

**BOARD OF TRUSTEES  
McHENRY COUNTY COLLEGE DISTRICT #528**

November 16, 2009  
6:00 p.m.

**Board Room**  
8900 U.S. Highway 14  
Crystal Lake, IL 60012

COMMITTEE OF THE WHOLE MEETING

**AGENDA**

1. Call to Order
2. Roll Call
3. Acceptance of Agenda
4. Acceptance of Minutes: Committee of the Whole Meeting, October 19, 2009  
Committee of the Whole Meeting, October 19, 2009, Closed Session
5. Open for Recognition of Visitors and Presentations  
*Three (3) minutes per person or less.*
6. Review of Board Packet for November 19, 2009 Regular Board Meeting
7. AQIP Accreditation Process: Annual Updates and Systems Portfolio
8. Board Resolution Regarding Metra Station
9. Presidential Search Process
10. Closed Session
11. Summary Comments by Board Members
12. Future Agenda Items
13. Adjournment



Mary Miller  
Chair

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## Action Project

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**Institution:** McHenry County College  
**Submitted:** 2006-07-19      **Contact:** Kathleen Plinske  
**Email:** kplinske@mchenry.edu      **Telephone:** 815-455-8694

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**Timeline:**

Planned project kickoff date: 09-06-2006

Target completion date: 06-30-2009

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Integrate the Assessment of General Education Goals in College Courses.

B. Describe this Action Project's goal in 100 words or fewer:

General Education goals will be integrated into all courses in a curriculum. All courses will include the assessment of three or more General Education goals and, where needed, curriculum will be modified to include appropriate General Education goals.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Helping Students Learn

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities: 

This project is an outgrowth of the College's assessment process. The need to assess current General Education goals became apparent after the 2004 NCA Visit. Using mapping and other assessment tools, each College department will cross-reference General Education goals to each course. This will help identify shared College-wide learning outcomes and provide data for institutional learning goals that are common among all programs.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project: 

• Assessment Team • Business and Technology Division • Curriculum and Academic Policy Council (CAPC) • Executive Leadership Group (ELG) • Human and Public Services and Social Sciences Division • Humanities Division • Institutional Research • Mathematics and Science Division • Student Support Services (i.e. Counseling, Advising, etc.) • Testing (Institutional)

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve: 

Each department will identify a minimum of one General Education goal for assessment of student learning outcomes per year. This data will be shared to determine the per course learning goals that are common among all programs.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion): 

This project will take three years to complete. 100% of all academic departments will be asked to identify the General Education goals they use in their courses. The 12 General Education goals will be divided into three groups of four. Each division will deal with one group each year to determine the goal that deals with their curriculums.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing: 

Year 1, by June 30, 2007 Each division will have selected and assessed one or more of the four identified General Education goals in each course. Year 2, by June 30, 2008 Each division will have selected and assessed one or more of the four identified General Education goals in each course. Year 3, by June 30, 2009 Each division will have selected and assessed one or more of the four identified General Education goals in each course. A summary report will be made to: • Academic Divisions • CAPC • ELG • Executive Council • Faculty Association

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals: 

A development matrix with each course cross-referenced to General Education goals. Transformations made in all courses, due to this assessment, will be documented by General Education goal. There will be

an integration of General Education goals throughout the curriculum.

J. Other information (e.g., publicity, sponsor or champion, etc.):

The College will publish on this project via its Continuous Improvement and AQIP website. Project updates will be presented at the annual Fall and Spring workshops. Reports will be given to the Board of Trustees, ICCB and other groups as needed. Project Champions: Kathy Chamberlain, Assessment Chair  
James C. Gray, Vice President for Learning and Student Support Services

K. Project Leader and contact person:

Contact Name: James C Gray, Vice President for Learning and Student

Email: jgray@mchenry.edu

Phone: 815-455-8755 Ext.

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### Annual Update: 2009-09-14

A. Describe the past year's accomplishments and the current status of this Action Project.

As a result of this Action Project, the College has adopted five new General Education Goals, which replaced 12 longstanding General Education Goals. The new Goals were developed through an iterative review process led by the College's Curriculum and Academic Policy Council (CAPC). Furthermore, the College has developed a process to review its General Education Goals every five years to ensure that they accurately reflect the current needs of our students and stakeholders. The College's Assessment Team has worked to develop a comprehensive process for the assessment of the new General Education Goals, utilizing the Collegiate Assessment of Academic Proficiency (CAAP) test. Currently, all Illinois high school juniors are required to complete the ACT, which is now used to provide a benchmark for students' skills in reading, writing, and math. As a result of this Action Project, the College has established a requirement whereby all first-time, full-time freshman must take a CAAP pre-test in critical thinking to supplement the ACT benchmark scores. In addition, all students who complete 45 credits are required to complete a CAAP post-test in reading, writing, math, and critical thinking in order to be eligible to participate in graduation ceremonies.

*Review (09-25-09):*

The success of your project is indicated by the remarkable achievement of reducing 12 education goals to five using a diverse team and accomplishing this feat within your timeline reflecting a commitment to AQIP Principles of Focus, Collaboration, and Involvement. The Project outcome of a freshman pre-test in critical thinking, and a graduation post-test is to be congratulated. The results of these assessments will provide informative data that in turn can provide insight and direction for continuous improvement. You will find it beneficial to determine now how these data sets will be analyzed and disseminated so that evidence of the success of the new Education goals will be documented.

B. Describe how the institution involved people in work on this Action Project.

The College's new General Education Goals were developed via an iterative review process that was led by the Curriculum and Academic Policy Council (CAPC). CAPC, consisting of elected faculty members from each of the academic divisions, developed initial drafts of the Goals, and sent them to all faculty members for review and input. CAPC made revisions based on the input received, and sent the revised Goals to all faculty for further review and input. The College's Assessment Team has taken on a leadership role in developing the process for pre- and post-CAAP testing. The Assessment Team, consisting of faculty liaisons from each academic division, worked in close collaboration with many Student Services departments to facilitate the administration of the CAAP pre-test in MCC101 (a one-credit course required of all first-time, full-time students), to facilitate the administration of the CAAP post-test, and to ensure that students receive notification of the post-test requirement once they complete 45 credit hours. The College has also made significant efforts to involve students in this Action Project, including reviewing the importance of assessment and the General Education Goals in MCC101, and developing posters and bookmarks to communicate the new Goals to all students.

*Review (09-25-09):*

Your strategy of involving faculty in leadership positions in coordination with Student Services reflects the AQIP Category of Valuing People. Involving those stakeholders who will implement the Education Goals is paramount to the success of the project. Involving students in the pre-test design also values them, and impresses upon them the significance of the assessment.

C. Describe your planned next steps for this Action Project.

As the goals of this specific Action Project have been met, and as the process of General Education assessment is now embedded into the culture of the institution, this Action Project is scheduled for retirement upon conclusion of this annual update cycle. However, the College has already launched a new Action Project titled "Curriculum Mapping: Creation, Training, and Implementation of Processes." The goal of this Action Project will be to achieve alignment between course objectives, disciplinary goals, and the General Education Goals. Furthermore, true to the spirit of continuous improvement, the College will work to refine its process for the assessment of the General Education Goals. In addition, while the College has received its first pre- and post-test results, given the recent implementation of the process, the data only included results for approximately 20 students. The College eagerly awaits the next round of data which is anticipated to include pre- and post-test results for many more students.

**Review (09-25-09):**

Congratulations on the successful retirement of the Education Goals project. As you conclude the project you have an opportunity to reflect upon what you have learned: successful strategies, challenging points in the process, and effective practices. Sharing your story with other AQIP members, possibly at the Annual Higher Learning Commission Conference, will be greatly appreciated. Additionally, just as you were mentored by Alverno it is probably that others can benefit from your expertise as the AQIP Principle of Leadership. The new Curriculum Mapping Project is a logical extension providing a directed initiative to align goals with the new goals.

D. Describe any "effective practice(s)" that resulted from your work on this Action Project.

The iterative process through which the new General Education Goals were developed could be considered an effective practice. In fact, members of the Assessment Team presented the process at the Illinois Community College Assessment Fair this Spring. While the College's original 12 General Education Goals represented discipline-specific silos, the five new General Education Goals are broader and support interdisciplinary connections of concepts, constructs, and principles. The Goals are intended to provide a framework for a learning environment that fosters a wide array of life and career skills that will enrich students' professional and personal lives.

**Review (09-25-09):**

Sharing your effective practices through presentations provides a rich opportunity for other institutions not only to learn about your process but solicit input for their own initiatives. Publicizing your process on the institutional website can serve as an institutional document of achievement but also serve as a resource for others. As you continue with your Curriculum Mapping Project, it will be informative to keep connections public and accessible between the old and new. In this way you can best track your processes

E. What challenges, if any, are you still facing in regards to this Action Project?

While the College is scheduled to retire this specific Action Project, as part of its ongoing efforts to improve the process for assessment of General Education Goals, the Assessment Team and Curriculum and Academic Policy Council (CAPC) plan to address two specific challenges this academic year. First, the Assessment Team recognizes that an opportunity for improvement exists with regard to the criteria for selecting students to complete the CAAP post-test. While a 45 credit-hour threshold was selected to ensure that students would have enough time to complete the post-test before graduation, it is now evident that a generic "credits-completed" threshold is perhaps not the best indicator of a student's readiness to complete the post-test. For example, some students complete 45 credit hours without taking courses in mathematics or composition. Accordingly, the Assessment Team plans to work to develop more comprehensive and appropriate criteria for selecting students who are required to complete the CAAP post-test. Furthermore, CAPC will review the requirements for students to complete the CAAP post-test. As many students choose not to participate in graduation ceremonies, the current requirements

present little incentive to many students, resulting in limited numbers of test completions and results.

**Review (09-25-09):**

Completion of optional assessments as students near graduation is challenging as students focus on what comes next after college rather than improving their academic performance, which assessments typically mean for students. As you study options for implementing the post-test, you might consider some of the following. First, students may value documentation of their intellectual growth by having their pre- and post-test scores as part of their transcript. Second, given your commitment to assessment and the work you have done with Alverno, a portfolio component might provide incentive and relevance of the test scores for students. If portfolios are used in an academic unit, this might provide a place to test the idea of benchmark assessments upon which students can not only document but also see their growth and development measured. Keeping in mind the AQIP Categories of Understanding Students' and Other Stakeholders' Needs and Helping Students Learn will helpful as this project commences.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project explain your need(s) here and tell us who to contact and when?

**Review (09-25-09):**

9904 The institution has achieved an exceptional accomplishment through this project, and its work represents an "outstanding practice" that ought to be shared with other higher education institutions

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## Action Project

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**Email:** kplinske@mchenry.edu      **Telephone:** 815-455-8694

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**Timeline:**

Planned project kickoff date: 09-06-2006

Target completion date: 06-30-2009

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Develop a Culture of Continuous Improvement through Training and Practice

B. Describe this Action Project's goal in 100 words or fewer:

This project will engage large numbers of employees in the College's continuous improvement efforts through a comprehensive training program and opportunities for involvement. Within three years, 100% of current administrators, 60% of current full-time faculty, and 60% of current full-time staff will have completed continuous improvement training and will have participated on an action project team and 100% of new hires will complete continuous improvement training. Additionally, a minimum of four employees will be trained as "master trainers" and will act as facilitators of continuous improvement training for the College. Furthermore, at least three employees will become AQIP Peer Reviewers.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Planning Continuous Improvement

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities: 

As the College is making its transition to AQIP and is working to further develop a culture of continuous improvement, it is essential that employees are familiar with systems thinking and the philosophies and tools of continuous improvement. This project will provide a systematic method to actively involve large numbers of employees in training and improvement projects.

E. List the organizational areas - institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project: 

• AQIP Steering Committee • Organizational Effectiveness • Professional Development • Furthermore, all areas of the College will be affected as employees from all departments are trained and as cross-functional improvement projects are implemented.

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve: 

As a result of this Action Project, the College will improve the process of identifying potential continuous improvement projects and cross-functional action teams. As a result of training, many College processes will be selected as areas of focus for continuous improvement projects and recommendations for improvements will be made and implemented College-wide.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion): 

Nearly three years will be required in order to meet the project's participation objectives. The College has the capacity to involve approximately 70 employees each year in comprehensive continuous improvement training; therefore, it will take approximately three years to involve 100% of current administrators (43), 60% of current full-time faculty (60), 60% of current full-time staff (100), and 100% of new hires.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing: 

A database will be created to track employee participation in continuous improvement training and action projects which will allow the College to monitor progress toward the stated project goals. In addition, each continuous improvement action team will input their project's objectives in an online database and track the implementation of each project's recommended improvements.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals: 

• Percentage of employees trained in continuous improvement philosophies and tools • Percentage of

employees participating in continuous improvement action projects • Number of internal “master trainers” prepared to facilitate continuous improvement training • Percentage of action team recommendations that are successfully implemented • Improvements to College systems and processes as measured by continuous improvement action team recommendations and outcomes • Number of employees trained as AQIP Peer Reviewers

J. Other information (e.g., publicity, sponsor or champion, etc.):

The College will publish its progress on this project via its Continuous Improvement and AQIP website. In addition, project updates will be presented at the annual Fall and Spring workshops as well as at the annual college-wide Professional Development Day. Project Champions: Kathleen Plinske, Coordinator of Media Development and Technology Training Pat Stejskal, Coordinator of Employee Training and Development Melissa Stutz, Director of University Center, Community & Professional Programs Elaine Whalen-Pedersen, Faculty Development Chair

K. Project Leader and contact person:

Contact Name: Kathleen A Plinske, Coordinator of Media Development and Tec

Email: kplinske@mchenry.edu

Phone: 815-479-7573 Ext.

### Annual Update: 2009-09-14

A. Describe the past year's accomplishments and the current status of this Action Project.

The primary objectives of this Action Project have been met, and the Project is scheduled for retirement at the conclusion of this Annual Update cycle. During the 2008-2009 academic year, seven new continuous improvement action projects were implemented, for a total of 42 action projects since Spring 2006. While the vast majority of these action projects were not officially submitted to AQIP, these “internal” action projects have served the purpose of creating a culture of continuous improvement at the College. One of the primary objectives of this particular Action Project was to facilitate the formal involvement of a majority of employees in continuous improvement efforts. Given that the College’s process for the assessment of General Education Goals as well as the implementation of a new Enterprise Resource Planning (ERP) system have become formalized Action Projects, the College has not only met but exceeded its goals with regard to employee participation. Furthermore, the College now requires all new full-time employees to complete a 90-minute Professional Development workshop entitled “Introduction to Continuous Improvement at MCC” which present an overview of AQIP, MCC’s continuous improvement efforts, and an overview of process improvement tools. The workshop materials are available at: <http://www.insidemcc.mchenry.edu/aqip/resources/cimanual.pdf>

**Review (10-08-09):**

McHenry County College has met the objectives of its action project to improve "planning continuous improvement." The project will be retired at end of this AQIP update cycle. Many institutional action projects undertaken by MCC resulted in the creation of a culture of continuous improvement. MCC leadership, faculty, and staff are to be commended for their efforts. The institution has made reasonable progress toward the achievement of planning for continuous quality improvement.

B. Describe how the institution involved people in work on this Action Project.

As a result of this Action Project, the College has established a Continuous Improvement Steering Committee which consists of the College President, the College’s three Vice Presidents, three faculty members, three staff members, three administrators, a member-at-large, the Director of Professional Development, and the Director of Institutional Research. The three representatives from the faculty, staff, and administration serve on rotating three-year terms. Responsibilities of the Steering Committee include serving as sponsors for the College’s action projects, approving or modifying recommendations for improvement presented by Action Teams, and approving the expenditure of up to \$100,000 per year toward continuous improvement efforts. The composition of the Steering Committee was intentionally designed to allow for broad, College-wide representation, and to allow faculty, staff, and administrators to serve in a significant leadership role along with the College’s executives. In addition to the Steering Committee, employees have been actively involved in each of the College’s 42 action projects. All

Action Teams are designed for broad institutional representation, with membership consisting of administrators, faculty, and staff. Given the number and scope of the College's action projects, the majority of employees have been active participants in continuous improvement efforts.

**Review (10-08-09):**

MCC leadership has done a commendable job in establishing an effective organizational climate to promote continuous quality improvement. Three important elements in effective organizational communication include relationship development, creating a supportive climate where collaboration can occur, and ensuring all members of the organization are on the same page (understanding). In an effort to do these things, the institution has created a campus-wide Continuous Improvement Steering Committee (college president, three vice presidents, three faculty members, three staff members, three administrators, a member-at-large, the director of professional development, and the director of institutional research). MCC leadership has been effective in these areas, thereby allowing for the completion of their action project. MCC personnel have developed a number of action projects. Therefore, it is evident that the majority of employees have been active participants in continuous quality improvement efforts at MCC. The institution has made reasonable progress toward ongoing continuous quality improvement.

**C. Describe your planned next steps for this Action Project.**

As the primary objectives of this Action Project have been met, this Project is scheduled for retirement at the conclusion of this Annual Update cycle. Nevertheless, the College plans to continue the efforts that were initiated by this Action Project, including the continuation of the Steering Committee, the annual allocation of \$100,000 to support continuous improvement activities, the bi-annual request of all employees to submit suggestions for action projects, and the establishment of action teams to address areas of opportunities for improvement that are in alignment with the College's goals and strategic directions.

**Review (10-08-09):**

With objectives met, MCC is retiring this action project. The next step anticipated by MCC leadership involves continuing work efforts by the steering committee toward CQI, an annual allocation of \$100,000 to support continuous improvement activities, a bi-annual request of all employees to submit suggestions for action projects, and the establishment of action teams. Such steps should help to make this action plan goal a systemic element of the institution, thereby ensuring continuous quality improvement and helping students learn.

**D. Describe any "effective practice(s)" that resulted from your work on this Action Project.**

The establishment of the College's cross-representational Continuous Improvement Steering Committee has clearly been evidenced as an effective practice. Steering Committee members serve as liaisons with their respective departments and employee groups to help develop an institutional understanding and awareness of the College's continuous improvement efforts. This February, the College's President abruptly retired, and there was concern that the College's continuous improvement efforts might be endangered as this particular President was known as a "champion" of AQIP. However, it is now clear that the establishment of the Steering Committee helped to generate a broad sense of buy-in and ownership of continuous improvement at the College. The Steering Committee was scheduled to meet three days after the President's retirement, and the Committee proceeded as if it were business-as-usual. Despite the President's absence, there was never any question among the members of the Steering Committee or the general College community regarding the value of continuous improvement or the importance of the efforts of the College's Action Teams. The fact that the College continues with a healthy continuous improvement program today is perhaps the clearest indicator that the objectives of this particular Action Project to develop a culture of continuous improvement have been met.

**Review (10-08-09):**

MCC is to be commended for its collaborative efforts toward providing a campus-wide culture of continuous quality improvement. Evidence of this effort is demonstrated through the establishment of a cross-representational Continuous Improvement Steering Committee. This "best" practice provides the



institution with several CQI qualified liaisons within various departments and among various employee groups. The liaisons provide an institutional understanding and awareness of MCC's continuous improvement efforts. MCC's leadership is to be commended and thanked for its desire and efforts to develop and provide AQIP reviewers. THANK YOU. The institution has made reasonable progress in its efforts planning for continuous quality improvement.

E. What challenges, if any, are you still facing in regards to this Action Project?

Over the last two years, the College has experienced a significant amount of turnover, much of which was prompted by the phasing out of an early retirement incentive. As employees leave an institution, organizational culture often leaves with them. Accordingly, the College has made concerted efforts to involve new employees in its continuous improvement efforts, including establishing a required workshop for all new employees to provide an overview of AQIP and continuous improvement at the College. Furthermore, an overview of continuous improvement is part of the orientation sessions for new full-time and part-time faculty, and a review of the improvements implemented by action teams has become a standard part of the College's Professional Development Day for all employees. In addition, the College's first Systems Portfolio is due in November. The College is preparing to embark upon a process to revise its Strategic Plan and will incorporate the feedback included in the College's Systems Appraisal in identifying future Strategic Directions. This explicit connection between the College's strategic planning efforts and AQIP activities will help to further underscore the critical role that continuous improvement plays in the College's culture.

**Review (10-08-09):**

Everyone recognizes the issues employee turnover causes, in general. Obviously it makes it much more difficult to maintain a CQI culture, but as leadership at MCC recognize, it is vital to the ongoing effectiveness of helping students learn. Therefore, MCC is continuing to make a concerted effort to involve new employees in its continuous quality improvement efforts. The institution is making reasonable progress in its efforts to establish a campus-wide systemic culture of continuous quality improvement. Keep up the good work!

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project explain your need(s) here and tell us who to contact and when?

**Review (10-08-09):**

N/A.

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## Action Project

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**Institution:** McHenry County College  
**Submitted:** 2006-07-19      **Contact:** Kathleen Plinske  
**Email:** kplinske@mchenry.edu      **Telephone:** 815-455-8694

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**Timeline:**

Planned project kickoff date: 09-06-2006

Target completion date: 06-30-2009

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Key Performance Indicator (KPI) and Balanced Scorecard Development

B. Describe this Action Project's goal in 100 words or fewer:

A cross-functional continuous improvement (CI) action team will develop a "scorecard" of College-wide quantitative indicators of institutional health and achievement. This set of indicators will assist stakeholders by developing a common focus that will help them steward, plan, and manage College resources and efforts based upon real data and realistic standards. It will also help to coordinate and to optimize College efforts, to reduce "silo mentality" and to help faculty and staff to see themselves and their units as accountable for and contributors to the common goals of student and institutional success.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Measuring Effectiveness

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities: 

Discussions about this project have taken place in the last year between the Board of Trustees and the College leadership, and there is considerable enthusiasm in both groups to move forward. In addition, the project represents a highly visible example of evidence or data based decision-making, a concept that the president has emphasized with a number of internal and external stakeholders. As such, it represents a first step toward creating consensus throughout the College about what "the facts" are, and it increases the transparency of the College's decision-making process at a time when there is some concern that decisions are made without evidence or objective basis. Institutional decision-making was one of the four areas identified as part of the AQIP Constellation Survey and Conversation Day.

E. List the organizational areas - institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project: 

All areas of the College will be affected by and involved in the system that will be developed through this project. A large number of stakeholders will be involved in the actual development of the tool. Year one of project development will directly involve: • The Board of Trustees • The President's Executive Council • The Office of Institutional Research and Planning • A CI action team of 5-6 faculty, staff and administrators • The CI Steering Committee • Leaders in administration, student services and academic affairs Years two and three will also involve: • Program Directors and Chairs • A variety of departmental faculty and staff

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve: 

- Planning, by providing a link between key planning goals and institutional efforts
- Communication, by disseminating a tool that links institutional activities to the College's mission, goals, and strategic plan
- Management, by coordinating information that will drive activity at different levels of the institution
- Staff development

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion): 

The project will require coordination of efforts with a variety of bodies, including the Board of Trustees, College administrators, faculty and staff. A CI action team will meet weekly throughout the period to carry out the project. It will require a number of steps in its development. These will include: 1. Defining KPIs based upon stakeholders needs and perspectives, Promising themes or perspectives around which sets of indicators have been developed elsewhere include: • People: Enabling and developing staff, •

Resources: Using resources wisely, • Processes: Improving institutional processes continuously, • Service: Anticipating and responding to our students and customers 2. Validating the KPIs by review with stakeholders, 3. Establishing goals and developing a deployment strategy, 4. Formulating an assessment strategy and data collection system to track performance, 5. Establishing baselines, tracking trends and making competitive comparisons, 6. Benchmarking and 7. Setting performance targets and stretch goals, 8. Developing a graphic interface or “scorecard” to present the status of the indicators, 9. Developing division-level and department-level indicators and diagnostics linked to the College-wide indicators, and 10. Evaluating and revising the tool.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing:

The project sponsor and project team leader will monitor its progress to ensure that the milestones (see above) are accomplished in accordance with the project timetable. Project sponsors will report monthly to a CI steering committee on the progress of the project. The Steering Committee includes the College president, key members of his Executive Council, and representatives from administration, faculty, and staff. Project team members will also review the project’s outcomes with internal and external stakeholders at multiple steps in the project’s development. The project is scheduled over a three-year period: Year 1: The team will establish a balanced scorecard comprising a set of College-wide KPIs; Year 2: The team will develop related scorecards and KPIs for each of the College’s divisions; and Year 3: The team will develop related scorecards and KPIs for each subject matter or functional department of the College.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

1. The College-level system will be operational by June 30, 2007. 2. Stakeholders will be surveyed or interviewed in the Fall Semester of 2007 to discover: • Their ratings of the degree to which the tool is being used, • Their evaluation of the usefulness of the tool to their work, • The institutional goals that have been based on the benchmarks, • The specific actions that have been undertaken to address issues identified through use of the KPIs, and • Their ideas for improving the instrument. 3 The division-level KPIs and scorecards will be operational by June 30, 2008. 4 The departmental-level KPIs and scorecards will be operational by June 30, 2009. 5. Relative and absolute improvements as reflected in the indicators will also serve as measures of the improvements brought about by the new system.

J. Other information (e.g., publicity, sponsor or champion, etc.):

The College will publish its progress on this project via its Continuous Improvement and AQIP website. In addition, project updates will be presented at the annual fall and spring workshops as well as at the annual College-wide Professional Development Day. Project Champions: Walter J. Packard, President Marilyn Weniger, Director, Student Development

K. Project Leader and contact person:

Contact Name: Donald Quirk, Director of Institutional Research and P  
 Email: dquirk@mchenry.edu  
 Phone: 815-455-8915 Ext.

### Annual Update: 2009-09-14

A. Describe the past year's accomplishments and the current status of this Action Project.

As College-wide key performance indicators and a balanced scorecard were developed during the 2007-2008 academic year, the College focused its efforts this academic year on further clarifying the College’s performance targets and enhancing the College’s ability to derive comparative results. This year, the College joined the National Community College Benchmarking Project (NCCBP). By mid-Fall, the College expects to receive a report from the NCCBP which will include comparative data for each of the measures for which data was submitted. Participation in the NCCBP will provide the College with access to significantly more comparative data than has ever been available, and will allow the College to add comparative performance targets in addition to current year-to-year targets. Furthermore, the College focused efforts this year on clarifying the performance targets related to AQIP Category #1, Helping Students Learn. Accordingly, the College has adopted the Maryland Model for tracking the success of student cohorts, has examined data from the National Student Clearinghouse to track which MCC students transfer to other institutions and review their success, and has examined data from the Illinois Shared Enrollment and Graduation database which provides information about MCC students’ majors

and GPAs at four-year institutions.

**Review (09-30-09):**

McHenry County College has completed a multi-year Action Project in which the College developed a scorecard for numerous indices of institutional effectiveness. McHenry County describes AQIP Category Seven, Measuring Effectiveness, as the Category that most accurately describes this Project, and notes that it has adopted Category One, Helping Students Learn, as an additional Category that reflects its efforts to assess student success. The Project has incorporated such Categories as Understanding Students' and Other Stakeholders' Needs, Valuing People, and Supporting Institutional Operations as well. This Project adheres to key Higher Learning Commission principles, including a clear focus on meeting the expectations of students and stakeholders; a broad-based involvement of faculty and staff to meet students' needs; a quality-driven program in which the central administration provides leadership; crucial emphases on collaborative work; and a high degree of integrity brought to the Project by the institution's respect and trust in the contributions of each of its participants. We commend McHenry County College for using data provided by many institutions as a benchmark for assessing its own performance.

**B. Describe how the institution involved people in work on this Action Project.**

The composition of this Action Team intentionally represents a wide range of areas across the institution, including faculty from credit programs, administrators from non-credit programs, as well as representatives from human resources, finance, student services, marketing and public relations, and institutional research. Furthermore, the President of the College served as the sponsor for this Action Project, underscoring its high institutional priority. The College's scorecard has been posted on the employee intranet, has been presented to all employees at the College's Professional Development Day, and has been presented to the Board of Trustees. As draft responses to each of the Categories of the College's first Systems Portfolio are created, data from the newly identified key performance indicators serve a critical role in the College's responses to all "Results" questions. As drafts of the Category responses are posted on the College's intranet for review and feedback, all employees have an opportunity to learn about the measures for which MCC currently collects data and review how the College compares to other similar institutions.

**Review (09-30-09):**

MCC has developed a very collaborative approach for implementing this Project and allowing each employee to share in knowledge about its results. These actions, together with strong support from the central administration, have helped to develop wide support for the benefits of assessing and sharing information about the ways in which the institution seeks to meet its goals.

**C. Describe your planned next steps for this Action Project.**

The primary objectives of this Action Project have been met, and the Project is scheduled for retirement at the conclusion of this Annual Update cycle. However, the Vice President for Institutional Effectiveness and the Director of Institutional Research will work to continue to clarify and refine the College's key indicators, and update the data reflected in the College's balanced scorecard on a regular basis. The College's Assessment Team, which consists of faculty liaisons from each of the academic divisions, will work this academic year to review and further refine indicators specifically related to AQIP Category #1, Helping Students Learn, and AQIP Category #3, Understanding Students' and Other Stakeholders' Needs.

**Review (09-30-09):**

We commend McHenry County College for continuing to assess this Action Project even as it moves on to develop new Action Projects.

**D. Describe any "effective practice(s)" that resulted from your work on this Action Project.**

The work of this Action Project truly came together once the relationships between the College's key performance indicators and the AQIP Categories emerged. While the Action Team initially struggled with grouping key indicators together in meaningful ways, work toward the development of the

College's first Systems Portfolio helped to make the inherent interconnections between indicators more apparent. Four key groupings of indicators naturally emerged: Helping Students Learn, Understanding Students' and Other Stakeholders' Needs, Valuing People, and Supporting Institutional Operations. The use of terminology associated with the AQIP Categories helped Action Team members and the institution as a whole understand the connections between continuous improvement, the College's mission and goals, measures of the College's effectiveness, and the Systems Portfolio.

**Review (09-30-09):**

We recommend that McHenry County College present this Action Project and its results at a meeting of the Higher Learning Commission. Many other institutions will benefit when they learn what McHenry has accomplished.

**E. What challenges, if any, are you still facing in regards to this Action Project?**

The College has experienced a significant degree of turnover specific to this Action Project in the last six months. For example, of the four-member Executive Council, the President and two Vice Presidents have been replaced. Accordingly, the Executive Council will need to work to identify effective ways to utilize the College's key performance indicators and scorecard in its decision-making processes. In addition, the College's long-time Director of Institutional Research retired in April. However, his replacement has already brought new ideas and insight to the Project, including working to derive comparative results from the National Community College Benchmarking Project and the Illinois Shared Enrollment and Graduation Database.

**Review (09-30-09):**

McHenry County College's experiences regarding turnover among key employees reflects a widespread pattern in American higher education. It appears that there will be some continuity among leaders and that the institution's new Director of Institutional Research is committed to the Project. New leaders often bring new insights that will strengthen existing successful Projects. We are confident that MCC has institutionalized this Project and will continue to build upon its success.

**F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project explain your need(s) here and tell us who to contact and when?**

**Review (09-30-09):**

The Higher Learning Commission will be available at all times to assist McHenry County College as it develops new Action Projects. 2060

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## Action Project

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**Institution:** McHenry County College  
**Submitted:** 2009-03-03      **Contact:** Kathleen Plinske  
**Email:** kplinske@mchenry.edu      **Telephone:** 815-455-8694

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**Timeline:**

Planned project kickoff date: 07-01-2008

Target completion date: 06-30-2010

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Implementing a New Enterprise Resource Planning (ERP) System

B. Describe this Action Project's goal in 100 words or fewer:

To implement a new Enterprise Resource Planning (ERP) system on schedule and on budget, maintaining the level of service offered by the current mainframe system and establishing a strong foundation for future enhancements that will lead to increased institutional effectiveness and efficiency in support of the College's mission and goals.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Supporting Institutional Operations

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities: 

The College's current legacy mainframe system has been in use for more than 30 years. It is becoming difficult for the College to support the hardware and software of the legacy system because of its age. In addition, the College's legacy mainframe system does not allow for a unified web-based portal for students to access key student services such as admissions, registration, degree audit, student accounts, and student records. Furthermore, the current legacy system does not allow for convenient access to student, financial or personnel records to support data-informed decision-making.

E. List the organizational areas - institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project: 

• I.T. (Computing Services, Network Services); • Student Services (Admissions, Advising, Career Services, Financial Aid, Records, Registration, Student Accounts); • Institutional Effectiveness (Institutional Research, Marketing and Public Relations, Professional Development); • Academics (credit programs, non-credit programs, adult education, corporate training, distance education); • Administrative Services (payroll, finance, purchasing, Human Resources).

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve: 

• Recruiting; • Admissions; • Academic Advising; • Student Registration; • Packaging and Disbursing Financial Aid; • Student Accounts; • Posting of Academic Records; • Degree Audit; • Development of Course Catalog and Schedule; • Facilities Scheduling; • Budgeting; • Payroll; • Human Resources.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion): 

The College has worked collaboratively with Campus Management, the vendor of the ERP system, to outline a timeline for the project. The College is planning to go live with its new financial and human resources system on July 1, 2009, and to go live with its new student information system and portal on September 21, 2009. The timeline for this action project will allow the College to complete the technical conversion process as well as ensure ample time for development and implementation of improved business processes to leverage the more robust functionality of the new ERP system.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing: 

Because of the magnitude of this project, a monthly status report is planned which will be shared with the Board of Trustees and all College employees. The status report will include key project and budgetary milestones, and will outline key accomplishments for the month as well as any potential risks that could impact the success of the project. The monthly status report will be included in the monthly packet of the Board of Trustees, will be available online, and will be summarized in the President's monthly report to

College employees. The following process measures have been identified to monitor how successfully the efforts on this Action Project are progressing: • Number of issues identified and resolved during data validation in Data Spins 1-4; • Successful go-live with financial and human resources module on July 1, 2009; • Successful go-live with student information system on September 21, 2009.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals:

The overall outcome measure for the project is the on-time and on-budget deployment of a new ERP system which maintains at least the level of service offered by the current mainframe, as well as adding new features in support of the College's mission, including: • availability of a unified student services web portal; • functionality for students and community members to register for non-credit classes online; • functionality for faculty to review course rosters and post final grades online; • automated posting of satisfactory grades for non-credit courses; • process improvements as a result of not being "handcuffed" by a decades-old administrative computing system.

J. Other information (e.g., publicity, sponsor or champion, etc.):

K. Project Leader and contact person:

Contact Name: Kathleen A Plinske, Associate Vice President of Institutiona

Email: kplinske@mchenry.edu

Phone: 815-455-8694 Ext.

#### Annual Update: 2009-09-14

A. Describe the past year's accomplishments and the current status of this Action Project.

The College's implementation of a new Enterprise Resource Planning (ERP) system is currently on-time and on-budget. On July 1, 2009, the College successfully launched its new finance, payroll, and human resources modules. On February 17, 2010, the College is scheduled to launch its new student information system and web-based student and faculty portal. In preparation for the launch of the payroll and human resources modules, the College encountered data integrity issues in the 40-years of historical data in the legacy mainframe system. These issues were identified and resolved before the launch of the new system, and the College is now confident that the data in the new ERP system is accurate. In preparation for the launch of the new student information system, the College has engaged in four rounds of data validation to ensure the integrity of the data that will be imported into the new ERP system. Furthermore, the College has engaged in a thorough Business Requirements Review process, modifying a number of processes to model proven best practices, including redesigning the College's refund policy, redesigning the process for submission of midterm rosters and final grades, and redesigning the process for assigning final grades in developmental courses.

#### *Review (09-20-09):*

McHenry County College (MCC) is to be commended on achieving its target goal of launching the payroll, finance, and human resources components of the new Enterprise Resource Planning (ERP) system. This endeavor clearly speaks to the College's commitment to continuous quality improvement, and is in line with AQIP Category 6: Supporting Institutional Operations, as well as Category 8: Planning Continuous Improvement. The pervasiveness of the new ERP system on operations throughout the College will be seen as this is a very substantial undertaking, and one that will clearly result in institutional change. The testing procedures (four rounds of data validation) appear very solid, and the College has recognized the need to delay activation of the student information systems for a few months to ensure other elements are in place and meet the standards desired.

B. Describe how the institution involved people in work on this Action Project.

Unlike many other Action Projects where a challenge is involving people, the challenge with this particular Action Project is identifying employees who have not been directly involved. This truly has become an institution-wide action project. The action project has visible support from the senior-level administrators at the College, including the President who serves as the Project Sponsor, underscoring the institutional scope of the project. In addition, the project managers include the Vice President for Institutional Effectiveness, the Assistant Vice President of Information Technology, and the Assistant

Vice President of Finance. By design, the project also involves employees at all levels of the organization, as the College has identified Subject Matter Experts (SMEs) from each of the departments that will be affected by this implementation. The SMEs act as liaisons with other employees in their departments to communicate the status of the project as well as gather business requirements and make recommendations for process improvements. Furthermore, because of the time-intensive nature of the formal data validation process, the College hired retirees who had extensive experience with the legacy mainframe on a temporary basis to identify any data integrity issues and explain the historical context for the format of student data.

**Review (09-20-09):**

McHenry County College has recognized and demonstrated the importance of this project, and the impact that the successful implementation of the new ERP system will have on the entire college. The level of involvement seen from the top down is just one indicator of importance that has been placed on this project. Creative use of resources (hiring experienced retirees to assist in the process) should enhance the project while also allowing a high level of service to continue to be offered on an ongoing basis throughout the implementation phase(s).

**C. Describe your planned next steps for this Action Project.**

The College is currently collaborating with the ERP software vendor to finalize the documentation of business requirements for financial aid and state and federal reporting. Furthermore, the College is working with the vendor to design a custom online student application, an integrated process for the development of faculty contracts and processing of payroll, and an integrated system to assist students in identifying the textbooks that are required for the courses in which they are enrolled. In preparation for the launch of the new student information system, the College plans to complete one more formal round of data validation in the month of October, and then begin a final round of user acceptance testing in November and December. An intensive training program will be launched for employees in January and February, and on February 13 the College will begin the process of transferring historical data from the legacy mainframe system into the new ERP system, which is expected to be operational by February 17. Throughout the month of February and March, the College will offer formal training sessions for employees, and will also have a number of "just-in-time" trainers available to help support staff with immediate needs or questions.

**Review (09-20-09):**

A very thorough timeline of planned next steps has been developed. The next steps consist of data validation, training, and ensuring that all required operational elements are in place. The next few months, if not longer, will be both critical and challenging as the College works towards full implementation of the new ERP system.

**D. Describe any "effective practice(s)" that resulted from your work on this Action Project.**

The identification of senior administrators as the project sponsor and project managers has certainly emerged as an effective practice associated with this Action Project. In many instances, the full responsibility for an ERP conversion falls within an institution's Information Technology department, whereas a successful conversion requires the input and efforts of the entire institution. By providing visible support at the top levels of the organization, it is clear that this project is a key institutional priority. In addition, the hiring of retirees to support the data validation process has emerged as an effective practice. Over the last two years, the College experienced a tremendous degree of turnover, primarily due to the phasing out of an early retirement incentive program. Accordingly, there is a significant number of relatively young retirees who are eager to remain involved with the College and share their expertise. Given the retirees' vast experience on the College's legacy mainframe system, they come prepared with the skills necessary to participate in data validation, and their hours of service allow current employees to focus their efforts on learning how to use the new ERP system while simultaneously completing their job responsibilities.

**Review (09-20-09):**

A key statement that has been identified in this report is "a successful conversion required the input and



efforts of the entire institution.” This statement clearly points to the recognition of the significance of the project as it affects operations college-wide, and as a result, the level of support that is required to ensure success. McHenry County College is to be applauded once again for involving knowledgeable and interested retirees in this project. As the College has identified, using these individuals to assist in the implementation of the new ERP system has likely enhanced the process while enabling the College to continue to provide a high level of ongoing customer service.

E. What challenges, if any, are you still facing in regards to this Action Project?

McHenry County College is the first community college with whom our ERP software vendor has ever worked. Accordingly, the ERP’s financial aid module as originally designed was inadequate to meet MCC’s business needs. The vendor has agreed to develop a custom solution, at no cost to the College, to meet MCC’s business requirements. However, as with any custom solution, there is risk associated with the vendor’s ability to meet its proposed timeline. If the financial aid module is not developed by the end of the calendar year, the College’s go-live date will need to be postponed, likely until September 2010. Unfortunately, this particular challenge is outside of the College’s control as there is nothing more that MCC can do to ensure the on-time completion of the financial aid module.

**Review (09-20-09):**

MCC has recognized the challenges associated with being a pioneer. In this case, being the first community college to adopt this new ERP system has resulted in the need for customization, and possibly a delay in implementation. Long term success will hinge upon successful implementation of what MCC will optimally need, so delays, while undesirable, will hopefully have positive long-term consequences for the College. The global judgment of this reviewer is that MCC has achieved an exceptional accomplishment through this project. Its work in transforming the institution through the implementation of a new ERP system represents an outstanding practice that ought to be shared with other higher education institutions engaged in, or considering a similar project. Being the first community college to adopt this system enhances McHenry County College position as an institution that can provide others with insight and wisdom as they go down this path.

F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project explain your need(s) here and tell us who to contact and when?

**Review (09-20-09):**

Re65. Congratulations on your many accomplishments to date on this project.

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## Action Project

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**Institution:** McHenry County College  
**Submitted:** 2009-03-03      **Contact:** Kathleen Plinske  
**Email:** kplinske@mchenry.edu      **Telephone:** 815-455-8694

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**Timeline:**

Planned project kickoff date: 01-01-2009

Target completion date: 05-31-2010

Actual completion date: --

A. Give this Action Project a short title in 10 words or fewer:

Comprehensive Emergency Response Planning

B. Describe this Action Project's goal in 100 words or fewer:

The goal of this action team is to produce a functional and operational plan that will be a working guide on how our institution will respond to an emergency. This plan will include procedures and training guidelines and will involve stakeholders such as Crystal Lake Police and Fire Department and other appropriate community agencies. Another outcome of the action project will be the development of a process to regularly review and update the plan to ensure that it is current and meeting the changing needs of the institution.

C. Identify the single AQIP Category which the Action Project will most affect or impact:

Primary Category: Supporting Institutional Operations

D. Describe briefly your institution's reasons for taking on this Action Project now -- why the project and its goals are high among your current priorities: 

This particular project has a direct impact on every person who is on the MCC property. As a result of recent tragedies that have occurred throughout the country, it is imperative that the college be prepared and equipped to handle such an event. Also, state and federal guidelines require such planning and compliance.

E. List the organizational areas - -institutional departments, programs, divisions, or units -- most affected by or involved in this Action Project: 

All employees and students, in particular: Campus Safety, Administration, Student Life, Faculty (including adjuncts), and Buildings & Maintenance Departments. Professional Development will be directly involved as the hub of training for the project.

F. Name and describe briefly the key organizational process(es) that you expect this Action Project to change or improve: 

Developing, evaluating and updating the College's Comprehensive Emergency Response Plan. Training all employees and students in appropriate procedures to follow in an emergency.

G. Explain the rationale for the length of time planned for this Action Project (from kickoff to target completion): 

This action project is expected to initially move in a very expeditious manner in an effort to ensure the safety and security of every stakeholder and to meet compliance dates. The second phase of the project involves training and continual evaluation of the plan with revisions as needed.

H. Describe how you plan to monitor how successfully your efforts on this Action Project are progressing: 

The following milestones have been identified to monitor successful progress for this Action Project: May 2009 – Written plan developed, table top drill completed; Dec 2009 – All-employee training and drills; May 2010 – Students involved in training and drills.

I. Describe the overall "outcome" measures or indicators that will tell you whether this Action Project has been a success or failure in achieving its goals: 

The following outcome measures have been identified to indicate successful achievement of the goals of this Action Project: -Development of NIMS compliant Emergency Response Plan that is supported by the Crystal Lake Police and Fire Departments; -80% of employees participate in drills; -Student participation in live drills.

J. Other information (e.g., publicity, sponsor or champion, etc.): 

The sponsor for this project is: Ron Geary, Department Chair, Public Service - rgeary@mchenry.edu

K. Project Leader and contact person:

Contact Name: Pat Stejskal, Coordinator of Employee Training and Dev

Email: pstejska@mchenry.edu

Phone: 815-479-7530 Ext.

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### Annual Update: 2009-09-14

#### A. Describe the past year's accomplishments and the current status of this Action Project.

Significant progress has been made toward completion of the objectives of this Action Project, and all first-year milestones have been met. The Action Team has collaborated closely with the Crystal Lake Police Department to develop a comprehensive all-hazards emergency response plan, which has received approval from the College's Executive Council. Upon completion of the emergency response plan, the College participated in its first tabletop drill, in which the College's Incident Command Team responded as if a tornado had touched down near campus. The tabletop drill allowed the College to identify strengths and opportunities for improvement in its response plan, and to make necessary adjustments. Furthermore, the College has developed emergency response "flip charts" which have been distributed to all employees and placed next to all office and classroom phones on campus. The flip charts include instructions for what to do in emergency situations, such as a fire, tornado, or violence on campus. In August, the College hosted its first active shooter drill, which was led by the Crystal Lake Police Department. The drill provided faculty with the opportunity to practice response techniques, such as locking classrooms doors, turning off lights, and instructing students to position themselves out of sight.

#### *Review (09-19-09):*

In working toward completion of this action project, MCC has made significant progress in the area of supporting institutional operations. It has also increased its collaborative relationship with the external community by working closely with the local police department. This is not only an important AQIP category, but it is also a principle of high performance organizations.

#### B. Describe how the institution involved people in work on this Action Project.

The action team intentionally consists of representatives from a variety of departments, including Campus Safety and Security, Professional Development, and Information Technology, as well as from the Criminal Justice and Fire Science academic programs. The team has made presentations to all College employees at the annual campus-wide Professional Development Day, and at Fall and Spring Faculty Development Workshops. The College has established an Incident Command Team whose composition is based on the National Incident Management System (NIMS) model. The team includes the President, three Vice Presidents, several Associate Vice Presidents, and several Directors. Furthermore, the College has asked appropriate departments to develop plans for Department Operations Centers (DOCs) which has increased the number of employees who are actively involved in the efforts of this Action Project. All employees have recently participated in fire and tornado drills, and all full-time faculty recently participated in an active shooter drill. The College plans to involve all employees in an active shooting drill this October, and plans to involve students in drills each semester, beginning in Spring 2010.

#### *Review (09-19-09):*

This team has very significantly included experts from across operational and academic units at the college. This is an unusual collaborative mix that makes really good sense and can effectively contribute to a stronger college community where individuals from diverse backgrounds feel connected by a common cause. A comprehensive communication process is in place to ensure that all employees are informed and involved. Introducing an external model such as NIMS provides the institution with the opportunity to use benchmark data as a way to evaluate its process.

#### C. Describe your planned next steps for this Action Project.

Over the next year, the Action Team will continue to work in collaboration with the Police Department

to make revisions and updates to the College's Emergency Response Plan to ensure its accuracy and currency, and to integrate the most up-to-date best practices in planned responses. The Action Team is currently planning for an all-campus drill with multiple scenarios that is scheduled for October 20. This will be the first opportunity for all employees to practice their response in the event of an active shooter on campus. The team is working in close collaboration with the Crystal Lake Police Department to plan training sessions before the drill, and debriefing sessions to discuss the "lessons learned" after the drill. In addition, the Action Team is planning for a tornado drill that will involve students during the Spring semester. Future milestones for this Action Project include the creation of "Campus Response Team Go Kits" which will include critical supplies, campus maps, and emergency contact information for Incident Command Team members to use in case of a disaster that prohibits use of the main campus, the creation of photo IDs for employees, and completion of necessary infrastructure improvements to on-campus Emergency Operations Centers.

**Review (09-19-09):**

The ongoing plans for the implementation of this project reflect an exceptional amount of collaboration, communication and evaluation. The team is to be commended for such a thoughtful and detailed plan.

**D. Describe any "effective practice(s)" that resulted from your work on this Action Project.**

The most effective practice which has resulted from the work of this Action Project has been close collaboration with the Crystal Lake Police Department. The Police Department has been instrumental in the development of the College's comprehensive all-hazards emergency response plan, and has helped to ensure that the College's planned responses reflect the most current knowledge and best practices. Because of this close collaboration, the Police Department has been very willing to lead active shooter drills on campus. During the August drill, a police officer played the role of an active shooter and very closely simulated a true emergency. The Police Department responded with its full SWAT team so that faculty members would be aware of what to expect if such an emergency ever occurred on campus. The Police Department has also requested and has been granted use of campus facilities during hours when the buildings are closed so that the SWAT team can become more familiar with the layout of hallways, classrooms, and offices in order to be as prepared as possible in the event of a true crisis.

**Review (09-19-09):**

The strong relationship that has been developed with the police department is very significant and one that should be continuously nurtured. In addition to the clear benefits related to being prepared for a crisis situation, there may be additional opportunities to collaborate such as providing discounted tuition to the police department, offering them space on campus for events and providing interns from the related academic programs on campus.

**E. What challenges, if any, are you still facing in regards to this Action Project?**

One of the challenges facing this Action Project is sustaining momentum. While all employees are engaged and interested in emergency response planning immediately after a crisis (such as the shooting at nearby Northern Illinois University), it is challenging to keep employees focused on planning for an emergency when there has been relative calm across college campuses nationwide. However, the recent active shooter drill has sparked renewed interest and energy in the Action Project throughout College, and the Action Team's plans for a drill each semester should help to sustain the Project's momentum.

**Review (09-19-09):**

The institution articulates a very significant challenge and that is how to sustain the momentum for an initiative like this one when there is no precipitating crisis. Certainly the continuous drills and posted flip charts will ensure an ongoing awareness. Also the fact that academic programs were involved along with the operations side of the institution provides an opportunity for the programs to build awareness into the curriculum and involve students in keeping the momentum alive.

**F. If you would like to discuss the possibility of AQIP providing you help to stimulate progress on this action project explain your need(s) here and tell us who to contact and when?**

**Review (09-19-09):**

McHenry County College has not requested assistance with this project. (9779)

**RESOLUTION REQUESTING METRA RECONSIDERATION OF PROPOSED  
RIDGEFIELD TRAIN STATION LOCATION**

WHEREAS McHenry County College (MCC) is committed to providing high quality educational opportunities and community services which are accessible to District residents;

WHEREAS MCC is committed to attracting a diverse student population and committed to recruiting and retaining highly-qualified and diverse staff;

WHEREAS MCC is a point of destination for thousands of people on a daily basis, including students, faculty, staff, and community members;

WHEREAS Metra has proposed a plan presented to the City of Crystal Lake for the construction of a train station on land in nearby Ridgefield, in a location which is not contiguous with the MCC campus;

WHEREAS the current proposed land selection's absence of sidewalks, road configuration issues and railroad crossing issues, does not provide for safe and convenient access to MCC students and staff who may use the proposed Ridgefield Metra station;

WHEREAS a train station which is located near the proposed Ridgefield site but on property that is contiguous with, and within walking distance from, MCC's campus would substantially enhance the use of the station by students, staff and community members seeking access to MCC's vast range of educational and community services; and

WHEREAS a train station which is easily accessible and within walking distance from MCC's campus would allow MCC to expand the educational opportunities available to students, such as internships and other field experiences throughout the Chicago metropolitan area and allow MCC to attract and recruit more diverse students and staff who live throughout the Chicago metropolitan area.

NOW THEREFORE be it resolved that:

The McHenry County College Board of Trustees respectfully requests that additional analysis and consideration of land purchase options for the proposed Ridgefield Station be conducted by Metra to include a consideration of the construction of a station that is contiguous with, and within walking distance of, the MCC Campus.