-depth process. The [Proposed Academic Curriculum Changes \(PACC\) Process](#) assures that program and course objectives and student learning outcomes are relevant and reflect a level of integrity for the credential offered. KKC participates in the [Illinois Articulation Initiative \(IAI\)](#), which facilitates student transfer credits among more than 100 colleges and universities in Illinois for both general education and majors-level courses. IAI-approved courses must meet content requirements set by a panel of administrators and discipline experts from two-year and four-year colleges across the state. KKC currently has [117 IAI-approved courses](#) (87 general education courses and 30 approved major courses). Prior to 2016, KKC had 88 IAI-approved courses (66 general education and 22 major courses). From 2016-present, KKC submitted and received approval for an additional 29 courses (21 general education and eight major courses). Prior to 2018, KKC had no faculty serving on IAI review panels; KKC now has four faculty members and the Chief Academic Officer serving on review

panels. KKC is further able to ensure integrity by maintaining regional and programmatic accreditation as outlined below:

Program	Accreditation Status	Accreditor/Licensing Agency	Expiration
Automotive Technology Training	<u>Accredited</u>	National Institute for Automotive Service Excellence (ASE, formerly NATEF)	2024
Child Development	<u>Accredited</u>	National Association for the Education of Young Children (NAEYC)	2020
Addictions Studies	<u>Accredited</u>	Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA)	2019

Overall, KKC students have demonstrated high levels of performance based on licensure and certification exams administered by outside agencies. Example results are listed in the table below:

Program	Outside Agency	Certification Earned	2016-18 Test Takers	2016-18 Test Passers	2016-18 Pass Rate
Addictions Studies	Illinois Certification Board	<u>Certified Alcohol and Other Drug Counselor (CADC)</u>	34	10	29%
Culinary Arts Baking and Pastry	National Restaurant Association	<u>ServSafe Food Protection Manager Certification</u>	438	304	69%
Hospitality Management	National Restaurant Association	<u>ServSafe Alcohol Certification</u>	29	21	72%

Program	Outside Agency	Certification Earned	2016-18 Test Takers	2016-18 Test Passers	2016-18 Pass Rate
HVAC	Environmental Protection Agency	EPA Section 608 Technician Universal Certification	20	19	95%

A number of industry professionals and advisory councils vet KKC's [Career and Technical Education](#) (CTE) programs to ensure that they align with workplace standards. Advisory boards meet throughout the year to provide feedback and insight on industry trends and innovations ([Advisory Council Members and Minutes](#)). KKC receives funding via the [Carl D. Perkins V Grant](#) to further enhance and support CTE programs through curriculum development and laboratory equipment. Industry partners such as the [Collision Repair Education Foundation](#), [Food for Thought](#), [For the Love of Chocolate Foundation](#), [Paramount Events/Chicago Gourmet](#), and [Peoples Gas](#) have provided substantial funding that has significantly enhanced the student experience at KKC.

Many academic pathways have stackable credentials, which allow students to earn a basic certificate within 1-2 semesters, an advanced certificate in 2-4 semesters, and an associate of applied science degree (A.A.S.) in 4-6 semesters. The basic certificate curriculum develops basic skills for the chosen pathway, the advanced certificate builds on the basic learning outcomes, and the associate degree requires students to incorporate all learning outcomes for degree conferral. Academic pathways are designed to deliver progressive learning outcomes, providing students with the knowledge, skills, and dispositions needed to be successful at each level of credential.

Evidence of stackable credentials can be found in the [Addictions Studies curriculum pathway](#). Academic disciplines which lead to an associate in art, an associate in science, and an associate in general studies have progressive levels of learning, with a focus on stackable learning outcomes as the courses progress from foundational to more advanced curriculum. Prerequisites foster progressive learning by ensuring students have acquired the knowledge and skills necessary to be successful in subsequent courses. Evidence of stackable learning outcomes can be found in the [mathematics](#) curriculum. To ensure program quality and consistency of student learning goals, KKC

- follows the [CCC Credential Guidelines](#);
- upholds the quality and consistency of the curriculum through the [PACC](#) process;
- engages in [Program Review](#) as an annual evaluation and continuous improvement process;
- requires syllabi follow the KKC standardized [Course Syllabus Checklist and Template](#) to ensure consistency and uniformity of student learning outcomes;
- assesses student learning following the [Strategic Assessment Plan](#), including general education student learning outcomes;
- utilizes [student evaluation](#) of courses;
- evaluates faculty in accordance with the standardized [Credit Faculty Evaluation Schedule and Observation Forms](#); and

- provides discipline-specific [Faculty Coordinators](#) to support and evaluate dual credit instructors.

Students are able to take hybrid courses (face-to-face and online combinations) at KKC and can also take online courses through a consortium agreement with CCC's Harold Washington College ([ASPM](#), Section 4.10, pg. 41).

KKC's [Early College Programs](#) allow qualified high school second semester sophomores, juniors, and seniors to enroll in college courses on the high school campus or at KKC. The [Dual Enrollment](#) program allows students to enroll in one college-level course at KKC per semester for free. Additionally, KKC has partnered with a number of [local high schools](#) (pg. 2) to offer college credit classes at high school locations through the [Dual Credit](#) program. Rigor for dual credit courses is ensured by hiring only qualified instructors who meet the CCC [faculty credential](#) requirements and partnering them with campus discipline [Faculty Coordinators](#) who are tasked with conducting observations, providing supplemental support and resources, and ensuring college-level instruction and content standards are met. Dual credit courses must adhere to the SLOs established on the KKC master syllabus ([dual credit syllabus](#), [college syllabus](#)). Requirements and policies for the Dual Credit and Dual Enrollment programs are outlined in the [Early College Handbook](#).

KKC's partnership with Chicago Public Schools (CPS) was highlighted at the at the College Board's 2019 A Dream Deferred conference. KKC's president and vice president presented alongside CPS administration in the [Expanding College Pathways through a K-12 Community College Partnership](#) conference session. Additionally, KKC will provide early college course and [pathways](#) for the new CPS state-of-the-art [Englewood STEM](#) high school opened in September 2019.

KKC classes offered through various locations and modalities adhere to the same academic standards, processes, and procedures, as governed by the [Academic and Student Policy Manual](#) (ASPM) and the [Academic Catalog](#). The syllabi for all sections of the same course—such as [English 101](#)—whether taught at the main campus, DTI, WCHI, or as a dual-credit course at a local high school, must utilize the same SLOs. Each semester scheduled faculty observations include a syllabus examination that includes review of course SLOs, and faculty coordinators review the SLOs in syllabi for all offered dual credit courses. To further ensure consistency of SLOs for all course offerings, KKC is currently reviewing SLOs for all courses offered at KKC as part of the [Master Syllabus Project](#), which will be completed by summer 2020.

3.B - Core Component

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

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning [outcomes](#) of its undergraduate general education requirements. The program of general education is

grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.

3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The [faculty](#) and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission

3.B - Argument

The college offers KKC [currently offers](#) 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, for a total of 60 credentials to fulfill the mission of providing high quality, comprehensive, accessible education and training opportunities that respond to changing community needs and enable individuals to reach their full potential and successfully compete in the global marketplace. Degree programs require anywhere from 15 credit hours ([Associate in Applied Science](#), pg. 19) to 37 credit hours ([Associate in Arts and Associate in Science](#), pg. 18). [CCC's General Education Requirements](#) for AA and AS degrees are in alignment with the [General Education Core Curriculum \(GECC\)](#) of the Illinois Articulation Agreement (IAI). The GECC constitutes a package of courses that when completed, can transfer to over 100 IAI participating institutions. Each program requires its own unique combination of general education course offerings. Students must complete courses in the sequence as outlined in the [Academic Catalog](#) and earn a grade of "C" or better in all of their general education courses.

In the June 2019 System Rules Manual, the ICCB authorized the [General Education Core Curriculum Credential](#) (GECC Credential) for completion of 37-41 credit hours to satisfy the GECC defined by the IAI. The GECC Credential is aligned to the Associate in Arts degree and is intended for students interested in completing a distribution of courses designed to satisfy lower-division general education requirements at 37 IAI participating four-year institutions, often allowing students to transfer with junior standing. In response to ICCB's recognition of the GECC Credential, KKC sponsored and led the district-wide review and proposal to offer the credential. The CCC [Board](#) and [ICCB](#) approved the submission in June 2019, and the respective City Colleges are awaiting Title IV recognition from the Department of Education. The GECC Credential will make the transfer process consistent across all seven Colleges and provide transparency for students.

KKC's [General Education](#) program consists of courses designed to help students refine and develop transferable knowledge and skills in the liberal arts and sciences that every student should possess. KKC's General Education Outcomes (G-SLOs) require that our graduates be able to

- communicate effectively in speech and writing;

- understand modern concepts of science and scientific inquiry and relationships in contemporary life;
- understand the relationship between mathematical and technological realities in contemporary life;
- respond to the aesthetic, emotive, and intellectual expressions of human concerns;
- understand the ways in which individuals perceive, experience, and behave in their personal and social environment; and
- effectively self-evaluate and seek lifelong education.

Previously, KKC assessed general education through creating discipline-specific assessment tools for each of the general education areas in which coursework is required: communication, mathematics, humanities and fine arts, social and behavioral sciences, physical sciences, and life sciences. The assessment tool was then administered to a random subset of courses during a single semester. The exception was the communication G-SLO, where faculty from a subset of courses were asked to submit student artifacts from writing assignments already in use in their courses. Recognizing that participation had become perfunctory and a shift in the assessment culture was necessary, KKC spent two years training faculty on best practices in assessment, conducted a thorough class-by-class SLO review, and undertook assessment mapping to improve student learning outcomes and to determine how to effectively assess general education. Beginning fall 2019, general education will be assessed in accordance with the [Strategic Assessment Plan](#), including a campus-wide assessment of general education SLOs (G-SLOs) and objectives.

In order to create a more robust system, the Assessment Committee reviewed previous practices and created the following [General Education Assessment Plan](#) launched in the fall of 2019, focusing on the G-SLO of communication. The plan involves four steps for each G-SLO:

- Step 1: Planning and development - Faculty Discipline Learning Outcomes Liaisons will, along with faculty representation from subject-matter experts, develop a rubric and assessment criteria for the G-SLO.
- Step 2: Faculty training - at faculty development events before the start of the next semester, faculty will be trained in identifying assessments from their courses that address this G-SLO.
- Step 3: Administration, collection, and scoring - Faculty will administer their identified assessment as usual and submit both the assignment and student artifacts to the Assessment Committee. The assessment will be scored according to the developed rubric independently by two Faculty Discipline Learning Outcomes Liaisons. In the case of discrepancy in scores, the assessment will be scored a third time by either the Academic Sub-Committee Chair or the Executive Assessment Chair.
- Step 4: Analysis, report out, and targeted training -The scored rubrics will be analyzed and areas for improvement identified. Reports and training targeted to address these areas for improvement will be presented during faculty development events before the start of the following semester.

Furthermore, in fall 2019, the Assessment Committee will examine and, if necessary, revise the G-SLOs. Curriculum requirements will be monitored following institutional efforts, including but not limited to, discipline and faculty-led general education assessment initiatives, syllabi submission and review as required by the applicable IAI panel, regular maintenance of the

institutional catalog and student information system, frequent review of program requirements and student degree audits, and system-wide review of substantive changes through the CCC's Joint Curriculum Development Council (JCDC) the Proposed Academic Curriculum Change (PACC) process.

Student learning outcomes in all disciplines and programs incorporate general education goals, as evidenced in the following table:

Course	C-SLO(s)	Assessment Tool	G-SLO(s)
330CUL 728: Restaurant Service	Explain and demonstrate service techniques through customer service interaction including Point of Sale system per industry professional standards.	Students explain and demonstrate a <u>customer service interaction</u> that meets industry professional standards.	1. Communicate effectively in speech and writing. 3. Understand the relationship between mathematical and technological realities in contemporary life. 4. Respond to the aesthetic, emotive, and intellectual expressions of human concerns. 5. Understand the ways in which individuals perceive, experience, and behave in their personal and social environment.
Art 132: Advanced General Drawing	Assess and solve aesthetic or conceptual problems in their projects by considering and reflecting upon critical feedback.	Students <u>create</u> a line drawing composition with selected African and KKC imagery. Students evaluate images, engage in informal critique, and present their decision-making process, artistic choices, and final composition.	1. Communicate effectively in speech and writing. 4. Respond to the aesthetic, emotive, and intellectual expressions of human concerns. 6. Effectively self-evaluate and seek lifelong education.

Course	C-SLO(s)	Assessment Tool	G-SLO(s)
BIO 115: Human Biology	<p>Appreciate how an understanding of basic biology concepts can translate into benefits to humans, including medical advances and an improved quality of life.</p> <p>Evaluate the validity of information presented by the mass media on issues relating to the life sciences or medicine.</p>	<p>Students complete a <u>research paper</u> on a topic of broad scientific and societal interest.</p>	<p>1. Communicate effectively in speech and writing</p> <p>2. Understand modern concepts of science and scientific inquiry and relationships in contemporary life.</p>
CHLD DV 120: Introduction to Early Childhood Education	<p>Examine contemporary and historical approaches to curriculum and practices and identify appropriate rules and skills utilized by early childhood professionals.</p> <p>Apply cross-cultural understanding and communication skills recognizing the impact of culture on child development.</p>	<p>Students complete 2 hours of observation in a licensed childcare center and write a <u>report</u> on their observations, referencing a number of methods and practices and including a summary statement on the observed teacher's communication skills.</p>	<p>1. Communicate effectively in speech and writing.</p> <p>5. Understand the ways in which individuals perceive, experience, and behave in their personal and social environment.</p>
CIS 120: Introduction to Computer Applications	<p>Students complete a lab applying MLA rules for research papers.</p> <p>Students create a spreadsheet on revenue analysis and drawing a 3-D pie graph using Microsoft Excel.</p>	<p>Students prepare a <u>research paper</u> in Microsoft Word with citations, references, and footnotes.</p> <p>Students create an <u>Excel spreadsheet</u> with charts and graphs.</p>	<p>1. Communicate effectively in speech and writing</p> <p>3. Understand the relationship between mathematical and technological realities in contemporary life.</p>

Course	C-SLO(s)	Assessment Tool	G-SLO(s)
MEDIA COM 145: Introduction to Media Communications	<p>Increase media literacy and demonstrate skills in analyzing and writing about media.</p> <p>Demonstrate knowledge of the concept of information society and its economic, political, and social implications.</p>	<p>Students write a <u>paper</u> comparing the differences in the way a story is covered in a print newspaper versus online.</p> <p>Students write a <u>case study</u> analyzing a company's publication relations crisis and campaign.</p>	<p>1. Communicate effectively in speech and writing.</p> <p>4. Respond to the aesthetic, emotive, and intellectual expressions of human concerns.</p>
POL SCI 201: The National Government	<p>Criticize and compare political positions on controversial social issues</p> <p>Prescribe feasible solutions for 2-3 policy dilemmas.</p>	<p>Students pick a political issue and write a <u>paper</u> where they:</p> <ul style="list-style-type: none"> -present both sides of the issue -present persuasive evidence in support of one side -suggest a solution. 	<p>1. Communicate effectively in speech and writing.</p> <p>4. Respond to the aesthetic, emotive, and intellectual expressions of human concerns.</p>

KKC recognizes the cultural diversity of the world in which students live and work through the Human Diversity (HD) Requirement. In the curriculum proposal process, faculty are encouraged to document how substantively a course addresses human diversity. CCC currently recognizes courses in a vast range of disciplines which meet the standards to qualify as an HD course. KKC has gained IAI approval for 17 courses that meet the HD requirement.

The Annual Budget Book recognizes significant faculty and student accomplishments to scholarship, creative work, and discovery of knowledge. KKC faculty participate in academic conferences and maintain membership in professional organizations to advance their discipline and pedagogical knowledge. An examples of recent faculty conference presentations is An Alternative to Co-Requisites: ARC English 096 at the 2019 National Organization for Student Success (formerly NADE). KKC's Vice President and a biology faculty member were selected to participate in the AACC's Equity and Inclusion STEM Thought Leaders' Summit and Advanced Technological Education (ATE), Conference.

Furthermore, faculty must provide evidence of their scholarly work and collaboration with colleagues in their respective fields to qualify for advancement in lane (ASPM, Section 10.22, pgs. 99-100), rank (ASPM, Section 10.24, pgs. 103-104), and sabbatical (ASPM, Section 10.33, pg. 112). Recent sabbatical projects have included creation of two book-length fictional works; a

[series of video-based political commentary segments and a play](#) on Englewood's socio-political history and evolution; and thematically-centered interactive [curriculum resources and assessment activities](#) for LIT 121: African American Literature and LIT 137: The Black Woman in Black Fiction.

Students participate in professional industry workshops and conferences, such those attended by [automotive technology](#) students. Student work in biological sciences is highlighted in [public health presentations](#) on campus each semester. Student creative work has been displayed in [art exhibits](#) throughout the campus, and each semester the [Media Student Showcase](#) highlights work in the creative arts (communications design, media communication, music, and studio arts) in a live performance to students, staff, faculty, and the community. Media Communications students have created video projects for several non-profit organizations such as the [People Saving Places](#) project for Landmarks Illinois; The [Odyssey Project](#) for Illinois Humanities, and video projects for the [Shrine of Christ the King](#) and the [Lincoln Park Conservancy's](#) 35th Anniversary Gala. KKC Communications Design students are members of [AIGA-Chicago](#) (American Institute of Graphic Arts), the oldest and largest professional organization for design.

3.C - Core Component

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

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

3.C - Argument

[KKC's staffing structure](#) is currently comprised of 59 full-time faculty, 10 full-time training specialists; 83 adjunct faculty, and 20 adult educators who carry out the instructional aspects of the mission and serve approximately 2,900 students (based on fall 2018 credit and adult education enrollment). Faculty length of service, illustrated below, demonstrates a commitment to KKC and a continuity of service to students.

KKC Full-Time Credit Faculty – Longevity of Service

Longevity	Faculty Headcount	% of Faculty
Less than 5 Years	3	5%
5 – 10 Years	12	20%
10 – 20 Years	38	65%
20 Years of More	6	10%
Total	59	100%

KKC has an appropriate number of faculty to adequately engage in the shared governance of the planning and implementation of academic matters. The day-to-day operations of academic departments are managed by department chairs, who receive release for these duties.

KKC has established academic credentialing guidelines for all instructional staff following the requirements contained within the following:

- [Determining Qualified Faculty through HLC’s Criteria for Accreditation and Assumed Practices: Guidelines for Institutions and Peer Reviewers](#)
- Faculty (Credit, Early College, and Foundational Studies) and Adult Educator Credential Review ([ASPM, Section 10.25, pgs. 104-105](#))
- [CCC Credential Guidelines 2018-2019](#)
- [ICCB Dual Credit Administrative Rules](#)

All instructors are qualified utilizing the same credentialing guidelines regardless of whether they are teaching at the KKC main campus, DTI, WCHI, online, or at a high school through early college programs. To guarantee adherence, the student information system is configured to block the assignment of faculty to any course they are not credentialed to teach.

Prospective faculty must submit official transcripts from a regionally accredited institution, which are [reviewed](#) and approved by the Vice President of Academic and Student Affairs and then processed by the Human Resource Business Partner. When hiring faculty, KKC has specific expectations as outlined in the [Talents of Teaching](#) and as set-out in well-designed interview questions that further ensure instructors are qualified not only with specific credentials, but also with critical knowledge, skills, and abilities including

- showing respect for students;
- having a student-centered focus;
- implementing best practices in adult learning and teaching;
- showing an enthusiasm for professional development;
- positively handling conflict with students and colleagues;
- engaging in reflective practice; and
- engaging in academic citizenship and college service.

KKC’s established institutional policies and procedures require regular evaluation of instructional staff per the [ASPM, CCTU Local 1600 Full-time Faculty and Training Specialists Collective Bargaining Agreement](#) (1600 Faculty CBA), [CCCLOC IEA-NEA Part-Time Faculty](#)

Collective Bargaining Agreement (CCCLOC PT Faculty CBA), and the Adult Educators - AFSCME Local 3506 Collective Bargaining Agreement. Academic Affairs ensures ethical, rigorous, and fair evaluation and observation practices at KKC and is committed to faculty's professional development and proficiency in the Talents of Teaching, which represent both best practices in educational research and the elements that CCC teachers find most fundamental to their practice.

The following rotation schedule is used for classroom observations with administrators, department chairs, tenured faculty designees, and early college faculty coordinators conducting the observations, completing observational rubrics, and reviewing the observations and providing suggested improvements to observed faculty.

Fall Semester	Spring Semester	Summer Semester
Administration <ul style="list-style-type: none"> • Tenure Track (TAP) Faculty up for Review • Post-Tenure Faculty up for Review • Semester Part-Time Faculty 	Administration <ul style="list-style-type: none"> • 2nd Semester Part-Time Faculty • Follow up Observations for Any Significant Concerns 	Administration <ul style="list-style-type: none"> • 2nd Semester Part-Time Faculty • Follow up Observations for Any Significant Concerns
Department Chair <ul style="list-style-type: none"> • TAP Faculty up for Review • Post-Tenure Faculty up for Review • 1st Semester Part-Time Faculty 	Department Chair <ul style="list-style-type: none"> • TAP Faculty up for Review • 1st Semester Part-Time Faculty 	Department Chair <ul style="list-style-type: none"> • 1st Semester Part-Time Faculty
Department Chair or Full-Time Faculty Designee <ul style="list-style-type: none"> • 25% of Departmental Part-Time Faculty 	Department Chair or Full-Time Faculty Designee <ul style="list-style-type: none"> • 25% of Departmental Part-Time Faculty 	n/a
Dual Credit Faculty Coordinator <ul style="list-style-type: none"> • Dual Credit High School Instructors 	Dual Credit Faculty Coordinator <ul style="list-style-type: none"> • Dual Credit High School Instructors 	n/a
Administration <ul style="list-style-type: none"> • 25% of Departmental Part-Time Faculty • Follow up Observations for Any Significant Concerns 	Administration <ul style="list-style-type: none"> • 25% of Departmental Part-Time Faculty • Follow up Observations for Any Significant Concerns 	Administration <ul style="list-style-type: none"> • 25% of Departmental Part-Time Faculty • Follow up Observations for Any Significant Concerns

The following policies, procedures, and forms comprise the evaluation of instructional staff:

Policies	Procedures	Forms
<p>Post Tenure Faculty Member Evaluation</p> <ul style="list-style-type: none"> 1600 Faculty CBA (article VIII, section 3, pg. 40-50) 	<p>KKC Post-Tenure Evaluation Process KKC Post-Tenure Timeline</p> <ul style="list-style-type: none"> 25% of post-tenured faculty per academic year completed minimally every 4 years 	<p>Post-Tenure Evaluation Classroom Visitation Form</p>
<p>Promotion in Rank</p> <ul style="list-style-type: none"> Criteria for Promotion in Rank (ASPM, section 10.24 pgs. 103-104) 	<p>Application for Promotion in Rank</p> <ul style="list-style-type: none"> Assistant Professor: completion of 3 years of college teaching experience Associate Professor: 3 years in rank of Assistant Professor Assistant Professor: 3 years of college teaching experience 	<p>Promotion in Rank Evaluation</p>

Policies	Procedures	Forms
<p>Lane Advancement</p> <ul style="list-style-type: none"> Criteria for Lane Advancement (ASPM, Section 10.22, pgs. 99-100) 1600 Faculty CBA (article VII, section F, pg. 13-17) 	<p>Application for Lane Advancement</p> <ul style="list-style-type: none"> Achievement of tenure with CCC Lane I to II: Master's plus 15 hours of subsequent graduate credit Lane II to III: Ph.D., Ed.D., or Master's Master's plus 30 hours of subsequent graduate credit; minimum of 6 years college teaching experience; and minimum of 4 years teaching in Lane II Lane III to IV: Ph.D., Ed.D., or Master's Master's plus 30 hours of subsequent graduate credit; minimum of 8 years college teaching experience; and minimum of 4 years teaching in Lane III 	<p>Application for Lane Advancement</p>
<p>Tenure Track Faculty Member Evaluation</p> <ul style="list-style-type: none"> Contract Renewal and the Issuance of Tenure (ASPM, section 10.23, pg. 100) 1600 Faculty CBA (Appendix C, pgs. 89-90) 	<p>CCC Tenure Manual Second Semester Handbook</p> <ul style="list-style-type: none"> 5 semester process Portfolio review in semesters 1, 3, and 5 	<p>Semester 1 Portfolio Rubric Semester 2 Review Report Semester 3 Portfolio Rubric Semester 5 Portfolio Rubric TAP Classroom Observation Form</p>

Policies	Procedures	Forms
<p>Part-Time Faculty Member Evaluation CCCLOC PT Faculty CBA (article VII, section B, pgs. 18-19)</p>	<p>KKC Part-Time Faculty Observation Process completed once every two academic years unless there is a significant concern</p>	<p>Observation Form – Traditional Post-Observation Reflection Form</p>
<p>Dual Credit Instructor CCCLOC PT Faculty CBA (article VII, section B, pgs. 18-19) Dual Credit Faculty Coordinator Agreement</p>	<p>KKC Dual Credit Instructor Observation Process completed every semester in which a dual credit instructor teaches a class for college credit</p>	<p>Observation Form – Traditional Post-Observation Reflection Form</p>
<p>Adult Educator</p> <ul style="list-style-type: none"> • Adult Educators - AFSCME Local 3506 Collective Bargaining Agreement (article 6, section 6, pg. 14) 	<p>Adult Educator Evaluation Process completed once every two academic years unless there is a significant concern</p>	<p>Adult Educator Evaluation Forms</p>

KKC conducts [student course evaluations](#) of tenure track, part-time faculty, and dual credit instructors. Student course evaluations for [post-tenured faculty](#) are required during the post-tenure review. To encourage reflective practice and continuous improvement in teaching, Academic Affairs distributes the course evaluation forms to faculty to be completed in the period between the midterm and last week of the course. Quantitative and qualitative [data](#) are provided to faculty with [instructions](#) for interpreting results and offering opportunities to meet with a dean to review results and provide suggestions for improvement.

KKC provides robust opportunities for faculty members to further enhance pedagogical and

content knowledge to enrich student learning through the following:

- [Faculty Development Week](#) – faculty participate in mandatory professional development activities prior to the start of each semester.
- [Faculty Development Workshops](#) – workshops are provided throughout the fall and spring semesters covering best practices in the Talents of Teaching.
- [KKC Virtual Exchange](#) – faculty development presentations, resources, and student learning outcomes are accessible on demand through the Virtual Exchange, KKC’s online teaching and learning center.
- Union Professional Development Funds – full-time faculty are eligible to apply for funds through the [1600 Faculty CBA](#) (article VII, section M, pg. 22) and part-time faculty through the [CCCLC PT Faculty CBA](#) (article XI, section F, pg. 35) for educational expenses, membership in professional organizations, and/or to conference attendance. With the ratification of the CCCLC contract in 2018, part-time faculty members became eligible to receive professional development funding; with the ratification of the 1600 Faculty CBA, faculty members’ professional development funding was increased from \$1,000 to \$3,000 per fiscal year.
- [TAP](#) – tenure track faculty receive extensive professional development, resources, and mentorship and throughout the five semester program. Quality assurance and continuous improvement are monitored through the annual [Tenure Process Report](#).
- [Sabbatical Leave](#) – qualified faculty are eligible to complete projects that will improve service to the college, students, and provide personal and professional growth. Applications are reviewed using a district approved [Sabbatical Application Rubric](#) and faculty are required to submit a [Final Report of Sabbatical Leave Activities](#) prior to reinstatement.
- [Carl D. Perkins V Grant](#) – provides support for professional development opportunities for Career and Technical Education faculty and staff.
- Adult Educators participate in a minimum of 12 paid [professional development hours](#) in topics such as discipline student learning outcomes, syllabi, and core material; digital literacy; and ICCB standards training.

In accordance with the [1600 Faculty CBA](#) (article VIII, section E, pg. 29) and the ASPM ([Section 10.02, pg. 89](#)), full-time faculty are required to provide a minimum of seven hours per week outside the classroom for student advisement. Part-time faculty must provide one hour per week per assigned class. Faculty are required to list their office hours on course syllabi in accordance with the [Course Syllabus Checklist and Template](#). Additionally, students are provided electronic access to faculty through D2L Brightspace (learning management system), GradesFirst (retention alert system), and CCC email.

KKC’s student support staff are appropriately qualified and must meet the minimum

educational and professional experience required by the applicable job description. Despite enrollment declines and budget cuts, KKC has continued to [ensure that students are well supported](#), particularly by maintaining a student to advisor ratio of 307:1. Additionally, KKC employs academic support tutors (currently 38) who are certified through the [College Reading and Learning Association](#) (CRLA) and intends to pursue Levels 2 and 3 certification once all newly hired tutors have obtained Level 1 certification. The Director of Academic Support provides tutors with a [training manual](#) and conducts a robust series of [professional development workshops](#) aligned with CRLA standards to prepare tutors to best serve students.

Student Services staff participate in [professional development activities](#) each semester to ensure their continued growth and enhanced ability to serve students. Additionally, student services professional staff are eligible to apply for professional development funds through the CCTU Local 1600 Full and Part-Time Professional Employees CBA ([article IX, section D, pg. 21](#)) for membership in professional organizations, and/or to attend conferences.

3.D - Core Component

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.

3.D - Argument

KKC's support services provide comprehensive, accessible support and resources which meet the needs of the student population through departmental offices, initiatives, and community partnerships. Students can learn about many of these resources through the [Current Students Resources web page](#), [Student Resource Guide](#), and the [student portal](#).

Departmental Offices

- [Advising Center](#) – assists students with creating educational and career goals and monitoring progress, creating and adhering to an academic plan, and exploring major and career options. Advisors identify additional challenges or barriers and direct students to appropriate campus and community resources.

- [Academic Support Services](#) – provides tutoring for all subjects, and all tutors must have at minimum a bachelor’s degree in the discipline in which they tutor. Students can make appointments via GradesFirst or walk in for assistance. Students generally have a 60 minute one-on-one session with tutors, though appointments can be scheduled for longer durations when necessary.
- [Career Planning and Placement Center](#) – provides current students and alumni with caring, customized services to meet the needs of a diverse and changing job market. The Center offers professional development sessions, workshops, and resources for students to gain knowledge and explore career options that lead to well-informed career decisions.
- [Disability Access Center](#) – creates an inclusive environment to support students with diverse learning needs. DAC provides supportive services and resources for students with documented disabilities, including note-taking assistance, adaptive technology for classroom instruction, and sign language interpreters.
- [Financial Aid Office](#) – increases opportunities for student access to higher education by helping students and their families seek, attain, and make the best use of all available financial resources. During fiscal years 2017-2019, 676 KKC students received \$495,847 in scholarship funding from the [CCC Foundation](#); during fall 2019, 61 students received \$88,339 in scholarship funding. Additional incentives such as the Chicago [STAR Scholarship](#) are also communicated on the webpage, and distributed to the public by the Recruitment Department.
- [Registrar’s Office](#) – supports student success by maintaining academic and student records, protecting student privacy rights, enforcing academic and student policy, assisting with enrollment, as well as managing graduation processes.
- [Student Activities and Leadership Development](#) – enhances the student experience outside of the classroom by providing opportunities for engagement in and exposure to a diverse offering of programs and activities, and leadership opportunities, as well as fostering an active and responsible student government association, student clubs, and organizations.
- [Transfer Center](#) – empowers students to make informed decisions about their transfer options by providing comprehensive transfer support to students, assisting them to make a seamless transition to a four-year institution of their choice.
- [Veteran’s Service Center](#) – assists active service members and veterans with transitioning from military to college life by providing information on VA benefits and credit transfer procedures and a location for active service members and veterans to network with one another.
- [Wellness Center](#) – supports the social and emotional well-being of students by providing confidential individual and group counseling, diagnostic testing, support groups, test taking techniques, stress and time management coaching, and community resources and

referrals such as medical/dental care, emergency housing, food, legal services, and child care.

- [Workforce Innovation and Opportunity Act \(WIOA\) Office](#) - supports students who are out of work, low income, and seeking academic training to change careers by providing access to career technical education programs, financial assistance, and career counseling.

Selected Initiatives

- [College Success Course](#) – The College Success Course is designed to enhance the student experience at KKC by providing critical information about academic and career planning, college resources, study and research skills, and opportunities to become engaged in college life outside of the classroom. In June of 2019, KKC began a year-long [redesign](#) process to engage students, staff, and faculty in the redesign of the course to better serve students.
- [Student Emergency Fund](#) – In fall 2018, CCC participated in the [#RealCollege Survey](#). 70% of [KKC respondents](#) indicated they were housing insecure. Additionally, 30% indicated they had experienced homelessness within the past twelve months. Starting in fall 2019, KKC began participating in the Student Emergency Fund, which assists students experiencing a crisis or transition by distributing critical and timely financial assistance.
- [Healthy Student Market](#) – In the same survey mentioned above, 60% of KKC respondents indicated they had experienced food insecurity in the previous 30 day period. In response, KKC launched the Healthy Student Market in partnership with the Greater Chicago Food Depository. The Market is a permanent, on-campus food pantry that provides free and healthy food options to help bridge food insecurity gaps among the student population.
- [Instructional Technology Student Resources](#) – Students are provided access to five free copies of Microsoft Office, a loaner laptop program, and computer hardware and software discounts. These supports help bridge the [digital divide](#) experienced disproportionately by KKC's students, who overwhelmingly reside in historically underserved communities.
- [Textbook Cost Reduction Initiative - Open Educational Resources \(OER\)](#) – Using funds from the 2015 Aspen Prize, instructors were given financial support to design new course resource materials to replace textbooks in an effort to reduce student cost. Faculty created courses which relied entirely on OER, freely accessible, openly licensed documents and media useful for teaching, learning, and assessment. Three gateway courses with high student enrollment were selected: Africana Studies, English Composition, and Statistics. As of the fall 2019 semester, 321 Africana Studies students have not had to pay for the departmentally selected textbook (\$84.98), for a total savings to students of \$27,278.58.
- [Ventra/U-Pass Cards](#) – All full-time credit students are eligible to receive a Ventra card, which provides free access to public transportation for the duration of the term. Recently,

CCC expanded Ventra card access to [eligible part-time students](#) (students taking 9-11 credit hours).

Highlighted Community Partnerships

- [Chicago Housing Authority \(CHA\)](#) – CCC’s CHA partnership provides CHA residents and Housing Choice Voucher recipients can access KKC academic programming at low or no cost, including tuition, required uniforms, books, and most exam fees.
- [Kennedy Forum Illinois](#) – KKC partners with the Kennedy Forum Illinois to offer faculty and staff [Mental Health First Aid training](#). Participants learn to identify mental distress signals and methods for effective intervention.
- [One Million Degrees \(OMD\)](#) – OMD offers participating students additional support in four areas – personal, academic, professional, and financial – to assist students with college completion.
- [Metropolitan Family Services \(MFS\)](#) – MFS’s Center for Working Families is a career and personal financial service center located on campus. The Center provides job placement and readiness services to students and surrounding communities.

Students utilize [GradesFirst](#) to schedule appointments with Academic Advising, Academic Support, Career Planning and Placement, and the Transfer Center. In addition, College Advisors can create appointment campaigns during critical times of the academic year, such as open registration. Appointment campaigns are intentional outreach initiatives designed to motivate students to meet with their College Advisor. [Faculty use GradesFirst](#) to track class attendance, monitor students’ tutoring appointments, and initiate progress reports that are sent to College Advisors, the CCC Call Center, and Academic Support, all of which can then reach out to students via email and text message. Department leadership utilizes [student activity data](#) from GradesFirst to assess the impact of Student Support Services on student retention.

To ensure proper academic placement, first-time credit students are required to complete a placement exam or obtain a placement test waiver prior to registration ([ASPM, article II, pgs. 14-18](#)). KKC’s Math placement test, [ALEKS](#), is an adaptive learning and assessment instrument used to determine a student’s current level of mathematical proficiency. Students can take the Math placement test up to five times per year, allowing multiple opportunities to improve their placement results. After each attempt, students receive customized Prep and Learning Modules through ALEKS to help prepare for subsequent attempts. KKC’s English placement test, [Reading to Write \(RTW\)](#), is an assessment instrument developed and managed by English faculty to determine a student’s current level of reading and writing proficiency. Two faculty members manually score each completed exam, to ensure inter-rater reliability. In the event of conflicting scores, the [RTW Placement Coordinator](#) serves as a third reviewer. Students are permitted to take the test once a year. Both English and math placement test scores expire after one year.

Students do not have to take CCC placement tests if they receive a test waiver. Test waivers can be obtained via the following submissions:

- an ACT with a minimum score of 21 or SAT of 540 in English and 530 in Math;
- an official transcript from a regionally accredited college or university showing successful completion of college level math, English (particularly English 101/Freshman Composition), and reading with a grade of “C” or higher;
- an official transcript from a regionally accredited college or university showing completion of an Associate degree or higher; or
- Advanced Placement ([AP](#)), College-Level Examination ([CLEP](#)), or International Baccalaureate credit ([IB](#)) official examination results that would grant credit for college-level English and/or math.

Entering the fall 2018 term, 86% of first-year KKC students who completed the placement process placed into the English developmental sequence and 83% placed into the math developmental sequence. To help prepare students academically, KKC offers the following:

- [English Developmental Sequence](#) – Students who do not test into college-level English, depending on their placement score, are placed into Foundational Studies in Language Arts ([FSLA](#)), Aligned Reading and Comprehension ([ARC](#)), or a newly-developed college-level English course with a required developmental co-requisite. FSLA is intended to meet the needs of students who have [major deficiencies](#) in reading and writing. ARC is intended for students with [moderate deficiencies](#). ARC shortens the development reading and writing course sequence by integrating reading and writing within a single course. Students who demonstrate reading proficiency and [minor writing deficiencies](#) have the opportunity to take a co-requisite with college-level English and the support of an embedded tutor.
- [Math Developmental Sequence](#) – Students who do not test into college-level Math, depending on their placement score, are placed into Beginning Algebra with Geometry Intermediate Algebra with Geometry, or a newly-developed college-level Math with a [required developmental co-requisite](#). An accelerated developmental sequence is available to students who place in Beginning Algebra which allows them to complete Beginning and Intermediate Algebra within one academic semester. Students who place at the Intermediate Algebra level have the option to take a co-requisite with college-level math and the support of an embedded tutor.

KKC also offers several pre-college and college-level academic training and support to better prepare students for academic success.

- [Level UP](#) – Students who need assistance preparing for college-level coursework in Math and English can enroll in Level UP free of charge. The purpose of Level UP is to provide students an opportunity to review and remediate English or math deficiencies prior to beginning college-level coursework, decreasing their time spent in developmental courses.
- [Adult Education](#) – Through KKC's Adult Education programs, students can seek a [high school equivalency certificate \(HSE\)](#) or learn English through free [English as a second language \(ESL\) classes](#). Programs are available at KKC's main campus, DTI, and three offsite locations. Students can also apply to [Adult Education Bridge programs](#) through

which they can work towards their General Education Development (GED) or HSE while earning a college-level industry certificate, free of charge, which can lead to entry-level job opportunities and careers. For students nearing HSE attainment, Adult Education's [Gateway Program](#) provides reduced tuition for college-level courses and support services to assist them as they transition in credit programs.

KKC offers [academic advising](#) for all students, utilizing a case management model. Most Advisors have a caseload of [approximately 300 students](#). The case management model is designed to help Advisors build relationships with their students. Each student is assigned a College Advisor at the point of enrollment and encouraged to make appointments and meet with their Advisor regularly; however students are also welcome to speak with any Advisor via walk-in services. Some Advisors have specific caseloads of selected subsets of students, including WCHI students, DTI students, student athletes, STAR Scholars, and first-time, full-time credential-seeking students enrolling at KKC each fall.

In an effort to continuously improve Advising's case management model, CCC and KKC are launching the [Student Snapshot](#) this year. The Snapshot is an intake survey tool completed by incoming students designed to provide Advisors with better insight into a student's life details and non-cognitive perspectives which impact academic performance. Responses, when taken together with a student's transcript, placement test scores, application, and degree audit, will help Advisors better customize their services to meet each student's unique needs.

Academic Advisors use [GradesFirst](#) to track students' academic progress, set student appointments, and provide outreach to students identified by faculty through the early alert system. Faculty can use the early alert system to identify students who may be struggling academically and are potentially at risk of failing a course. Advisor outreach to identified students occurs via phone call, e-mail, and text message.

Advisors also lead the College's [new student orientation program](#). Orientation is designed to provide new students with information and resources critical to their success. Students learn about the mission of KKC, campus security, degree options, academic and student policies, and Satisfactory Academic Progress (SAP) among other topics.

The Advising Department leads a number of student [programs](#) intended to improve persistence and retention, such as Advising Month, Advising-on-the-Go, advisor meet and greet sessions, classroom sessions, my.ccc.edu student portal workshops, new student orientations, undocumented student navigator trainings, Ujamaa entrepreneur marketplace, and women's history month events.

KKC has sufficient infrastructure to support instruction at all campus locations. Types of space, quantities, academic disciplines most often using each space, and locations for all of KKC's instructional infrastructure are provided below:

Type of Space	Qty.	Discipline	Location
Athletic Field	1	Varies	Main Campus
Classroom	43	Varies	Main Campus
Classroom	30	Construction Technology and Adult Education	DTI
Classroom	5	Culinary and Hospitality	Main Campus
Classroom	2	Culinary and Hospitality	South Shore Cultural Ctr.
Computer Lab	3	Construction Technology and Adult Education	DTI
Computer Lab	14	Varies	Main Campus
Dance Studio	1	Varies	Main Campus
Fitness Room	1	Varies	Main Campus
Fitness Room	1	Varies	DTI
Gymnasium	1	Physical Education and Athletics	Main Campus
Instructional Lab	1	Art	Main Campus
Instructional Lab	3	Auto	Main Campus
Instructional Lab	5	Biological/Life Sciences	Main Campus
Instructional Lab	1	Child Development	Main Campus
Instructional Lab	11	Construction Technology	DTI
Instructional Lab	1	Environments Science	Main Campus
Instructional Lab	2	HVAC	Main Campus
Instructional Lab	1	Media	Main Campus

Type of Space	Qty.	Discipline	Location
Instructional Lab	5	Physical Science/Chemistry	Main Campus
Laboratory Kitchen	5	Culinary and Hospitality	Main Campus
Laboratory Kitchen	4	Culinary and Hospitality	South Shore Cultural Center
Library	1	Varies	Main Campus
Library	1	Construction Technology and Adult Education	DTI
Parrot Cage Restaurant	1	Culinary and Hospitality	South Shore Cultural Ctr.
Sikia Restaurant	1	Culinary and Hospitality	Main Campus
Swimming Pool	1	Varies	Main Campus
Theater	2	Varies	Main Campus
TV Production Studio	1	Media	Main Campus
WCHI Café	1	Culinary and Hospitality	DTI
WKKC FM	1	Media	Main Campus

Recent updates to infrastructure include the creation of the [Faculty Exchange](#) – a space for faculty development workshops and resources on teaching and learning; the Math Emporium a location for LEVEL UP instruction and tutoring; a computer lab and the addition of screens and cameras in two of the culinary labs for WCHI; and the updating of four computer labs within the last year. Further requests and justifications for infrastructure improvements can be made on an ongoing basis by individual departments through Program Review.

KKC currently offers Apple mobile application development and cybersecurity boot camps through our Continuing Education department. The [technology training center](#), currently under construction, will allow for the expansion of IT programs to include cloud security, game design, and data warehouse security. This state-of-the-art technology training center will bring greater exposure and opportunities to our students, the residents of Englewood, and the surrounding communities.

KKC's current tutoring services are not centrally located. To increase convenience and provide a more consistent tutoring experience across disciplines, KKC is in the process of

establishing a centralized tutoring center in the building in which a majority of classes are offered. This infrastructure upgrade coincides with the addition of recently created [Academic Support Faculty Liaison positions](#). Together, these changes will provide greater opportunity for faculty and tutor collaboration. After this consolidation, KKC will seek to utilize former tutoring sites to further invest in new technology infrastructure improvements.

The [Library](#) at Kennedy-King College continually works towards ensuring all members of the campus community have access to tools that will make them successful both in and out of the classroom. Those tools are digital databases, knowledgeable librarians and support staff, up-to-date print collection, and a comfortable environment to study and learn. To supplement the print collection, KKC's library offers the ability to request research materials from other academic partner libraries in the state of Illinois through membership in I-Share. In addition, the KKC library offers 30 rental laptop computers and 30 desktop computers available for students and community members to use. The Library provides printing services as well as copy and scanning availability. In addition, the Library offers access to the [OUR Special Collection](#) which focuses on African-American Experience in Englewood, Chicago, and America, and a [photography exhibition](#) by Chicago Area African-American Photographers (CAAAP).

The [Office of Information Technology](#) provides students and faculty with multiple technology training opportunities, including immediate support for personal devices and applications. The Technology Support Team provides the following services to support students, faculty, and staff: computer installation and maintenance, self-paced tutorials, in-class teaching technology, online chat, and individual consultations.

3.E - Core Component

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.

3.E - Argument

KKC provides an enriched learning environment through extensive co-curricular educational experiences. The [Student Services' mission](#) aligns with [KKC's mission](#). Student Service departments seek to provide a collection of services and supports designed to empower students to achieve their educational, personal, and career goals.

The Student Services team works to provide enriching co-curricular experiences for a diverse student body throughout the student life cycle. Many of these experiences are led by the [Student Government Association](#) (SGA) in collaboration with the Office of Students Activities and Development. Additionally, SGA received \$183,306 in funding from 2017-2019 to provide

[direction and assistance](#) to student clubs and organizations to support the diverse interests and needs of KKC students represented in the following chart:

Current Student Clubs, Groups, and Organization	Recent Activities and Events
<ul style="list-style-type: none"> • Access Ability Alliance • Business and Entrepreneurship Club • Emerging Scholars • Englewood Toastmasters Club • KKC Pride Alliance • KKC Street Dreamz • Phi Theta Kappa • Poetry and Creative Writing Club • Social Work Club • Student Government Association (SGA) 	<p> The Art of Networking Barbershop Round Table Beauty Shop Round Table Beyond Halsted Street – Alumni Panel Discussion Fun in the Sun Grad-Stravaganza Kennedy-King College Days at Six Flags SGA Movie Nights Statesmen vs. Staff and Faculty Basketball </p>

To continue to recognize and promote diversity within the KKC community, KKC is committed to an annual programming cycle focused on increasing educational and social experiences of students. For example, as a Predominantly Black Institution (PBI), KKC recently partnered with [Partnership for College Completion](#) to identify [equity gaps](#) in student outcomes. This research revealed that outcome attainment for men of color was lower in comparison to other student populations. In response, KKC relaunched the [King’s Men Initiative](#) in fall 2019, which provides holistic academic and co-curricular development opportunities for men of color. KKC’s Strategic Enrollment Management (SEM) planning process revealed an increasing Hispanic population ([see slide 16](#)). In response, KKC reinstated celebration of [Hispanic Heritage Month](#). KKC continues to promote and provide programming for [Women’s History Month](#) and [Black History Month](#).

To support student athletes, KKC offers an [intercollegiate athletic program](#) which provides students opportunities to grow athletically as well as academically. KKC currently offers athletic programming in men’s and women’s basketball and men’s soccer. An [outcomes assessment](#) of student athletes’ academic performance revealed that CCC athletes’ graduation and retention rates exceed those of students who do not participate in athletic programs. Further, black and Hispanic male and female student athletes’ retention and graduation rates exceed those of other student athletes. In response, KKC is adding a men’s baseball team in spring 2020 and women’s volleyball team following.

In collaboration with community stakeholders, faculty, and staff, students engage in community service learning opportunities. For example, during the 2019 Chicago mayoral race, faculty and students from Social and Behavioral Sciences and Media Communications collaborated to host and broadcast a [mayoral forum](#) held at Kennedy-King. KKC students also partner with community organizations to conduct [voter registration](#) campaigns. Additionally, in collaboration with [Junior Achievement of Chicago](#), students enrolled in speech courses volunteer each year at local elementary schools to read to and tutor students.

KKC partners with One Million Degrees (OMD) to provide additional opportunities for accessible education and training which enables individuals to reach their stated goals and full potential. [OMD programming](#) focuses on academic performance, social integration, civic engagement, and transfer/career pathways. KKC students also participate in [Phi Theta Kappa](#), a national honor society providing opportunities for the development of leadership and service, an intellectual climate for exchange of ideas and ideals, and fellowship with scholars. Additionally, KKC hosts interns as part of the [One Summer Chicago](#) initiative, providing paid student interns with, on-the-job training, professional development, and networking opportunities on campus to help them successfully compete in a global marketplace.

Criterion 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

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

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

4.A - Argument

KKC follows the [ICCB's Program Review Manual](#), engaging in a systematic practice to improve programs by examining the

- adequacy of resources needed to sustain quality offerings;
- continued ability to address access, market demand, and transferability of courses;
- currency of the curriculum within the evolution of the discipline or field;
- success of the discipline in terms of student performance and learning; and
- quality and achievement of student learning outcomes within individual courses and clusters of courses in general education, other courses designed for transfer, and developmental instruction.

KKC's Program Review reports provide important institutional effectiveness data to the Assessment Committee and key stakeholders for future strategic and budget planning. Each year, identified programs receive [training and on-going assistance](#) from the Assessment Committee for completing their Program Reviews. One of the final

steps of the process is to present program findings at a meeting of the Assessment Committee. Members of the Assessment Committee provide feedback as part of the Program Review presentation process.

ICCB has a five-year review cycle for academic, career technical education, cross-disciplinary, and support service areas. KKC completed program reviews for the programs, disciplines, and departments listed below. ICCB feedback recognized the rigor and thoroughness of KKC’s program review process and validated the quality of program, discipline, and department effectiveness.

2016-2017	2017-2018	2018-2019
<u>KKC Program Reviews</u>	<u>KKC Program Reviews</u>	<u>KKC Program Reviews</u>
<u>ICCB Feedback</u>	<u>ICCB Feedback</u>	<u>Awaiting ICCB Feedback</u>
Registrar Office <ul style="list-style-type: none"> ○ Admission ○ Records ○ Recruiting ○ Testing 	Management and Marketing (AAS) Management and Marketing (AC)	Air Condition and Refrigeration <ul style="list-style-type: none"> ○ Air Conditioning and Commercial Refrigeration ○ Air Conditioning-Domestic Refrigeration ○ Air Conditioning-Heating
Communications	Dental Hygiene (program review facilitated at MXC)	Gas Utility Worker
Computer Information Systems (CIS)	Culinary Arts (AAS) Culinary Arts (AC) Culinary Arts (BC)	Accounting
Criminal Justice	Baking and Pastry Arts (AAS) Baking and Pastry Arts (AC) Baking and Pastry Arts(BC)	Plumbing and Fire Protection
Media Communications	L’Art Du Gateau-Prof Cake Dec/Baking (BC) L’Art De La Patisserie (BC)	Academic Disciplines - Life Sciences
Visual Communications	Construction Management	Combination Welder
Overhead Electrical Line Worker	Academic Disciplines – Mathematics	Cross-Disciplinary Instruction - Remedial/Developmental English Language Arts
	Student and Academic Support Services - Learning and Tutoring Centers	Student and Academic Support Services - Financial Aid
	Student and Academic Support Services – Career Planning and Placement Department	Academic Disciplines- Physical Sciences
	Cross-Disciplinary Instruction -Remedial/Developmental Mathematics	

KKC is dedicated to assuring the consistency and integrity of credit hours awarded. CCC defines credit hour in accordance with applicable federal, state, and regional accreditation standards and regulations. CCC's credit hour policy ([ASPM, article IX, section 9.01, pg. 84](#)) defines a credit hour as one classroom instructional hour and two hours of student out-of-class work or the equivalent. KKC's course syllabus template ([Methods of Assessment, pg. 3](#)) communicates this definition to faculty members and students.

KKC provides information both in the ASPM ([article II, sections 2.01-20.7, pg. 16](#)) and on the [KKC website](#) outlining clear policies and directions for awarding transfer credit. There are multiple options for obtaining college credit towards a program of study:

- [American Council on the Teaching of Foreign Languages \(ACTFL\)](#) – Students can receive credit in Italian, Arabic, Polish, Chinese or Japanese by demonstrating proficiency through examination.
- [Advanced Placement](#) – High school students completing advanced placement courses and receiving scores of 3 (Qualified), 4 (Well Qualified) or 5 (Extremely Well Qualified) on the College Board Advanced Placement Examinations will be awarded transfer credit for the equivalent college credit course.
- CCC Consortium Agreement ([ASPM](#), section 4.10, pgs. 41-42) – Each of the seven Colleges of the City Colleges of Chicago (CCC), as individually accredited institutions, agrees to accept courses from another CCC, for the purpose of assuring that students can complete programs and certificates when courses are taken at multiple colleges of the CCC.
- [College-Level Examination Program \(CLEP\) General and Foreign Language Examination](#) – CLEP general examination and foreign language exams give students the opportunity to receive credit for knowledge previously acquired by earning qualifying scores on examinations. Students can earn credit for knowledge they have acquired through independent study, prior course work, on the job training, professional development, cultural pursuits, or internships.
- [Early College](#) – Eligible high school juniors and seniors have the opportunity to enroll in college level courses before graduation through two programs: [Dual Credit](#) and [Dual Enrollment](#).
- [Foreign Transcript Evaluation](#) – Students who have attended colleges or universities outside the United States are required to submit official college transcripts through Educational Perspectives.
- [High School CTE Articulation Agreements](#) – High school students who have received their diploma within the last two years are able to receive credit for prior learning for career courses taken at approved CPS locations. KKC offers articulated credit in the following programs:
 - [Automotive Body Repair](#)
 - [Automotive Technology](#)

- [Broadcast Technology](#)
- [Criminal Justice/Law Academy](#)
- [Culinary Arts](#)
- [Entrepreneurship](#)

- [International Baccalaureate \(IB\) Program](#) – High school students around the world between the ages of 16 to 19 can participate in the IB Program. The curriculum is designed to prepare high school students for the transition into advanced post-secondary coursework and students can earn an IB certificate of completion for each course or the full IB diploma.

- [Military Credit](#) – College credits may be granted for armed forces or military service experiences and armed forces schooling.

- Prior Learning Assessment ([ASPM](#), section 2.09, pg. 17) – College credit may be granted for college-level knowledge and skills acquired outside the classroom through credit by assessment of appropriate prior learning experiences.

- Transfer credit from regionally accredited institutions ([ASPM](#), section 2.07, pg. 16) – All courses from other regionally accredited institutions previously attended where a final grade of “C” or higher was earned will be evaluated for transferability and reflected on the student’s academic record when the credit is accepted.

CCC and KKC ensure alignment and accuracy related to transfer criteria and procedures in the following ways:

- Each articulation agreement is reviewed in collaboration with the partner institution in an effort to maximize the amount of transfer credit a student can bring to the receiving institution while also reviewing institutional policies and procedures to ensure compliance.

- Program and course articulation information is current on the [Transferology](#) website. Students can import their transcript with one click to explore how courses are accepted by the participating institutions.

- KKC has an [Early College Programs Coordinator](#) and Dual Credit Faculty Coordinators to ensure college criteria are met and all college procedures are followed for dual credit and dual enrollment.

- For new course approval and course revisions, KKC uses a State of Illinois process ([Form 13](#)) during the curriculum proposal process to ensure credits are transferable.

- KKC engages in the [IAI](#) approval and review process for assessing course transferability of specific courses to more than one hundred participating institutions.

The CCC [Transfer and Articulation](#) webpage provides valuable resources related to transfer and articulation. [KKC's Transfer Resources Center](#) provides additional resources specific to KKC students.

KKC's articulation agreements demonstrate the value four-year institutions place in the credits students earn at KKC. As outlined below, KKC assists students in articulating credits and transitioning to other institutions of higher education. The Transfer Center provides table-talk visits throughout each semester with numerous colleges across the state that give students the opportunity to explore their transfer options. Resources are shared with students by the Transfer Center through one-on-one advising and regular classroom visits. There are four major categories of information:

1. [Chicago Star Scholars](#) – Chicago Star Scholars is a merit-based scholarship program that provides tuition, books, and class materials to [eligible high school graduates](#). There are approximately twenty-five [colleges and universities](#) that partner with CCC and KKC as a part of the Chicago Star Scholars Program.
2. [Transfer Partnerships](#) – KKC students have guaranteed admission with varying requirements and scholarship opportunities at several public and private colleges and universities.
3. [Pathway Partnerships](#) – KKC students can also take advantage of Partnership Pathways. These pathways provide students with program-specific information outlining recommended course sequences and course transferability to specific bachelor-level institutions, including some of the following programs and institutions
 - [Criminal Justice at Governor's State University](#)
 - [Hospitality Management at Roosevelt University](#)
 - [Business Management at University of Illinois at Chicago \(UIC\)](#)
4. [Illinois Articulation Agreement \(IAI\)](#) – The IAI is a statewide transfer agreement among participating college and universities in Illinois. All colleges and universities [participating](#) in IAI agree to accept a package of IAI GECC courses in lieu of their own comparable lower-division general education requirements. In response to ICCB's recent recognition of the [General Education Core Curriculum Credential](#) (GECC Credential), KKC sponsored and led the district-wide review and proposal to offer the credential. The CCC [Board](#) and [ICCB](#) approved the submission in June 2019, and the respective City Colleges are awaiting Title IV recognition from the Department of Education. The GECC Credential will make the transfer process consistent across all seven Colleges and provide transparency for students.

Faculty in each academic discipline establish and change course prerequisites through the [PACC process](#). This ensures program objectives and learning outcomes adhere to credential integrity. To establish or alter a course through PACC requires a thorough review. The proposal must be evaluated by the President or Vice President of the College, a departmental representative, and the [Curriculum Facilitator](#). Then the proposal is reviewed by the College Curriculum Committee (Committee A). Finally, it must be approved by the Joint Curriculum Development Council (JCDC). For example, to help prospective addictions counselors prepare for the Illinois certification examination, the Addictions Studies Department developed a comprehensive

Certified Alcohol and Drug Abuse Counselor (CADC) course, establishing prerequisites that align with the course rigor and setting SLOs that conform to expected industry competencies.

Approved prerequisites are published in course syllabi (syllabus template, pg. 1; e.g., Biology 114, Media Communication 145, Speech 101). Prerequisites and other specialized admissions requirements are published in the 2019-2020 Academic Catalog. To maintain adherence to prerequisites, the Student Information System (PeopleSoft) prevents student enrollment in courses when prerequisites are not met. Further, an automated process is conducted at the end of each semester to remove students from courses for which prerequisites have not been satisfied.

To ensure course rigor and consistency, faculty syllabi must include an outline of course topics, methods of evaluation, and grading scale. To improve standards and quality of syllabi, Academic Affairs developed and implemented a syllabus template and checklist and repository of SLOs and master syllabi for faculty use. Department chairs and academic deans review syllabi each semester for rigor and consistency. Additionally, KKC utilizes the following to further ensure course rigor and consistency:

- All courses meet ICCB requirements as outlined in the ICCB System Rules Manual of the Illinois Community College Board 2019.
- All syllabi for transfer-eligible courses are reviewed following IAI's process.
- Programs with specialty accreditation incorporate industry standards and best practices within courses:
 - Automotive Service Excellence (ASE)
 - Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA)
 - National Association for the Education of Young Children (NAEYC)
- All dual-credit courses are supervised by KKC Dual Credit Faculty Coordinators to provide accountability, evaluation, and support to credentialed high school instructors.
- Courses are evaluated by multiple stakeholders such as students, faculty, and administrators.
- Tenure-track faculty complete a rigorous three-year development and evaluation process, the Tenure Assistance Program (TAP) requires feedback from students, faculty colleagues, department chairs, and administration. The TAP process requires faculty demonstrate mastery of the Talents of Teaching to ensure the consistency of rigor in instruction across disciplines.
- Tenured faculty complete the Post-Tenure Evaluation Process every four years, which requires feedback from students, faculty colleagues, department chairs, and administration. The Post-Tenure Evaluation Process includes review of course syllabi and assessments as well as scholarly work and professional development to ensure the consistency of rigor in instruction across disciplines.

Faculty engage in course activities to ensure student learning expectations are met, including the

following examples:

Course	Course-level SLO (C-SLO)	Example Activity
Anthropology 202	<ul style="list-style-type: none"> Conduct fieldwork Conduct an ethnography 	Students complete a cultural sample .
English 96	<ul style="list-style-type: none"> Apply organizational patterns consistent with purpose and intended audience Compose a well-organized, multi-paragraph essay with a clear introduction and a focused thesis statement 	Faculty developed lesson plans that cover specific SLOs related to organizational patterns, purpose and audience, and introductory paragraphs.
Math 99	<ul style="list-style-type: none"> Solve systems of three linear equations in three variables algebraically 	Students complete homework exercises and follow-up class review.
Math 125	<ul style="list-style-type: none"> Make inferences about the true population parameter from the given sample within the established constraints utilized in the Central Limit Theorem 	Students complete an activity where they collect data on a given variable for all students in the class then compute statistics and parameters and compare the two sets of values.
Social Services 201	<ul style="list-style-type: none"> Prepare service plan utilizing the Diagnostic and Statistical Manual of Mental Disorders (DSM) 	Students develop service plans using assigned case scenarios.

To ensure student learning expectations are met, the Assessment Committee provides training, resources, and activities to faculty. For example, an [SLO Rubric](#) is used to review [C-SLOs](#) and ensure that expectations for student learning are clearly stated. Faculty also participate in [mapping](#) activities that allow them to document course assessments and evaluate their alignment to C-SLOs.

All faculty have access to numerous professional development resources in the Library and online. [KKC Library](#) maintains a physical collection of books, course reserves, and periodicals appropriate to the curricula. Electronic resources are made available on the KKC Library website and include e-books and [searchable online databases](#) that provide access to academic journals and historical newspaper article indexes. The Library provides three levels of library instruction and conducts over ninety instruction sessions a year. The library management system provides access to descriptions of [available materials](#).

Also located in the Library is [The Exchange Teaching and Learning Center](#) (The Exchange), which offers seating for up to 25, a wireless projection system, 10 laptop computers, and resource materials for professional development for all full-time and part-time faculty. The function of The Exchange is to provide faculty [workshops](#), discussion sessions, and collaborative opportunities which allow faculty to grow and develop as teachers. Additionally, the [Virtual Exchange](#), KKC's online teaching and learning center, provides 24/7 access to over 400 digital resources.

Human Resources, department chairs, administrators, and faculty annually review and provide input on [Faculty Credential Guidelines](#) to ensure appropriate educational standards are met by all faculty. Further, the full-time faculty collective bargaining agreement establishes minimum education requirements ([1600 Faculty CBA](#) , appendix c, pg. 87) and hiring process guidelines ([1600 Faculty CBA](#) , appendix c, pg. 87). The Kennedy-King Academic Affairs Team routinely audits faculty credentials to ensure faculty meet existing and updated credential requirements. Qualified faculty applicants recommended for hire must complete a four-step process:

1. Interview and Teaching Demonstration with Department Faculty (full-time and part-time faculty)
2. Interview with Academic Administration (full-time and part-time faculty)
3. Interview with the College President (full-time faculty)
4. Final Approval by the Board of Trustees (full-time faculty)

KKC maintains specialized accreditation for academic programs appropriate to its educational purposes as evidenced in the chart below:

Program	Accreditation Status	Accreditor/Licensing Agency	Expiration
Automotive Technology Training	Accredited	National Institute for Automotive Service Excellence (ASE, formerly NATEF)	2024
Child Development	Accredited	National Association for the Education of Young Children (NAEYC)	2020
Addictions Studies	Accredited	Illinois Alcohol and Other Drug Abuse Professional Certification Association (IAODAPCA)	2019

KKC works closely with CCC’s [Office of Decision Support](#) to systematically track student outcome data using OpenBook, the District’s data warehouse, in alignment with measuring [Key Performance Indicators](#) (KPIs). For example, utilizing the National Student Clearinghouse data through OpenBook, KKC tracks the percentage of students who transfer within two years of degree completion, as well as the number of students who transfer after earning 12 credits:

Year	Transfer within 2 years of degree completion	Transfer after earning 12 credits
FY2015	52%	32

Year	Transfer within 2 years of degree completion	Transfer after earning 12 credits
FY2016	46%	37
FY2017	44%	33
FY2018	41%	29

The College also uses Program Review and specialized accreditation requirements as evaluative processes to measure the success/impact programs have on student outcomes. Findings from Program Review and accreditation processes inform program enhancements, such as strengthening industry partnerships, curriculum revisions, and additional resource allocations. For example, the [HVAC Program Review](#) (pgs. 6-21) led to the development of a set of [strategic priorities](#) to improve program quality and student outcomes. The annual [follow up](#) with employers and graduates of the Automotive Technology program, as required by Automotive Service Excellence (ASE) accreditation, led to the development of a new [work-based learning experience](#) to better prepare students for automotive industry careers.

4.B – Core Component

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

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

4.B - Argument

Assessment is a college-wide process, and KKC is committed to improving the culture of assessing student learning college-wide. The College is steadfast in developing progressive assessment techniques and professional development opportunities for faculty and staff, in an effort to design a more purposeful student-focused learning institution. The College firmly believes that faculty, student support, and auxiliary services should collaborate in planning and implementing a comprehensive student learning outcomes (SLOs) assessment program. Campus-wide assessment of student learning outcomes are managed by the [Executive Assessment Committee](#) (EAC) which serves as the steering committee for the college-wide [Assessment Committee](#). Appointed positions within the EAC are outlined in the [Assessment Committee](#)

Bylaws. Assessment activities are supported by the institutional structure of the College, including faculty release time for the following positions:

- Executive Chair (6 hours)
- Academic Subcommittee Chair (6 hours)
- Faculty Discipline Learning Outcomes Liaisons (3 hours)

Assessment activities are also supported by the following non-faculty positions:

- Co-Curricular Subcommittee Chair
- Co-Curricular Assessment Liaisons
- Program Review Coordinator
- Director of Strategic Initiatives

The Assessment Committee is charged with

- updating the College's assessment goals annually for assessing SLOs in and out of the classroom annually and maintaining alignment to institutional and district strategic goals;
- consulting with academic and co-curricular department/program chairs and individual faculty members to develop and improve learning goals and assessment plans at the course, department/program, and institutional level;
- supporting academic and co-curricular department/program chairs to develop and improve learning goals and assessment plans for all departments and programs;
- helping prepare reports for the Higher Learning Commission related to past visiting team recommendations and upcoming annual and cyclical reports;
- educating and energizing the College community about the assessment process and its value in improving student learning;
- approving and ensuring the Program Review process is carried out annually; and
- encouraging faculty collaboration within and between disciplines on assessment related initiatives.

Following the creation of the Co-curricular Subcommittee in FY2016, the Assessment Committee's plan to develop a more systematic process of collecting and utilizing data was implemented, targeting improvement of assessment methods. This included the review of co-curricular SLOs (Co-SLOs) and the development of assessment instruments to measure Co-SLOs. In FY2016, the Co-Curricular Subcommittee led a peer review of departmental Co-SLOs. During this time, co-curricular departments were asked to develop an assessment method for at least one Co-SLO. Selected departments worked with the Subcommittee, College Researcher, and Decision Support to create several assessment instruments:

- Advising
 - Student Survey
- Career Planning and Placement Center
 - Student Survey
- Disability Access Center (DAC)
 - Awareness Training Survey
 - Employment Panel Discussion Survey
 - Student Survey

- Financial Aid
 - [Student Survey](#)

Academic departments and programs established program-level student learning outcome ([D-SLOs and P-SLOs respectively](#)) in FY2016. The D-SLOs and P-SLOs provide academic departments and programs with a set of outcomes that students are expected to meet when they complete a program or as a result of enrolling in a course in a particular department. While course-level student learning outcomes ([C-SLOs](#)) are clearly communicated in all [course syllabi](#), in FY2017 the EAC recognized that a shift in the assessment culture at KKC was necessary to effectively assess course-level and general education student learning outcomes. During FY17-19, KKC conducted a thorough C-SLO review, trained faculty on best practices in assessment, and undertook assessment mapping to improve student learning outcomes and to determine how to effectively measure course-level and general education outcomes.

Full-time faculty reviewed syllabi [C-SLOs](#) for all current course offerings in spring of 2019. To further ensure consistency of C-SLOs for all course offerings, KKC is currently reviewing C-SLOs for all courses offered at KKC as part of the [Master Syllabus Project](#), which will be completed by summer 2020.

In an effort to provide faculty with knowledge and agency in promising assessment practices, EAC members attended the 2016 HLC Summer Professional Development Week. The workshop assisted EAC members with designing a detailed [Strategic Assessment Plan](#), which allowed the EAC to set priorities and focus energy and resources toward the development of a plan that ensured all faculty and staff members were working toward the common goal of developing an assessment culture for the institution.

Further, the EAC developed an [Assessment Academy](#) to promote and implement a stronger culture of assessment. Professional development in assessment is prioritized at KKC, with a full day of assessment training during [faculty development weeks](#) (FDW), ongoing assessment [workshops](#) (highlighted) throughout the academic year, and a digital [assessment library](#) stored in the College's online teaching and learning center, The Virtual Exchange.

Faculty participated in an intensive [mapping](#) activity to ensure assessment instruments were properly aligned to C-SLOs. Faculty comments and reflection on the mapping activity were captured in narrative reports (e.g. [Biological Sciences](#), [Communications](#), and [Physical Sciences](#)). The mapping activity provided insight into how the assessment instruments support instructional strategies which are used to reinforce course learning objectives and revealed areas needing improvement. For example, the Communication Department mapping activity revealed that [English 101](#) instructors used a variety of assessment tools to ensure students were meeting the learning outcomes. Using various assessment instruments made it difficult to compare outcomes across different sections of the same course. As a result, the EAC assisted the Communications Department in [developing](#) a common assessment option that would provide more comparable results of student learning across all sections of English 101 courses.

The Physical Science department provides an additional example of how assessment data is used to evaluate and improve student learning. Students who take Chemistry 121 (Basic Chemistry) must take a standard American Chemical Society exam at the end of the semester. The department tracked students' performance on the exit exam (from 2011-2017, [sample of the results from 2011-2013 included](#)) and noted problem areas across five common student learning outcomes, particularly in Chemistry 121, a gateway course for the discipline. Analysis of the standard exit exam results in five major SLO's revealed that students were specifically struggling with problems which involved mathematical computations. As a result, in 2018, the chemistry discipline proposed [curriculum revisions](#) which included [additional contact hours](#) to build a stronger mathematical foundation for the course.

The [Biological Science](#) department also uses assessment data to make student learning improvements. The department regularly reviews the retention and completion rates of their courses. For example, students struggle with Biology 121 (Molecular and Cellular Biology). This is a gateway course for all upper-level biology courses and traditionally results in low success and retention rates. To help students better understand the difficult concepts for the course, the department offers a [Biology Boot Camp](#) with four modules during the first four weeks of the fall and spring semesters. These modules cover fundamental concepts necessary for success in biology and other science-related courses.

All institutional-led assessment efforts sponsored by the Assessment Committed are documented in an annual report. These reports are used to guide future assessment initiatives and identify areas of improvement. The EAC reports to various constituents through regular campus Assessment Town Hall (ATH) meetings and through their Annual Assessment Reports:

- [FY2017](#)
- [FY2018](#)
- [FY2019](#)

In a strategic step to align Academic Affairs and Student Affairs operations and initiatives, in 2019 the Vice of President of Academic Affairs' scope was expanded to include Student Affairs. The expanded scope of the Vice President allowed for greater synergy and cooperative planning between academic and student service areas. This organizational step also allowed for stronger collaboration and coordination between academic and co-curricular assessment initiatives, including developing the six strategic priorities for a [restructured Assessment Committee](#) and [Strategic Assessment Plan](#):

1. General Education

- Reinstitute a comprehensive general education assessment schedule, beginning Fall 2019.
- Establish a schedule/process to reinstitute standard/inter-disciplinary assessment programs such as Writing across the Curriculum.
- Discuss plans to review/revise general education goals to determine relevance as a reflection of the College's current general education philosophy.

2. Program Reviews

- Create a training schedule and training materials for Program Review participants.

- Develop an evaluation process/instrument for Program Review presentations.
- Develop a comprehensive Program Review plan/manual that models a holistic approach and includes incremental activities that promote active engagement with program effectiveness and evaluation activities.
- Develop annual Program Review preparation activities that guide participants toward developing a comprehensive review. Suggested sequences include the following:
 - Year 1 – General Education (college-wide) assessment activity and Program Review Post Follow Up (Assessment Committee feedback and departmental follow up on progress toward recommendations)
 - Year 2 – Evaluate discipline master syllabi and SLO review
 - Year 3 – Conduct department assessment review, including a common assessment instrument and examples of assessment instruments to be evaluated, using labor market data for CTE programs
 - Year 4 – Conduct comprehensive student feedback survey and classroom observations, as well as review department mission statements and webpages
 - Year 5 – Complete Program Review process

3. Reporting and Transparency

- Develop a schedule and timeline for publishing all assessment reports
- Develop an annual reporting template for future reports
- Develop a plan for website management and public facing updates from the Assessment Committee
- Develop a regular communication plan to College stakeholders regarding Assessment Committee updates, resources, and training Integrate assessment training topics into Faculty Development Committee planning and use of the Faculty Exchange, as well as Student Affairs meetings/workshops
- Establish a more robust data collection process/location for all assessment activities (e.g. meeting minutes, time and effort, instruments for college-wide activities, planning templates, evidence and data collected, annual reports, etc.)
- Restructure the repository for documenting Assessment Committee resources, meetings, strategic plans, and official reports/data for greater ease of use

4. Assessment Committee Structure and Expansion

- Review Assessment Committee bylaws to make recommendations for the committee
- Conduct standing Assessment Committee and Subcommittee meetings
- Finalize structure and role of Assessment Committee officers
- Identify and plan professional development activities for Assessment Committee officers

5. Master Syllabi

- Collaborate with Curriculum Facilitator and integrate SLO evaluation work with Master Syllabi effort
- Develop schedule to begin master syllabi project including establishing milestones and timelines that align with Program Review schedule
- Incorporate Illinois Articulation Initiative work/requirements into the master syllabi effort

6. Co-Curricular Integration

- Identify co-curricular leads to serve as liaisons on College Assessment Committee
- Evaluate department mission statements and Co-SLOs for revision and better alignment to department roles and expected outcomes
- Create standard assessment instruments to support Co-SLO assessment efforts and collection of data
- Develop co-curricular assessment schedule to ensure Co-SLOs are frequently measured and evaluated

4.C – Core Component

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

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

4.C - Argument

KKC annually engages in a robust process of reviewing past performance, identifying key performance indicators (KPIs), and developing appropriate targets for selected indicators. These KPIs focus on measuring KKC's performance on crucial student outcomes, including retention, persistence, and completion. Additionally, KKC's student services and academic support teams are regularly expected to develop department-level goals and activities intended to align with these KPIs and drive success toward established targets.

From FY14-18, KKC's KPIs were

- Enrollment (Total, Credit, Adult Education, and Continuing Education)
- Credentials Awarded (Credit Degrees and Certificates)
- Fall-to-Spring Retention (Credit)
- Percentage of Remedial Math and English Students Transitioning to College-Level Coursework
- Transfer to 4-year Institution within 2 Years of Degree Completion

- Transfer after Earning 12 Credits
- Student Employment Rate in Area of Training
- Median Earnings of Students Employed in Area of Training
- Adult Education Transitions to College Credit
- Percentage of Adult Education Students Attaining Level Gains
- HSE Attainment (Adult Education)
- Full-time in Fall Students Earning 30 Credits in an Academic Year (Credit)
- Part-time in Fall Students Earning 15 Credits in Academic Year (Credit)

CCC and KKC used FY2019 to [reevaluate existing KPI's](#), which has led to recent adjustments in these measures and methodologies. These adjustments were intended to ensure that the institution's KPI's were driving KKC on crucial student outcome priorities – [access, momentum, completion, and mobility](#).

- Access
 - Total Enrollment
 - Credit Enrollment
 - Adult Education Enrollment
 - Continuing Education Enrollment
 - Credit Hour Production
- Momentum
 - Credit Fall-to-Spring Retention
 - Credit Fall-to-Spring Retention, First-year Students
 - Passing College-Level English within One Year
 - Passing College-Level Math within One Year
- Completion
 - First-time, Full-time, Fall (IPEDS150) Completion Rate
 - CCC Outcome Measure (Completion/Transfer within Four Years)
- Mobility
 - Transfer Rate of Completers within Two Years
 - Economic Mobility

KKC actively monitors KPI progress and results by [regularly convening campus departments](#) whose daily activities impact KPI outcomes. [Campus leadership engages KPI progress review](#) through the Executive Management Team meeting and President's Cabinet meeting cadences.

KPI performance management is focused on reviewing the efficacy of departmental activities on KPI outcomes, [analyzing relevant student data](#) with the purpose of driving the creation of new initiatives or continually improving existing ones. Success across KKC's diverse set of KPIs requires cross-departmental collaboration. KKC's KPI group structure provides the space and time for relevant departments to share and disseminate best practices, eliminate duplicative student support, and [develop collective action plans](#) that prioritize broad campus stakeholder buy-in.

The KKC Director of Strategic Initiatives and the [CCC Decision Support](#) team

regularly support campus KPI performance analysis through various research and reports pertaining to leading and lagging indicators of student retention, persistence, and completion. The District brings together KPI stakeholders from across all CCC campuses for [bi-weekly performance dialogs](#) that include KPI data dissemination, updates on important District-led projects, and an opportunity for campus operational share outs. Additionally, the Director of Strategic Initiatives and the Decision Support team partner to provide ad hoc research and analysis upon request that supports KPI performance and other major campus priorities. Some recent examples include

- the effect of [late registration on term course success](#);
- a snapshot of [retention outcome disparities](#) by race/ethnicity;
- analysis of low-performing students (GPA < 2.0) [retention outcomes](#);
- analysis of CCC's prospective student [enrollment funnel](#); and
- trends in [demographic changes and student outcome data](#) crucial to KKC's strategic enrollment management planning.

Criterion 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

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

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

5.A – Argument

In the last decade, higher education in Illinois has faced significant fiscal challenges. Following the aftermath of the Great Recession, coupled with the Illinois' state government's inability to pass a budget for over two years (July 1, 2015 to August 31, 2017), presented CCC and KKC with resource deficiencies. In addition, like many public community colleges in the state of Illinois, KKC has experienced consistent enrollment declines in recent years that have further contributed to the College's fiscal constraints. Despite these financial strains, [CCC received a BBB/Stable](#) rating from Standard & Poor's on February 28, 2019. In response, CCC and KKC have utilized the following fiscal strategies to improve College's financial health:

In response, CCC and KKC took the following actions to improve financial health by

- selling CCC's downtown headquarters building in FY2020 for approximately \$32 million dollars with plans to continue evaluating assets to rebuild cash reserves and make adjustments to serving smaller student populations;
- increasing the tax levy by 2%;
- budgeting for Tax Increment Financing (TIF) proceeds from the City of Chicago;
- reducing the workforce by 29 non-faculty staff district-wide;
- eliminating a number of vacant positions; and
- ratifying collective bargaining agreements for 98% of bargained-for employees providing greater predictability of labor costs.

These fiscal decisions are aligned to CCC’s and KKC’s missions and prioritize minimizing direct student impacts.

As noted previously, over the last five years, most public institutions of higher learning in the State of Illinois have experienced significant [enrollment decline](#). In recognition of the correlation between enrollment and institutional financial health, KKC sought to improve recruitment, retention, and enrollment by

- restructuring the College’s [organizational chart](#) to align functional areas that directly support recruitment and enrollment processes;
- hiring a [Director of Continuing/Community Education](#);
- hiring a [Dean of Enrollment Management](#);
- developing KKC’s first [Strategic Enrollment Management Plan](#);
- prioritizing [program expansion](#); and
- collaborating with local high school partners to increase [early college growth](#).

KKC’s funding comes from a variety of sources. Based on the most recent concluded fiscal year (FY2019), the funding distribution is outlined below:

Funding Source	FY2019
Local Tax Revenue	43%
Student Tuition and Fees	35%
Illinois Community College Boards (ICCB) Grants	17%
All other Revenue	3%
ICCB Grants: Adult Education	1%
Other State Revenue	1%
Federal Revenue	1%
All other local Revenue	0%
Total	100%

The proportion of revenue from student tuition and fees has remained consistent over this period. KKC leverages available grant funds to support academic programming and student engagement, and is currently receiving funding from the [Carl D. Perkins V Grant](#) (FY2020 award of \$550,858) and [TRIO-Educational Talent Search](#) (9/1/16-98/31/21 award of \$1,317,602). Further, KKC is working to generate additional revenue through increased facility rentals.

CCC [ratified collective bargaining agreements](#) for 98% of bargained-for employees within the last year, providing a stable work environment throughout the institution. KKC’s current level of staffing is appropriate to serve 6,061 students ([FY2018 Statistical Digest](#)). The College’s [organizational structure](#) provides sufficient levels of support and oversight to over 500 employees:

- 69 Full-time Faculty (including Training Specialists)
- 127 Part-time Instructors (including Adult Educators, Credit/Vocational and Continuing Education Lecturers)
- 29 Administrators
- 119 Full-time Staff
- 186 Part-time Staff

From 2016-2020, KKC undertook \$12.8 million in capital improvements, including projects at both the main campus and its one active satellite location, Dawson Technical Institute (DTI).

Fiscal Year	Infrastructure - Physical Improvements	Total Cost
FY2016	<ul style="list-style-type: none"> • Campus Tech Modernization • ID Card Readers Installation • Classroom Repair and Technology Upgrades • DTI Utility Efficiency Upgrades • Electrical Heater Replacement • Exterior Message Board • Fire Alarm Upgrade • Incubator Kitchen Connections • KKC Utility Efficiency Upgrades • Math Emporium • Repair Gym Floor • Resurface Parking Lots • Security Access Control • Student Multi-Purpose Room • Student Welcome Center Improvements • Theater AV Upgrades • Valve and Controller Replacement • Vestibule Panel Insulation • Weatherization • Welding Machines • Wellness Center Door 	\$4,276,381

Fiscal Year	Infrastructure - Physical Improvements	Total Cost
FY2017	<ul style="list-style-type: none"> • Black Box Theater Upgrades • Cafeteria Door • Campus Tech Modernization • Ceiling in W Building Repaint • Chilled Water Coil • Classroom Repair and Technology Upgrades • Elevator Phone • Great Hall Upgrades • ID Card Readers Installation • Incubator Kitchen Connections • KKC Utility Efficiency Upgrades • Math Emporium • Parking Lot Restoration • Sink Hole Repairs • Temporary Cooling • Theater AV Upgrades • Valve and Controller Replacement • Welcome Center 	\$1,847,633
FY2018	<ul style="list-style-type: none"> • Bookstore Space Conversion • Door Hardware Replacement • DTI 2nd Floor Admin Space • DTI Rm 101 and 102 Build-out • DTI Security Infrastructure • DTI Student Commons • DTI Student Commons Phase II • Gym Floor Repair • Parking Lot Restoration • Security Infrastructure Repairs • U Building Upgrades • New OIT Office Build-out • Valve and Controller Replacement 	\$2,182,742

Fiscal Year	Infrastructure - Physical Improvements	Total Cost
FY2019	<ul style="list-style-type: none"> • Bookstore Space Conversion • Classroom Repair and Technology Upgrades • Door Hardware Replacement • DTI Front Doors Entrance • DTI Security Camera Repair • DTI Security Infrastructure • DTI Security System • DTI Student Commons Phase II • Emergency HVAC Repairs • Fence Repair • HVAC Replacement (CDB) • Kitchen Electrical Repair • Security Infrastructure Repairs • South Shore Gas Booster Pumps • Washburne Cafe Remodel • Water Pump #3 Replacement 	\$1,160,435
FY2020	<ul style="list-style-type: none"> • Centralized Academic Support Center • Chiller Upgrade and BAS Equipment Replacement • DTI New Parking Lot • Elevator Modernization • Great Hall Roof Repairs • HVAC Unit Replacement and Commissioning • Information Technology Training Lab • IT Infrastructure • Refresh Finishes in Sikia • Replace Outdated Commons Furniture/Task Chairs • U Building Parking Lot Resurface and Re-Stripe • Upgrade Campus Fire Alarm Panel and System 	\$3,337,000
Total		\$12,804,190

Kennedy King’s Office of Information Technology (OIT) maintains and upgrades the College’s technology infrastructure by supporting

- 2000+ computer systems;
- 1GB network framework, servers, wireless internet capability and audio-visual systems in academic and non-academic settings;
- 86 technology enabled classrooms; and
- a full production theater, production TV and radio station with 11 collaboration spaces.

KKC is a public institution that does not disburse revenue to a superordinate “for profit” entity. The CCC and KKC budgets are transparent to constituents via [public meetings](#) and annual budget books.

The FY2020 Annual Operating Budget demonstrates educational purposes are the highest priority. KKC has an operating budget, excluding restricted grants, totaling \$27.9 million ([FY2020 Budget Book, pg. 89](#)). As evidenced in the table below, academic support and instruction comprises almost half of the budget’s resource allocation:

Category	Percentage
Instruction	41.5%
Operations and Maintenance	24.1%
Student Services	14.4%
Institutional Support	8.2%
Academic Support	7.3%
Auxiliary Enterprise	3.6%
Scholarship Waivers	1%
TOTAL	100%

The resources referenced above demonstrate KKC’s ability to fulfill its mission of providing high quality, comprehensive, accessible education and training opportunities that respond to changing community needs and enable individuals to reach their full potential and successfully complete in the global marketplace.

KKC follows CCC's [defined hiring procedures](#) to ensure all faculty and staff are appropriately qualified and trained. Human Resources prepares job descriptions that match departmental needs to market standards. The interview process consists of pre-screening and panel interviews. This system strives for an equitable and open process. For example, the [recent hiring of a Dean of Student Services](#) involved representation from faculty, staff, and student participation in crafting of screening questions, conducting the interview process, and facilitating candidate public presentations.

KKC faculty and staff are appropriately credentialed. Professional development opportunities are systematically included in contracts or work rule expectations for faculty, part-time instructors, and most full-time staff. To encourage continuous improvement, staff are provided access to the following professional development funding:

Union	Annual Professional Development Benefit
1600 Full-time Faculty	Up to a \$3,000 reimbursement + \$1,200 for travel expenses (*from a pool of \$474,000) <ul style="list-style-type: none"> • Qualified Expenses: Tuition, course fees, course books, course supplies, and membership in professional organizations
1600 Staff	Up to a \$1,200 Reimbursement (from a pool of \$315,000) <ul style="list-style-type: none"> • Qualified Expenses: Tuition, course fees, course books, course supplies, and membership in professional organizations
CCCLOC	Up to a \$1,500 Reimbursement (from a pool of \$100,000) <ul style="list-style-type: none"> • Qualified Expenses: Workshop, course or program expenses • Part-time faculty are paid a minimum stipend of \$50 for required professional development events
AFSCME	Up to a \$1,500 Reimbursement (*from a pool of \$250,000) <ul style="list-style-type: none"> • Qualified Expense: Workshop, course or program expenses *May be required to attend four (4) staff development activities each academic year
1708	Up to a \$1,000 Reimbursement (from a pool of \$80,000) <ul style="list-style-type: none"> • Qualified Expense: tuition

The Illinois Public Community College Act requires that CCC adopt a budget before or within the first quarter of each fiscal year ([110 ILCS CS 805/7-8](#)). Each year, the Office of Finance establishes a [budget timeline](#), prepares financial projections and budget documents, and schedules public hearings. The budget process comprises five phases ([FY2020 Budget Book](#), pg. 32):

1. Definition of Goals and Objectives for the Upcoming Year
2. Budget Planning and Preparation
3. Adoption
4. Implementation of the Budget
5. Evaluation

Starting in FY2020, a new budgeting management system, [Anaplan](#), was implemented to improve data consistency, increase process uniformity, provide more robust analytics, ease user access, and increase accountability. At the college level, each department submits a plan ([example template](#) from Academic Affairs) that aligns budget requests to college priorities. Departments meet and engage in strategic and budget planning. The KKC Cabinet finalizes the

college budget before submitting to the District Office of Finance. Cabinet members include representatives from every essential department on campus:

- President
- Vice President – Academic and Student Affairs
- Dean – Adult Education
- Dean – Dawson Technical Institute
- Dean – Enrollment Management
- Dean – Instruction
- Dean – Student Services
- Director – Community Education Programs
- Director – Information Technology
- Director – Strategic Initiatives
- Executive Dean – Washburne Culinary Arts and Hospitality Institute
- Executive Director – Business Operations
- HR Business Partner

Approximately 30 days before the final CCC budget is approved by the Board of Trustees (the Board), the Office of Finance publishes the dates and locations of at least one public hearing. The Office of Finance prepares a tentative budget, as required by state law, and makes it available for public inspection both in the Board's office and on the website. After the public hearing(s), the Vice Chancellor of Finance submits the final budget to the Board for approval.

KKC engages in year-round monitoring, evaluation, and planning activities to support the budget cycle that include the following:

- [Comprehensive Annual Finance Report](#)
- [Budget Status Report](#)
- [Grant Spending by Expense Category Report](#)

5.B - Core Component

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

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

5.B - Argument

Kennedy-King College's governing board is the City Colleges of Chicago's Board of Trustees (the Board). The authority of the Board is established within its [bylaws](#) (article 1, section 1.1). The [Board Policies and Procedures for Management and Government](#) provide operating policies and guidelines to ensure the institution's legal and fiduciary duties are met:

- Article 1 – Business and Finance
- Article 2 – Purchasing
- Article 3 – Contracting
- Article 4 – Personnel
- Article 5 – Legal and Compliance
- Article 6 – Information Technology
- Article 7 – Development and Gifts
- Article 8 – Facilities
- Article 9 – Security

The Board is comprised of seven voting members serving three-year terms and one non-voting student member serving a one-year term. The student member is selected from one of the seven City Colleges on a rotating basis. To ensure the Trustees have the depth and breadth of knowledge necessary to provide oversight, the Board's bylaws establish three standing committees:

- **Board Executive Committee** – reviews matters pertaining to legislative relations, district strategic planning, human resources and staff development, district marketing/public relation/outreach, resource development/grants and donations, legal/legislative/public policy, board policies, trustee associations, CCC Foundation, strategic benchmarking, and related matters deemed appropriate by the chair.
- **Board Committee on Academic and Student Services** – reviews matters pertaining to student services, student activities and conduct, student organizations, academic instruction and programs, institutional accreditation, program evaluation, economic

development, articulation with other institutions, and joint educational ventures with community and other organizations.

- **Board Committee on Financial and Administrative Services** – reviews matters pertaining to annual budget, financial forecasting, loans/investments/deposits, accounting and auditing policies, tuition, state/federal revenues, grants/donations, collections, district expenditures/purchases/contracts/insurance, publications, physical facilities/operations/construction/capital planning, security, and computer and information technology services.

A regular meeting of the Board is scheduled on the first or second Thursday of each month (typically, with the exceptions of September and January) at a time and location designated by the Chairman of the Board. All meetings of the Board are held in accordance with provisions of the [Illinois Open Meetings Act](#) and other applicable laws concerning the conduct of meetings. At each regular and special public meeting, the Board allocates time to engage stakeholders by receiving input and feedback, answering questions, and providing transparency to Board processes and decisions. For example, each year a [public hearing](#) is held prior to voting on a [fiscal year budget](#) and the final budget is [approved](#) in an open meeting.

To promote shared governance at the College, KKC engages multiple stakeholders to work collaboratively and actively engage in College strategic planning, strategic enrollment management, and daily operations. A culture of shared responsibility at KKC is reflected in the establishment of committees, work groups, and processes to promote participative governance by

- improving communication and transparency;
- encouraging input from all stakeholders;
- providing evidence-based decision-making;
- expanding opportunities for cooperation and leadership; and
- providing a meaningful, efficient process.

The benefits of shared responsibility include the following:

- Transparency
- Empowerment and Agency
- Increased Understanding of the College
- Respect for Divergent Points of View
- Enhanced Leadership Opportunities
- Improved Communication

KKC demonstrates its commitment to shared governance and responsibility through the following:

- The [Assessment Committee](#) facilitates the development and implementation of an organized and sustained assessment process to evaluate and improve student learning that will make Kennedy-King College an institution of academic excellence.
- The [Carl Perkins Steering Committee](#) brings together Career and Technical Education faculty and staff, as well as student services departments, to review compliance and

regulatory updates, share departmental best practices, determine allocation of grant resources, and coordinate collaborative initiatives.

- CCC's Faculty Council (FC4) serves as the district-wide faculty governance body who advises and consults with the administration, Provost, Chancellor, and Board of Trustees.
- College-wide Meetings provide a forum for all college employees (administrators, faculty, and staff) to discuss current campus priorities, provide district updates, and foster a positive campus culture.
- CTE Advisory Councils engage industry partners and CTE faculty and staff to assist the CTE program with establishing and maintaining industry relationships, ensure programs are rigorous and consistent with workforce requirements, and supports and makes curriculum recommendations.
- Curriculum Development
 - Joint Curriculum Development Council (section 2b6) – district-wide curriculum committee which approves proposed curriculum changes and new curriculum development and revisions, including writing program and course documents, curriculum charts, syllabi, and Illinois Community College Board (ICCB) submission forms.
 - College Curriculum Committee, Committee A (section 2b5) – KKC curriculum committee which approves proposed curriculum changes and new curriculum development and revisions, including writing program and course documents, curriculum charts, syllabi, and ICCB submission forms.
- Department Chairs Meetings promote excellence in teaching and managing the day-to-day operations of departments, including promoting developing course schedules, assigning extra work per the union contract, identifying staffing needs, resolving student academic issues and grade appeals, and other duties necessary for the department.
- Executive Management Meetings serve as a point of consensus in a participatory process of identifying and analyzing issues of significant interest to the college community and developing recommended solutions or actions.
- KKC's Faculty Council serves as the college-wide faculty governance body who advises and consults with the administration, deans, Vice President, and President. Faculty are regularly surveyed for input to inform professional development topics.
- The Faculty Development Committee identifies and coordinates critical training needs for faculty pertaining to best practices in teaching and learning, technology integration in the classroom, policy and procedural updates, as well as support services for students.
- Department Evaluation Committee (DEC) for Post-Tenure Review oversees the evaluation of tenured faculty, including establishing a classroom observation team, reviewing portfolio document submissions, and preparing a summary report.

- [President's Cabinet](#) advises the President on decisions and implementation of plans, and review operational issues as they relate to policy and procedures for the major divisions of the College. The District Board of Trustees' agendas are developed and reviewed by the Cabinet.
- The [Promotion in Rank Committee](#) (section 10.240, pg. 103-104) reviews and recommends tenured faculty applications based on their performance in teaching, professional growth, college service, community service, creative productivity, professional associations, and creative teaching methods.
- The [Strategic Enrollment Management Planning Advisory Committee \(SEMPAC\)](#) was charged to create the first SEM Plan in the history of the campus. SEMPAC represents a diverse cross-section of the campus community, comprised of faculty, staff, administrators, and students. The results of that transparent and inclusive collaborative effort are illustrated in the KKC SEM Plan.
- The [Student Disciplinary Committee](#) [ASPM (section 8.21 (d))] commits to ensuring equitable handling of all student disciplinary matters. The Disciplinary Committee monitors, reviews and assists the President in the resolution of incidents filed against students, vendors, or any other campus visitor.
- [KKC's Student Government Association \(SGA\)](#) represents all students and serves as a liaison between the student body and the college administration, and Board of Trustees.
- The [Supportive Intervention Team \(SIT\)](#) conducts behavioral threat assessments for students and employees presenting risk of harm to self or other. SIT also considers cases involving students or employees of concern who present no behavioral threat but who might benefit from a well-coordinated, supportive intervention.

KKC engages students, faculty, staff, and administrators in structured processes to ensure decision making occurs in a transparent and collaborative manner and multiple stakeholders are provided a platform to contribute to policy and resource decisions.

Student Feedback Processes

- [Advising Student Satisfaction Survey](#) – The survey is provided to students following every advising appointment to gather student input about their experiences in the Advising Center.
- [Compliments, Complaints, and Suggestions CRM](#) – The CRM allows students to submit compliments, concerns, or suggestions regarding any area of the institution. KKC receives a [weekly notification](#) of open compliments, complaints, and suggestions. Results are reviewed by the appropriate department manager and monitored by the Vice President of Academic and Student Affairs to [identify emerging themes](#) and areas of concerns from students.
- [Student Course Evaluations](#) – Each semester evaluations to gather student input about their experiences in the classroom are disseminated. Student classroom evaluation data is

aggregated and provided to faculty for reflection and continuous improvement of instruction.

- KKC's Student Government Association (SGA) – SGA provides student input through engaging campus student clubs, hosting monthly study body meetings, and meeting with campus departments and leadership.

College-wide Feedback Processes

- CCC Academic and Student Policy Recommendations – CCC accepts policy recommendations from faculty, staff, and administration throughout the year. In November and March, policy recommendations are compiled and reviewed for consideration and Board Approval.
- Campus Climate Survey – In a specific effort to understand the College stakeholder's attitudes, perceptions, and beliefs about their place in the institution as well as overall satisfaction with leadership, KKC conducted a campus-wide climate survey. The survey revealed that faculty and staff rate their own work, as well as that of their peers, very highly in the area of commitment to mission and institutional values.
- College-wide Meetings – The College also holds multiple college-wide meetings each academic year to provide updates and collect input from all college stakeholders.
- Institutional Capacity Assessment Tool – In an intentional step toward addressing equity gaps with respect to student outcomes, KKC partnered with the Partnership for College Completion to conduct a survey of faculty and staff to assess the institution's capacity, as well as identify strengths and areas for improvement.
- Kennedy-King Academic Affairs Team (KKAAT) Priorities – All college faculty were invited to contribute to the development of eight strategic priorities for Academic Affairs. These priorities guide the duties and responsibilities of Academic Affairs as well as departmental planning and budgeting.

5.C - Core Component

The institution engages in systematic and integrated planning.

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

5.C - Argument

KKC's mission and institutional strategic priorities drive all decisions concerning allocation of resources. College resources are carefully aligned with programs and activities that directly support the mission and operational priorities of KKC. Key goals and objectives are summarized in the annual Budget Books, which link funding to specific outcomes and demonstrate a commitment to instructional excellence:

- [FY2017](#) (section 2, pg. 83-99)
- [FY2018](#) (section 2, pg. 75-82)
- [FY2019](#) (section 2, pg. 83-89)
- [FY2020](#) (section 2, pg. 85-92)

Over the course of each fiscal year, instructional and academic support programming have consistently received nearly half of the College's budget. This financial commitment positions KKC to provide high quality, accessible, comprehensive education that enables students to meet their full potential and compete in the global marketplace.

Recognizing the need for a comprehensive strategic focus on academic and co-curricular student learning, the scope of the Vice President of Academic Affairs's [duties were expanded](#) to include Student Affairs. This strategic organizational change has led to the development of the College's first [assessment plan](#) inclusive of co-curricular assessment. Additionally, KKC committed financial resources to support assessment processes and activities by

- Creating and financing the following positions:
 - [Aligned Reading and Composition \(ARC\) Coordinator](#) to oversee assessment of student learning in developmental English.
 - [Departmental Faculty Liaison for Academic Support Services Liaisons](#) from English and math to coordinate with Academic Support staff to ensure alignment between classroom instruction and tutoring services.
 - [English Faculty](#) to teach the redesigned development education sequence.
 - [Faculty Discipline Learning Outcomes Liaisons](#) to support student learning data collection and analysis.
 - [Read to Write \(RTW\) Placement Coordinator](#) to oversee English placement.
- Increasing [Academic Support's budget](#) in response to evidence of increase in student course success and retention rates for students who participate in tutoring.
- Utilizing [Carl Perkins' funds](#) (pgs. 6, 14, 15, 16, and 17) to support CTE programs, with allocations based on Program Review findings and recommendations (e.g. [HVAC Program Review](#), pgs. 6-25).

Regarding the challenging budget decisions that have been made since the decline in fiscal resources, the following guiding principle has been maintained: minimize impacts on students. Despite fiscal challenges, the College has allocated an average of 14% of the budget to support student services and co-curricular activities. Further, KKC will administer the [Community College Survey of Student Engagement](#) (CCSSE) beginning spring 2020 and will rotate administration of the CCSSE with the Survey of Entering Student Engagement (SENSE) every

two years. These assessments will provide data specific to enhancing student satisfaction and will inform budgeting decisions intended to improve student support services and operations outside of the classroom.

In an effort to improve technology inside and outside of the classroom, the Office of Information Technology is developing a strategic technology plan. The plan will address four areas of focus:

1. Student-centered Investments
2. Simplified, Standardized, and Automated Technology Solutions
3. Expanded Use of the Learning Management System
4. Innovative Technology Investments

Recognizing the urgency of declining funding, declining enrollment, retention challenges, and issues of educational equity that our campus currently faces, KKC prioritized developing a [Strategic Enrollment Management \(SEM\) Plan](#) to respond to demographic changes, as well as to positively impact KKC's fiscal health and capacity to serve students. The SEM was data-driven, transparent, and inclusive, with representation, input, and analysis from the students, staff, faculty, administration, and community stakeholders. This six month process began with a [SWOT analysis](#), followed by [analysis of institutional data](#), an [environmental scan](#), and [community feedback data](#). Four strategic goals were established:

1. Enhance Marketing Outreach and Brand Awareness to Improve Recruitment and Enrollment Growth
2. Promote Optimum Student Access, Retention, Completion, and Equity
3. Cultivate Community Engagement and Leverage Corporate Partnerships
4. Diversify Funding Sources while Maintaining Fiscal Prudence

Two key initiatives designed to address the SEM Plan's four strategic goals are the creation of the Center of Excellence for Creative Arts (CECA) and the IT Innovation Tech Hub, which were recently [presented](#) to and supported by the Board of Trustees. Additionally, these initiatives were identified as [growth opportunities](#) by KKC faculty in fall 2017 and most recently by the Strategic Enrollment Management Planning Advisory Committee (SEMPAC). Further, the [SEM Plan](#) provides an equity focus responsive to achievement gaps revealed through [internal research](#), as well as opportunities to improve the institution's support of ethnic minority students identified by an [institutional capacity assessment](#). The SEM Plan will be integrated into the College's [Strategic Plan](#), to be completed May 2020.

5.D - Core Component

The institution works systematically to improve its performance.

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

5.D - Argument

KKC uses a system of key performance indicators (KPIs) to collect and utilize data around policy and performance imperatives. From FY14-18, KKC utilized [13 KPIs](#) and established workgroups who engaged in a series of [performance dialogues](#) to monitor real-time progress toward reaching targets. Following the conclusion of the previous KPI framework, a [modified set of KPIs were established](#) to implement more authentic measures of student success and improve operational performance. Additionally, KPIs are monitored through [bi-weekly district-wide student retention completion calls](#) and the assignment of College Advisors to IPEDs KPI cohorts. Additionally, the Adult Education department engages in [weekly data reviews](#) examining progress towards meeting [post-test rates and level gains](#).

Each academic and co-curricular program completes a program review every five years. [ICCB's Program Review process](#) focuses on supporting

- strategic campus-level planning and decision-making related to instructional programming and academic support services;
- program improvement; and
- the delivery of locally responsive, cost-effective, high quality programs and services across Illinois' community college system.

In addition to ICCB's Program Review requirements, KKC strives to improve programs by examining the

- adequacy of resources needed to sustain quality offerings;
- continued ability to address access, market demand, and transferability of courses;
- currency of the curriculum within the evolution of the discipline or field;
- success of the discipline in terms of student performance and learning; and
- quality and achievement of student learning outcomes within individual courses and clusters of courses in general education, other courses designed for transfer, and developmental instruction.

As a public institution, KKC must demonstrate responsible stewardship to the taxpayers of Chicago by consistently providing evidence of efficiency and effectiveness. As one of the City Colleges of Chicago, KKC receives data and analyses from the district office departments to measure institutional effectiveness and ensure the integrity of its operations:

- The Internal Audit Department evaluates and recommends improvements to the effectiveness of risk management, control and governance processes. Each year, regulatory audits are conducted to determine whether CCC and in accordance KKC are managing resources in an economical, efficient, and effective manner.
- The Office of the Inspector General conducts investigations regarding waste, fraud, and misconduct and submits bi-annual reports to the Board of Trustees.
- The Office of Decision Support is designed to provide data and analytics support, performance data and metrics monitoring, data training and capacity building, and external data compliance and oversight. The department is focused on providing timely, relevant, and strategic analytic support, so data becomes the driver and foundation of decision-making at all levels of the organization and ultimately supports student success at City Colleges.