

## STRATEGIC GOALS FY2008 – FY2012

December 2010 Update

Four Strategic Goals were adopted by the Board of Trustees in Fall, 2007. This update provides a narrative description of activities over the past year, refines the specific actions and objectives supporting each goal, and presents the results for performance measures that are being monitored to assess progress and success in achieving the goals. In some cases, a target level of performance is also proposed or modified from the previous target. Each performance measure is summarized with an arrow that designates progress toward meeting the goal or target.



Signifies satisfactory progress or target achieved.



Signifies modest progress or somewhat below target.



Signifies no progress or significantly below target.

### Strategic Goal 1 Financial Position

**Continue to enhance the financial position of the college** by exploring opportunities to expand financial resources while prudently managing revenue and costs, and by examining existing programs, services, and operations to ensure their viable contribution to the success of the institution.

#### Context

*The College has limited control over key revenue sources: influence on state funding long-term is driven by enrollment change and local tax revenue is largely impacted by the overall change in property values. The college has the ability to directly impact student tuition and fee revenue by raising rates and thereby generating additional operating revenue. Other strategies include seeking state and federal grants, exploring additional tax and bonding authority and supporting revenue-generating units of the college such as Continuing Education. Challenges have emerged in the current economic climate with generating investment income, and may eventually adversely affect property values. Tuition income is determined by both the tuition and fees rate established by the Board of Trustees and by enrollment. Operating costs are concentrated (70%) in personnel. Cost control must focus not only on managing personnel costs but also other discretionary costs.*

#### Sub-goal 1.1. Explore opportunities to expand financial resources.

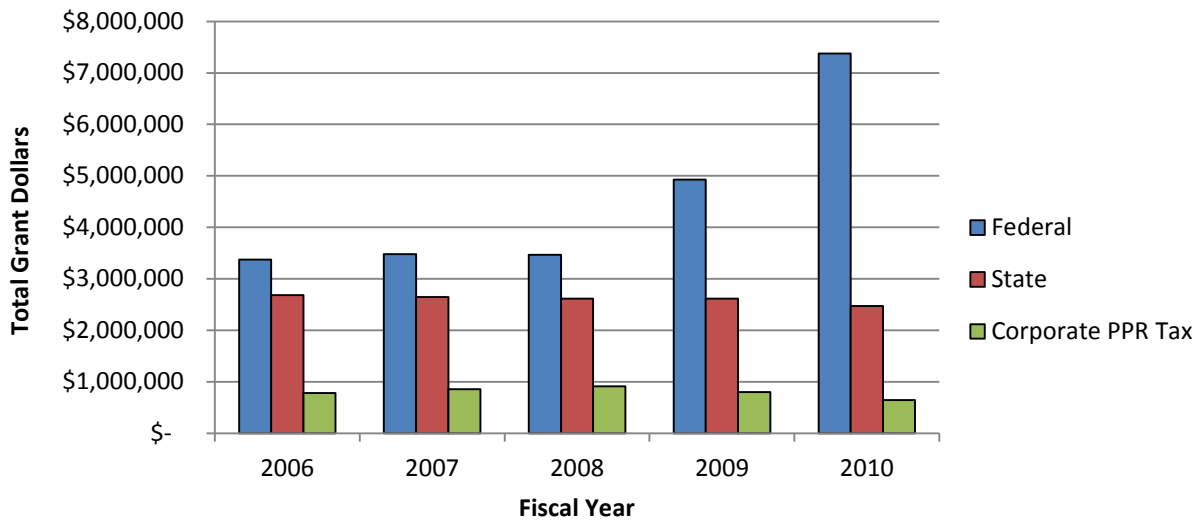
##### **Action 1.1.1.** Pursue state and federal grant opportunities

**Performance Measure:** Total grant dollars received per year.



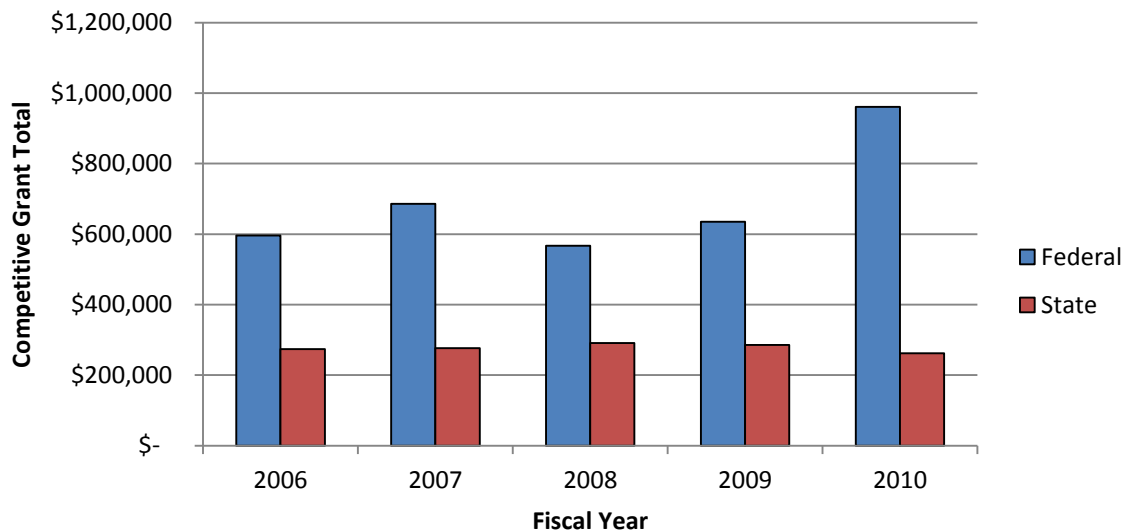
*Figure 1.1.1a shows the total grant dollars received over the past five fiscal years. The total dollar amount of federal grants increased in FY2010 to more than seven million dollars, while state competitive grants and the corporate personal property replacement tax remained relatively steady.*

**Figure 1.1.1a Total State and Federal Grant Dollars**



*Figure 1.1.1b shows the total competitive, non-routine grant dollars received over the past five fiscal years by federal and state sources. This more accurately portrays grants pursued in an effort to expand financial resources.*

**Figure 1.1.1b Total Competitive Federal and State Grant Dollars**



**Action 1.1.2.** Consider pursuing supplemental taxing and bonding authority.

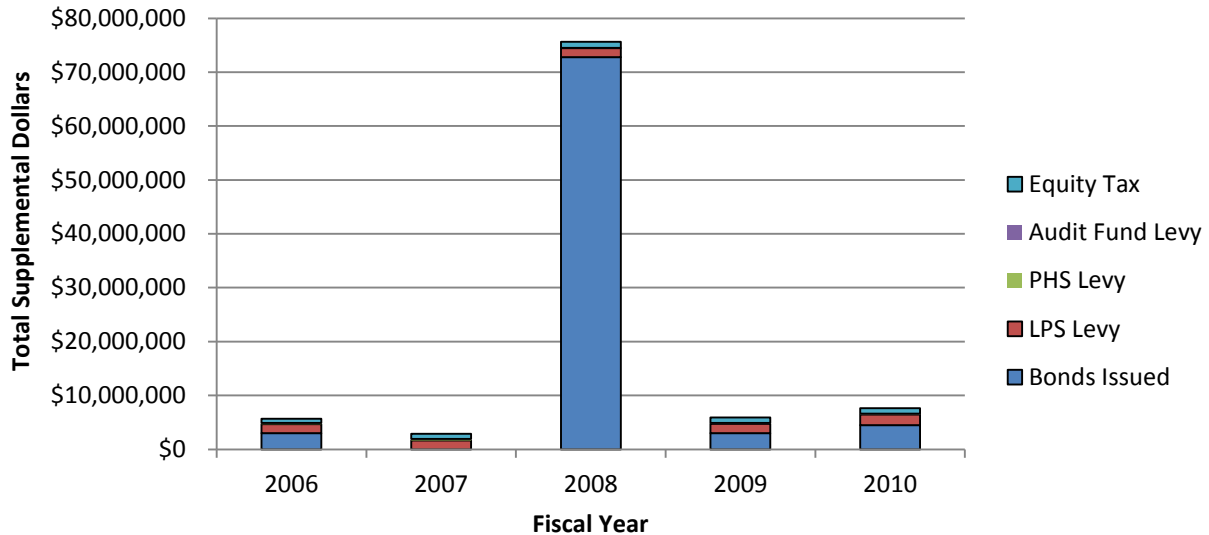
**Performance Measure:** Alternative taxing authority is made available.



*The College has continued to use its bonding authority on a strategically planned biennial basis. General obligation bonds have been issued to fund instructional and administrative technology purchases and to fund the campus development plan while maintaining a level*

taxing rate. In addition, the Board of Trustees has approved the use of the Equity Tax over the past five levy years. The use of other special levies for protection, health and safety purposes; audit purpose; and liability, protection, and settlement purposes has also been managed strategically and has provided for the College's growth in financial resources. Figure 1.1.2 identifies the amounts of these supplemental taxes and bond issuances. The spike in bonds issued during FY2008 represents the \$72 million issue for financing the campus development plan and advance refunding (refinancing) previous bond issues.

**Figure 1.1.2 Supplemental Taxes and Bond Issuances**



**Action 1.1.3.** Prudently plan tuition and fees rates

**Performance Measure a:** Strategic Budget incorporates and reflects new tuition and fee revenues.



The Strategic Budget process projects budgets into the future using modeling based on enrollment, tuition and other sources of revenue as well as anticipated expenses. Tuition and fees revenues are included as a fundamental variable in the model. Revenues are determined by both the tuition and fees rates and enrollment.

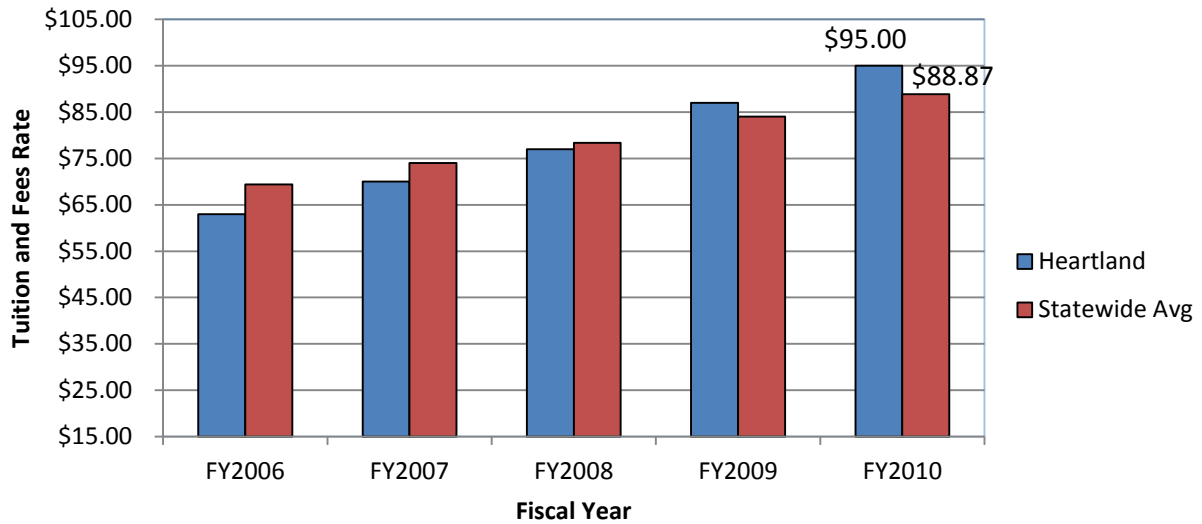
**Performance Measure b:** HCC's tuition and fees compared to statewide average.

**Target level of performance:** The College maintains a tuition and fee rate within \$10 of the statewide average community college rate.



Figure 1.1.3b compares HCC's tuition and fees to the statewide average through FY2010. The College remained below the state average until FY2009 when it surpassed the state average by \$2.96 per credit hour. The FY2010 rate has now surpassed the state average by \$6.13 per credit hour, but remains within \$10 of the state average.

**Figure 1.1.3b HCC Tuition and Fees Compared to Statewide Average**



**Sub-goal 1.2. Prudently manage revenue and costs.**

**Action 1.2.1.** Develop and monitor budget to reflect institutional priorities

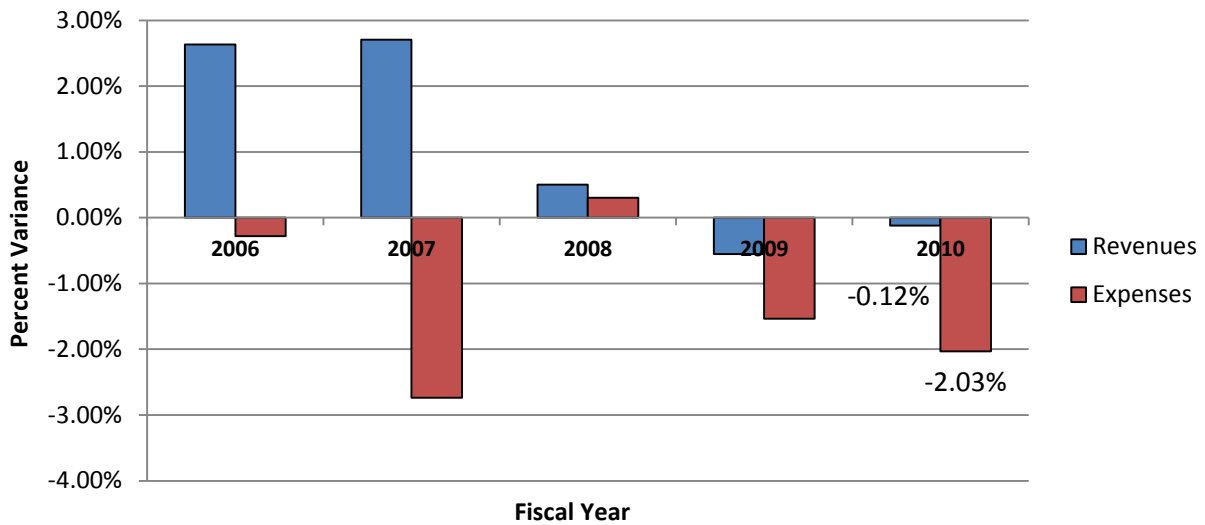
**Performance Measure:** Variance of end-of-year actual revenue and expenditures from budget amounts.

**Target level of performance:** Revenue and expenses within 10% of budget.



*Figure 1.2.1 shows that actual revenues and expenditures were both within 10% of the budgeted amounts for the past five years. In fact, in any of the past five years, neither variance was more than 2.75% of its budgeted amount. This level of accuracy demonstrates the effectiveness of the College’s budgeting processes.*

**Figure 1.2.1 Variance of Actual Revenue and Expenditures from Budget**



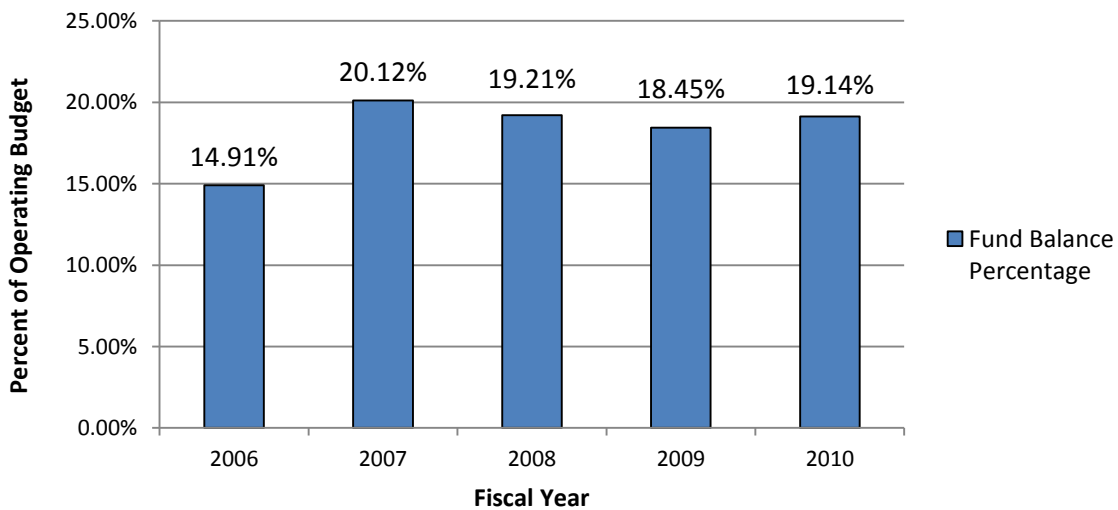
**Action 1.2.2.** Maintain and grow operational reserves

**Performance Measure:** Percent of operating funds reserves

**Target level of performance:** 25% by Fiscal Year 2012

➔ For several years, the College has pursued a goal of achieving a fund balance reserve at 25% of operational expenses. Progress toward that goal is shown in Figure 1.2.2. FY2010 marked a reversal of three straight years in which HCC had seen a decrease in its fund balance as a percentage of budgeted expenditures (although fund balances themselves did increase year-to-year over that period). As of the end of FY2010, the fund balance was at 19.14%, which was 76.56% of the target.

**Figure 1.2.2 Fund Balance as a Percentage of Operating Budget**




**Sub-goal 1.3. Regularly examine existing programs, services, and operations to ensure their viability.**

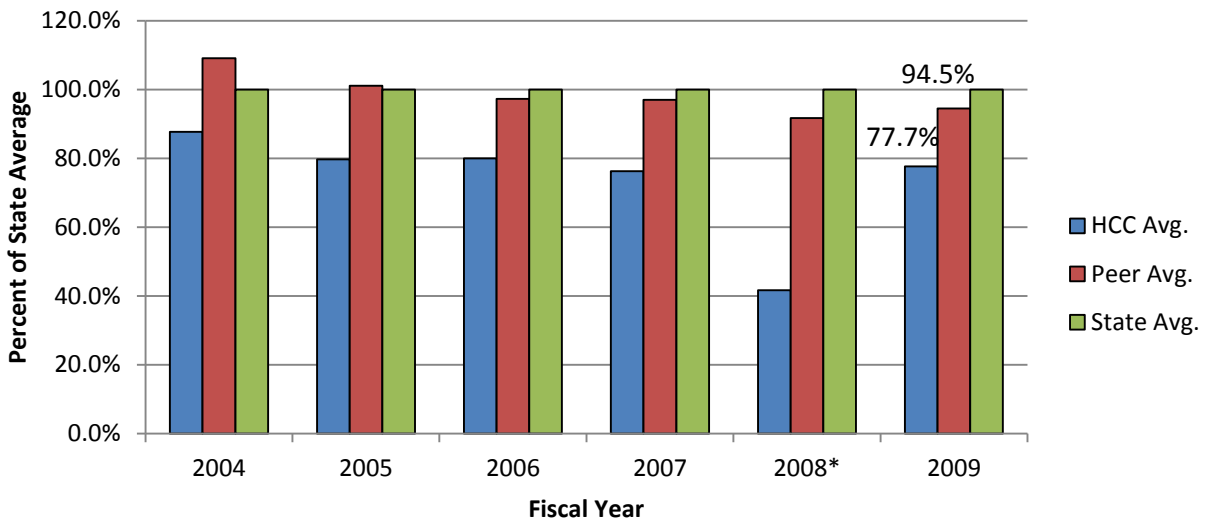
**Action 1.3.1.** Maintain both instructional and operational costs below the state average.

**Performance Measure:** Cost per credit hour

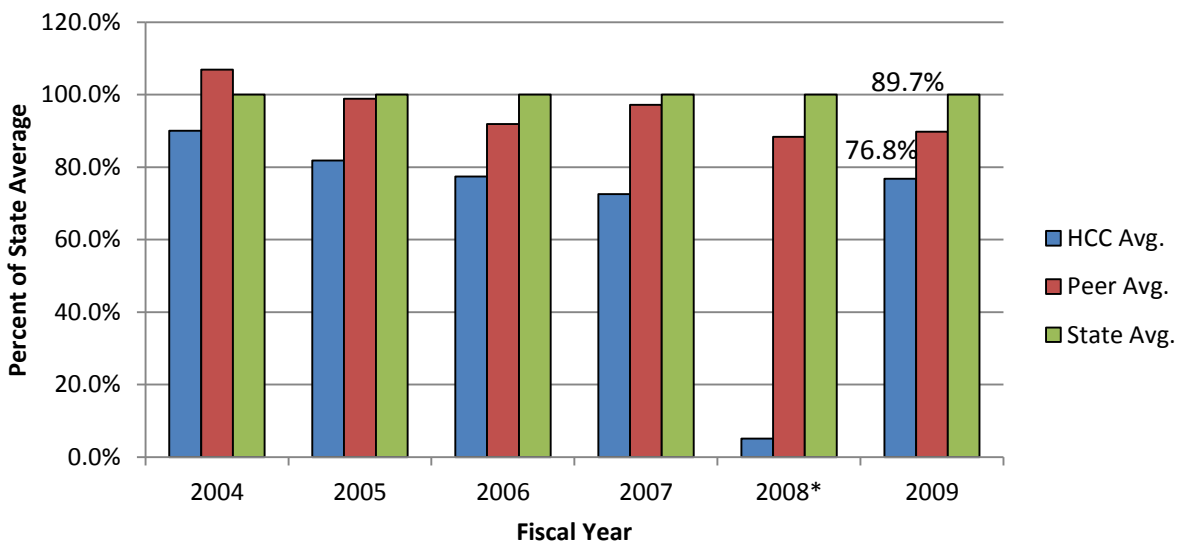
**Target level of performance:** Below statewide average for Illinois community colleges

 *Figures 1.3.1a and 1.3.1b illustrate how HCC's costs remain below the state and the peer averages for both instructional and administrative support expenditures. Both charts include the reported figures for FY2008; however, the data are not considered reliable.*

**Figure 1.3.1a. Cost of Instruction as a Percentage of State Average**



**Figure 1.3.1b. Administrative and Support Cost as a Percentage of State Average**



**Action 1.3.2.** Utilize data from the ICCB Unit Cost Study to examine instructional program costs.

**Performance Measure:** Instructional program costs

**Target level of performance:** Below statewide average for peer community colleges



*The ICCB's Unit Cost Study presents the total instructional cost per credit hour for each CIP code for which the college offers courses. Figure 1.3.2 on the next page shows that for each of the past five years, HCC's instructional program costs were lower than the state average in all 30 areas.*

**Action 1.3.3.** Maintain and/or pursue improvements in the College's strong institutional credit rating.

**Performance Measure:** Institutional credit ratings as assigned by Moody's and Standard and Poor's should be "Investment Grade – Highest Quality or High Quality."

**Target level of performance:** The College strives to maintain either the highest quality or high quality of long-term bond rating grades.

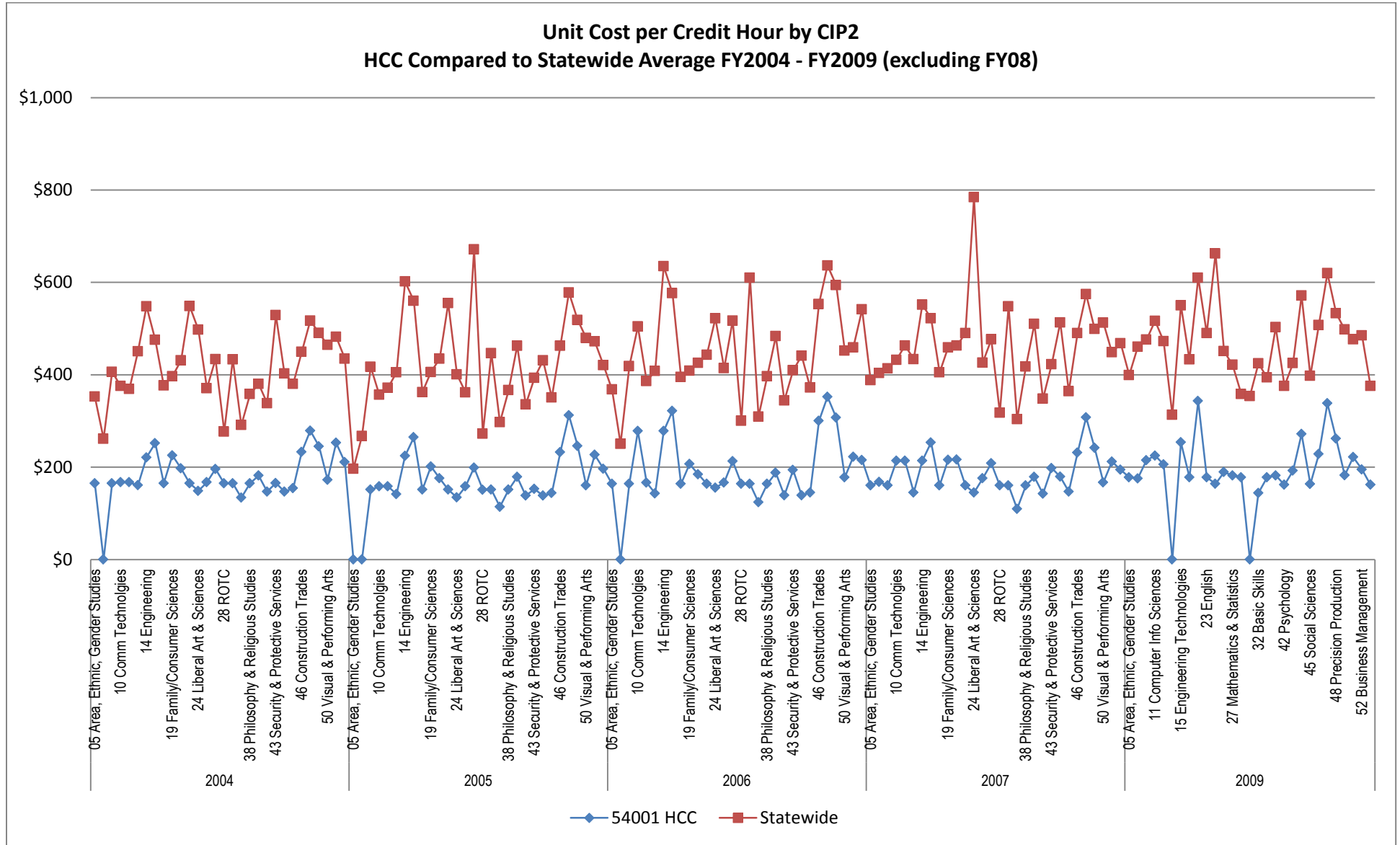


*The College has maintained its strong credit ratings. In October 2010, Moody's Investor Services affirmed the College's Aa2 general obligation unlimited tax rating and assigned an initial Aa3 rating to general obligation debt certificates being issued that same month. "The rating distinction between the district's general obligation unlimited tax bonds and general obligation debt certificates reflects the weaker security of the certificates, which do not benefit from a dedicated property tax levy. The affirmation of the Aa2 general obligation unlimited tax rating reflects the continued stability of the Bloomington/Normal regional economy; the College's stable financial position supported by six consecutive operating surpluses with alternate liquidity; and manageable debt profile..."*

*Standard & Poor's, for similar reasons, assigned a long-term rating of "AA" with a stable outlook to the recent debt certificate issue. They too affirmed and maintained their "AA+" rating on the College's general obligation bonds. They stated that "the rating on the certificates is one notch below the district's GO bond rating due to the limited nature of the certificate's security."*

*These financial ratings are all high quality for long-term bond rating grades.*

Figure 1.3.2. Unit Cost per Credit Hour



## Strategic Goal 2 AQIP

Continue to improve the institution by participating in the AQIP process.

### Context

All four of the initial AQIP action projects have been completed. Several suggested initiatives resulted from those projects, including focusing on various factors of student success, establishment of a permanent Faculty Academy series, and reserving time on Fridays with few classes scheduled to facilitate a variety of campus communication activities. Several new projects are being developed or remain underway: the Academic Integrity Committee is currently investigating improvements to promote the higher standards of personal and professional conduct; a project to collaborate with area high schools to improve college readiness is under consideration, a campuswide recycling project has brought forth recommendations on implementing best practices, and a project to explore a more comprehensive and coordinated career center is nearing completion. Maintaining an appropriate level of sustained interest in AQIP activities among all segments of HCC employees remains a continuing challenge.

**Sub-goal 2.1. Implement a minimum of three meaningful Action Projects at all times.**

**Performance Measure:** No fewer than three projects are active with AQIP.



As of December 1, 2010, HCC has four projects designated as active: the aforementioned Recycling, Academic Integrity, and Career Services projects. In addition, HCC's participation in the HLC Assessment Academy counts as one AQIP project. New projects to replace those that the Coordinating Committee will retire are under consideration by the New Action Projects Committee.

**Action 2.1.1.** Continue to pursue projects designed to promote student success.

**Performance Measure:** Student success measures (enrollee course success, persistence rates, graduation rates)

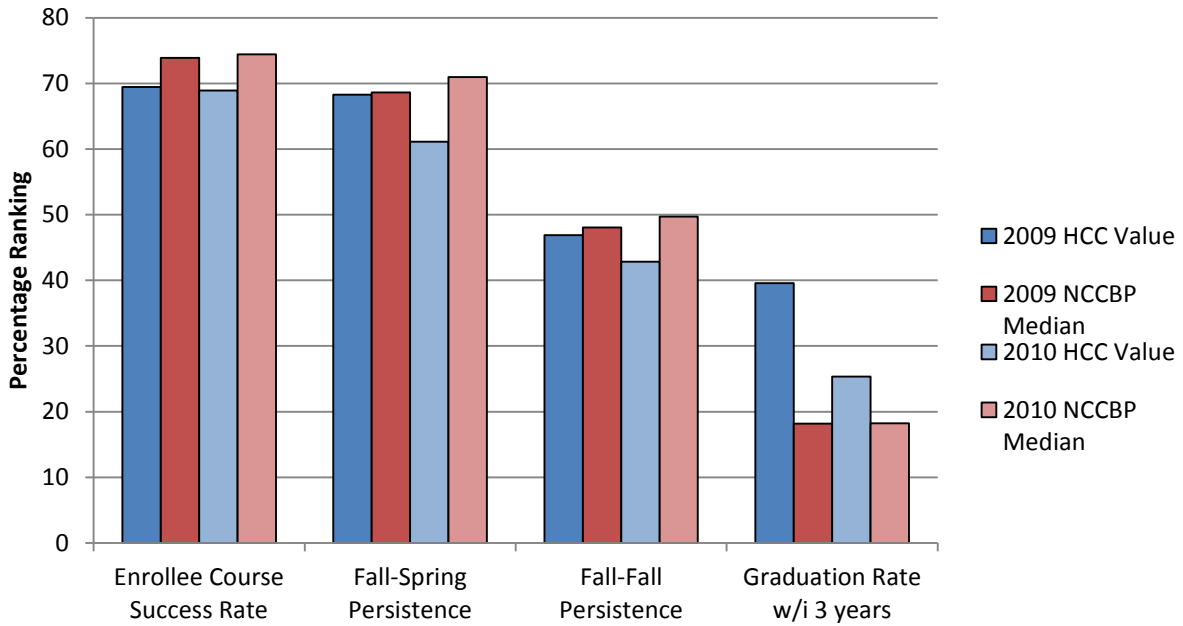


HCC participated in the National Community College Benchmarking Project (NCCBP) for the second time in 2010. Comparative data from 268 participating community colleges shows that for HCC students:

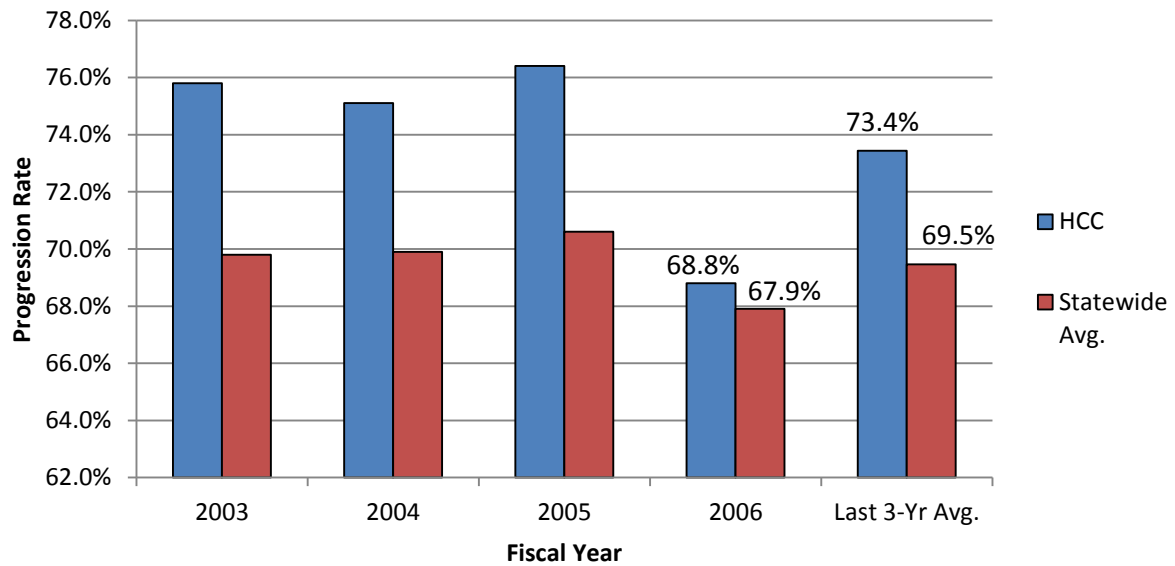
- 68.92% succeed in college-level classes, which is at the 14<sup>th</sup> percentile
- 61.11% persist to the following semester, which is at the 12<sup>th</sup> percentile
- 42.82% persist to the following fall, which is at the 17<sup>th</sup> percentile
- 25.32% of first-time, full time students graduate within three years, the 71<sup>st</sup> percentile

In addition, HCC's three-year average cohort progression rate (students graduated, transferred or still enrolled) for students who first enrolled Fall 2003, 2004 and 2005 was 75.8%, compared to the statewide average of 70.2%.

**Figure 2.1.1a. NCCBP Student Success Comparisons**




**Figure 2.1.1b. Cohort Progression Rates – Graduated, Transferred or Still Enrolled**



**Action 2.1.2.** Initiate a project focused on college readiness.

**Performance Measure:** Project is registered as active with AQIP.

 *This project is still under consideration.*

**Action 2.1.3.** Explore a more comprehensive and coordinated approach to providing career information.

**Performance Measure:** Project is registered as active with AQIP.



*This project was registered on March 31, 2009 and has been active for the past several months.*

**Sub-goal 2.2. Develop and maintain the AQIP Systems Portfolio**

**Performance Measure:** Systems Portfolio is submitted on time.



*The HCC AQIP Systems Portfolio was submitted on time on June 1, 2009. The Systems Appraisal feedback report was received from AQIP on October 7, 2009. The Institutional Effectiveness Council will take up analysis of the Systems Appraisal feedback report beginning in January, 2011.*

**Performance Measure:** Annual updating system is established and implemented.



*Currently, there exists no defined process for maintaining the Systems Portfolio. The Institutional Effectiveness Council will take up this responsibility in January, 2011.*

**Performance Measure:** Reaffirmation is achieved.



*Reaffirmation is scheduled for the 2012 – 2013 academic year.*

**Sub-goal 2.3. Create opportunities to integrate AQIP processes more fully into routine college activities**

**Performance Measures:** Membership in AQIP committees and teams is drawn from all segments of the campus community.



*As of December 1, 2010, membership on the AQIP Coordinating Committee and Action Project teams shows representation from all four divisions and good representation from professional-Technical or Classified employee groups.*

## **Strategic Goal 3 High Quality Education**

**Continue to provide the highest quality education for students by:**

- Developing Phase II of the campus, utilizing environmentally friendly construction principles;
- Continuing to develop international programs;
- Continuing to develop student life programs.

### **Context**

*College Development Plan: What was formerly referred to as the “Phase II” building project began in summer 2008. A new identity and communications strategy, known as the Beyond Buildings College Development Plan, was developed to more fully portray the purpose of the campus growth. The plan includes a dedicated web site and a semi-annual community newsletter.*

*Sustainability: In addition to building new construction on the campus with environmentally sound design, construction and operating principles, a campus wide emphasis on sustainability has developed. This emphasis is manifest in several initiatives: establishment of a campus wide Green Team, establishment of the Green Institute, signatory to the President’s Climate Commitment and the Illinois Sustainable Universities Compact, founding membership in the Illinois Community College Sustainability Network, and numerous courses and programs related to energy conservation and sustainability.*

*Student Life: Co-curricular teaching and learning, which occurs outside of the formal classroom, is at the core of the College’s student life programs. The reorganization of student life programs has focused on building a strong student leadership program, restructuring the student government association, and establishing intercollegiate sports. As with other educational initiatives, student life programs continuously face funding challenges in an environment of diminishing revenues. For some programs—student development programs, as an example—the challenge is greater, as fewer external fund raising opportunities are available.*

*Full-time Faculty: An increase in enrollment expected as the campus buildings are completed and occupied has generated a need for more full time faculty. Even now, staffing is inadequate to provide a sufficient number of sections in several curricular areas. Consistency of the curriculum is improved when more sections are taught by full time faculty. In addition, some research suggests that increased contact with full time faculty improves student persistence. Therefore, a long-range plan to increase the number of full time faculty has been prepared.*

### **Sub-goal 3.1. Implement the Beyond Buildings College Development Plan**

**Action 3.1.1.** Beyondbuildings.org Web site (<http://beyondbuildings.org/>) developed September 2008 provided information about Heartland’s value, quality, and economic impact and the enhancements thereof through the College Development Plan.

**Performance Measure:** Tracking of web site visitors who request E-news updates will provide a database of contacts for further conversations about the college and Beyond Buildings projects as well as future events.



*The number of requests for e-news updates was quite small and therefore did not yield a robust set of contact data. These updates were discontinued in April 2010, coinciding with the opening of the Astroth Community Education Center.*

**Performance Measure:** Visitor tracking to beyondbuildings.org identifies the origins of visits to this web site, whether on campus, at community businesses, etc.



*The BeyondBuildings.org web site was discontinued as of November, 2010 and the collection and analysis of final numbers on visits to the BeyondBuildings.org web site is currently underway.*

**Sub-goal 3.2. Emphasize sustainability principles throughout all college endeavors.**

**Action 3.2.1.** Design, build and operate new campus buildings in accordance with Leadership in Energy & Environmental Design (LEED) standards.



*All new construction and renovation has been done in accordance with LEED standards.*

**Action 3.2.2.** Assist district residents, homeowners and businesses as they prepare for the new energy economy through workforce development, continuing education, business training and technology education.

**Performance Measure:** Enrollment in courses offered through the Green Institute.



*There were a total of 224 enrollments in Green Institute courses in FY2010, compared to 252 in FY2009. Previously reported FY2009 enrollment figures included facilitated and partnered courses; the FY2010 and FY2009 enrollment numbers are now comparable.*

**Action 3.2.3.** Incorporate principles of Illinois Sustainable University Compact and The American College and University Presidents Climate Commitment in college programs and operation.

**Performance Measure:** Percentage of energy acquired from renewable sources (per Illinois Sustainable University Compact).

**Target level of performance:** 25% of all energy.



*For FY2009 and FY2010, 25% of all electrical power was acquired from renewable sources. With the potential addition of electrical energy generated from wind turbines, future percentages would realistically increase.*

**Action 3.2.4.** Establish a college wide coordinating/advisory committee focused on sustainability issues.



*The HCC Green Team was established during FY2009 and continues to function as an advisory and coordinating committee for all sustainability efforts on campus and in the community.*

**Sub-goal 3.3. Continue to develop student life programs.**

**Action 3.3.1.** Implement programs to improve student leadership skills through clubs and student government.

**Performance Measure:** Number of applications for student government officer positions

**Target level of performance:** 12 applications



*Interest in Student Government officer positions increased from FY2009, during which a total of eight (8) applications were received. In FY10: 11 students applied for the two Student Government Executive positions that were available in the Fall of 2009. 19 students applied for the four Student Government Executive positions that were available in the Spring of 2010. 10 students applied for the one Heartland Activities Committee position that was available in the Fall of 2009. 12 students applied for the four Heartland Activities Committee positions that were available in the Spring of 2010.*

**Action 3.3.2.** Implement a student-led Program Board to plan and present entertainment programs.

**Performance Measure:** Number of events planned and presented

**Target level of performance:** 32 events



*The Heartland Activities Committee planned 35 events during FY2010 and the Student Government Association planned an additional 3 events during FY2010, exceeding the target of 32 total events.*

**Action 3.3.3.** Provide support for student athletes to be successful in the classroom and in competition and prepare them for transfer to four-year schools.

**Performance Measure:** Student athletes' combined cumulative grade point average

**Target level of performance:** 3.00



*Heartland Student Athletes' combined cumulative grade point average in FY2010 was 2.69 and was 2.99 in FY2009. The Department of Athletics uses a variety of strategies to monitor student athletes' academic performance.*

**Sub-goal 3.4. Develop and implement a long range full time faculty hiring plan to address staffing needs.**

**Performance Measure:** Classes cancelled or not offered due to lack of a qualified instructor

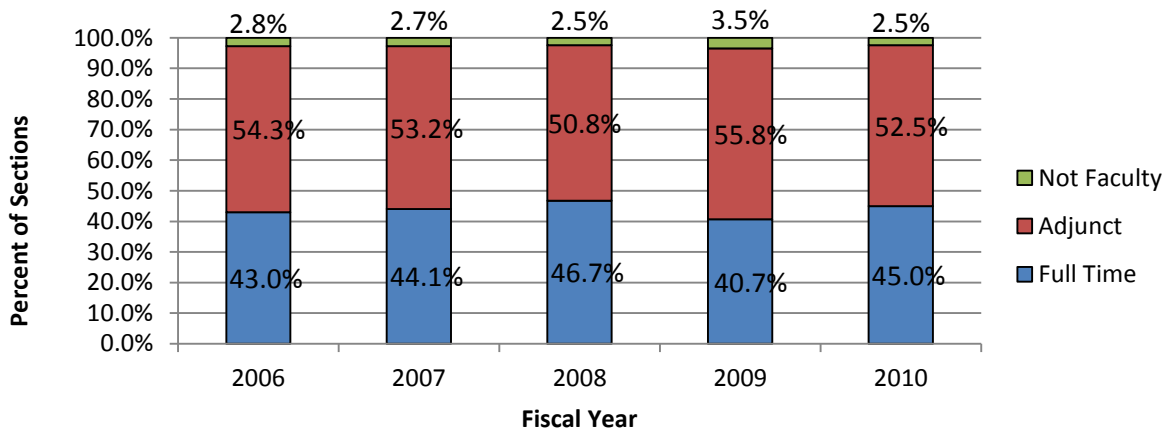
➔ *As of December 1, approximately seventeen sections of courses were not offered during the 200-2010 academic year because a qualified instructor could not be found. Although this represents only about 2% of the total number of sections offered during FY2010 (less than 2%); however, these have typically been concentrated among the “gateway” courses that entering students often take in their first semester. In this reporting year, as in the last, few if any classes were cancelled for lack of an instructor, though this has occasionally been a problem in previous years. Generally, classes are not scheduled unless an instructor has been identified.*

**Performance Measure:** Percentage of sections taught by full time faculty

**Target level of performance:** 55%

⬇️ *The percentage of credit sections taught by full time faculty increased from 40.7% in FY2009 to 45.0% in FYY2010, but remains below the target of 55%.*

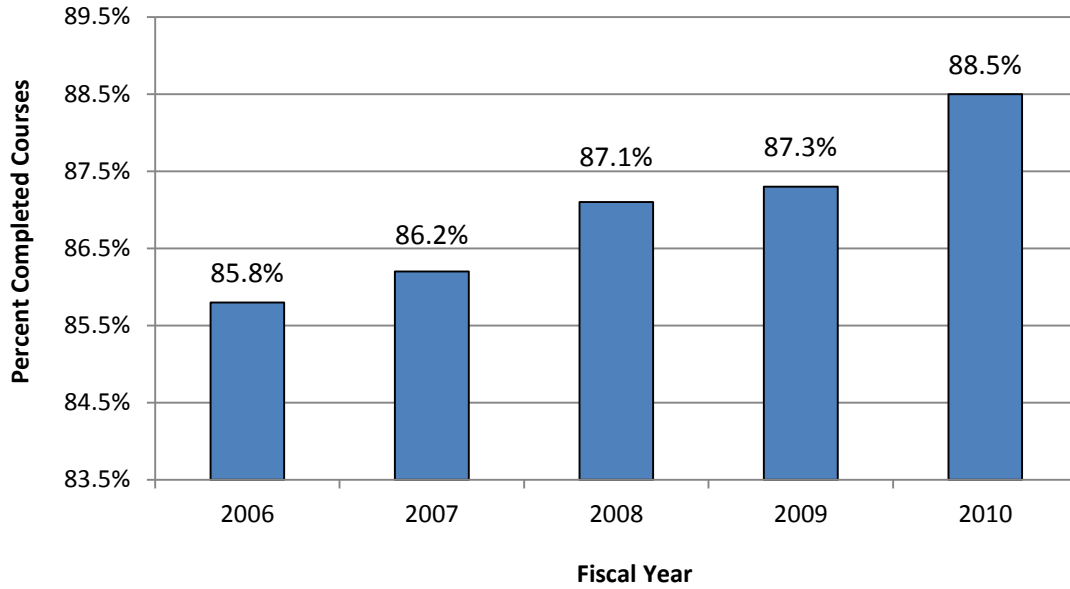
**Figure 3.4.2. Percent of Sections by Faculty Status**



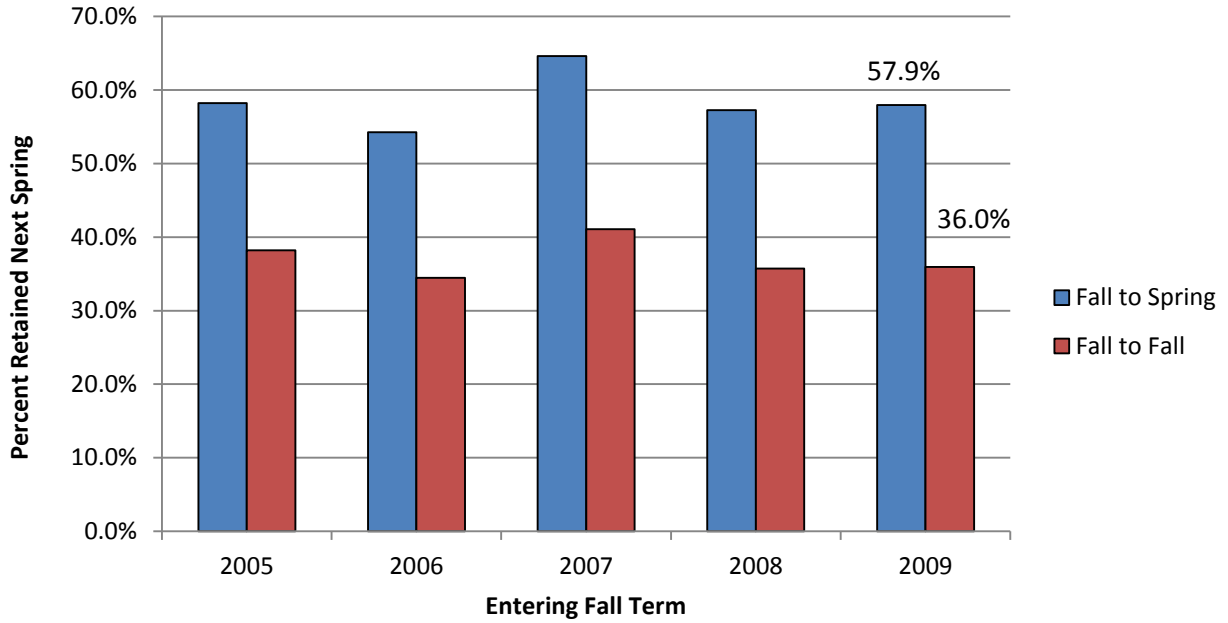
**Performance Measure:** Improved student retention (within semester, fall to spring and fall to fall)

➔ *Within-term course retention, as measured by the percentage of students who completed their courses, has increased at a notable rate over the past five years (see Figure 3.4.3a).  
Fall to Spring retention averages have generally been less than 60%. Fall to Fall retention typically averages just less than 40%, with wider fluctuations than Fall to Spring retention.*

**Figure 3.4.3a. Within-term Course Persistence Rates**



**Figure 3.4.3b. Retention of New Students to Following Spring and Fall Semesters**



## Strategic Goal 4 Cultural Understanding and Global Awareness

Strive to achieve greater diversity among students and employees.

**2008 Updated Strategic Goal 4: Foster a campus-wide climate of cultural understanding and global awareness.**

### Context

*Diversity may be present in many dimensions: race/ethnicity usually comes to mind first but gender, age, economic background, educational experience, political views, language, culture, national origin and many others represent the full range of diverse characteristics among students and personnel. This goal is stated in such a way as to imply that diversity is inadequate, while in fact students of color, for example, have in some years been enrolled at HCC at a higher rate than found in the community. When adult, community and corporate education are included, it is clear that the College is serving a very diverse population along many dimensions.*

*The HCC Mission, Goals and Values include statements addressing the strong heritage of inclusion upon which the College operates. The spirit of this Strategic Goal is to build on those principles and to continue to promote an appreciation of human diversity and commonality in every way possible and to strive to make improvements where needed. This can be accomplished by focusing on recruitment and retention of diverse students and employees, providing instructional and other programs that appeal to a wide variety of constituencies and continuing to pursue a vigorous international program of exchanges and other opportunities to enhance cultural understanding.*

*HCC has established relationships with several universities in China that provide opportunities for exchanges between students, faculty members, staff members, and community members, as well as language instruction in both Mandarin and English. A total of four groups of Chinese students have entered the China program and some students from the first group have graduated and transferred to ISU. International programming extends to other countries with student and staff exchanges and also brings international experiences to campus through such activities as Culture Club and Conversation Partners.*

**Sub-goal 4.1. Actively recruit and enroll students from a variety of backgrounds for both credit and noncredit programs and courses.**

**Action 4.1.1.** Targeted recruitment of males and Latinos, as they are underrepresented among credit students when compared to the local population

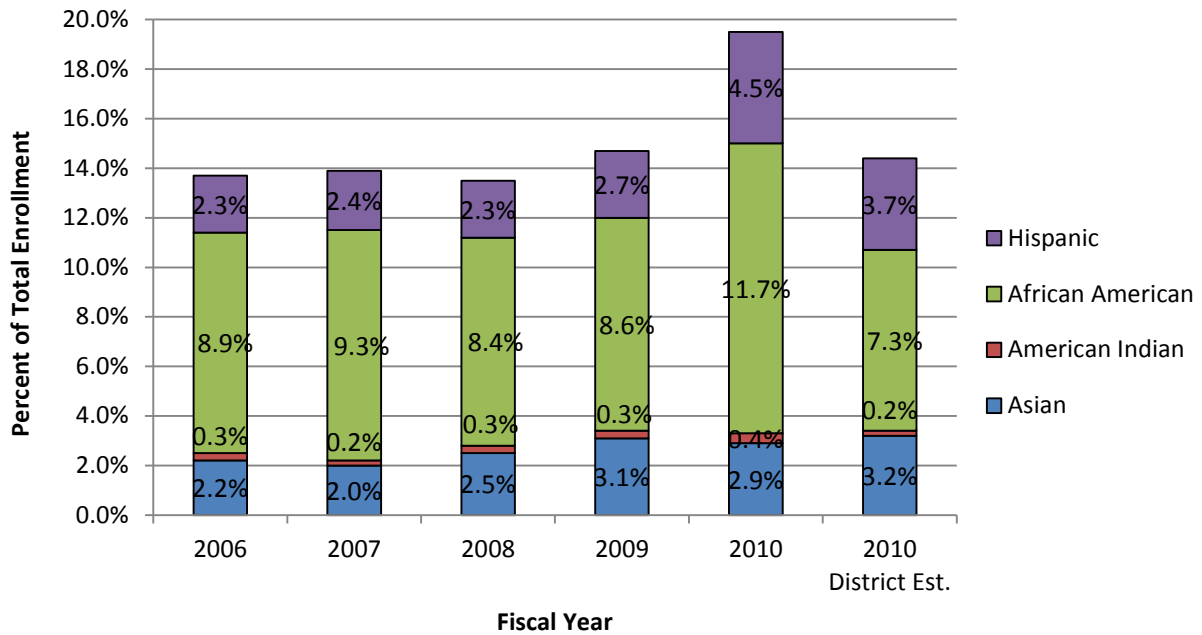
**Performance Measure:** enrollment by gender and ethnicity

**Target level of performance:** Minority enrollment equal to or greater than that of the service area population, disaggregated by specific racial/ethnic groups.



*Enrollment by students of color surpasses the overall percentage present in the district's population, and, in particular, with respect to people of African Americans and Hispanic descents. Collection of race and ethnicity data changed effective Summer 2009 to a system designed to allow for identifying with more than one race, in accordance with Federal reporting requirements. This will result in a more complex data analysis in future years. Figure 4.1.1a shows the percentage of students identified as minorities for the past five fiscal years compared to the most recent District population estimate.*

Figure 4.1.1a. Enrollment by Minority Racial/Ethnic Status

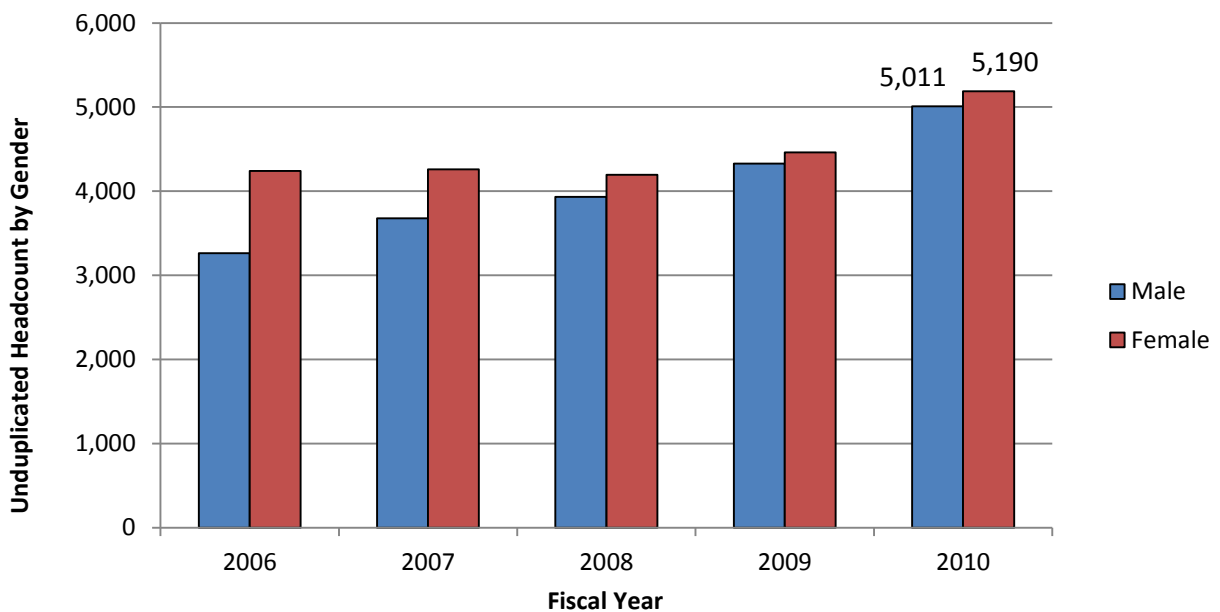


Target level of performance Enrollment of male students increases by 2% per year



Figure 4.1.1b shows that male enrollment increased 12.3% from 4,328 in FY2009 to 5,011 in FY2010.

Figure 4.1.1b. Enrollment by Gender



**Sub-goal 4.2. Provide support services to enable students from all groups to achieve the same level of academic success.**

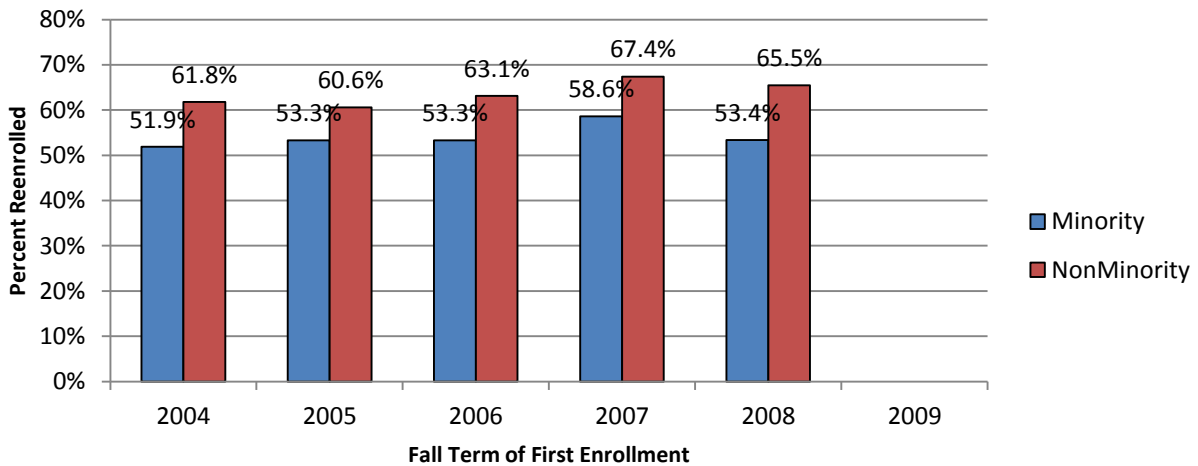
**Performance Measure:** Track student success measures including grades, retention and graduation by gender, ethnicity and age

**Target level of performance:** no differences between groups in success rates

➔ *In prior years, retention and graduation data have been analyzed for differences between minority and non-minority students. Figures 4.2a, 4.2b and 4.2c have shown that minority students generally have lower retention and graduation rates, but the data are highly variable, particularly when disaggregated because of relatively small numbers.*

***These data are currently being reviewed and updated for the entering, Fall 2009 cohort of students.***

**Figure 4.2a. Fall to Spring Retention by Minority Status**



**Figure 4.2b. Fall to Fall Retention by Minority Status**

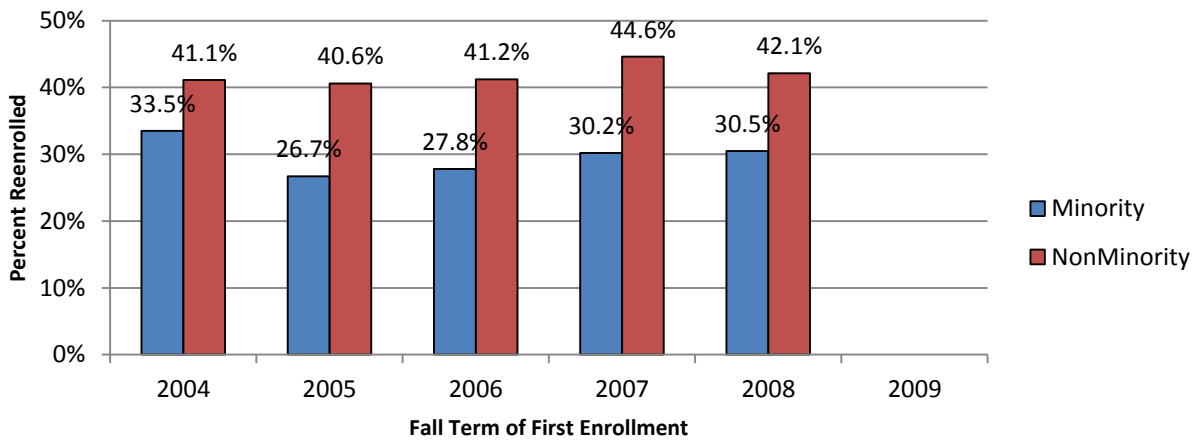
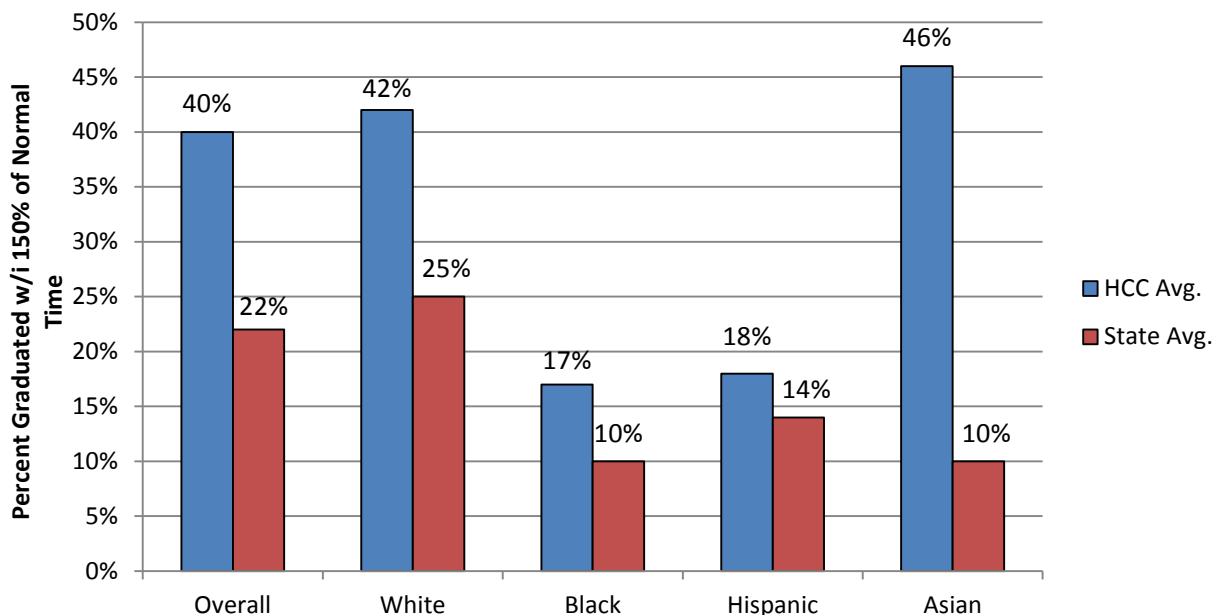


Figure 4.2c. IPEDS Graduation Rate by Race/Ethnicity – Entering Fall 2005 Cohort



**Sub-goal 4.3.** Continually review and improve processes that facilitate the recruitment, hiring, and retention of individuals from underrepresented groups.

**Action 4.3.1.** Strive to achieve a qualified, diverse pool of applicants.

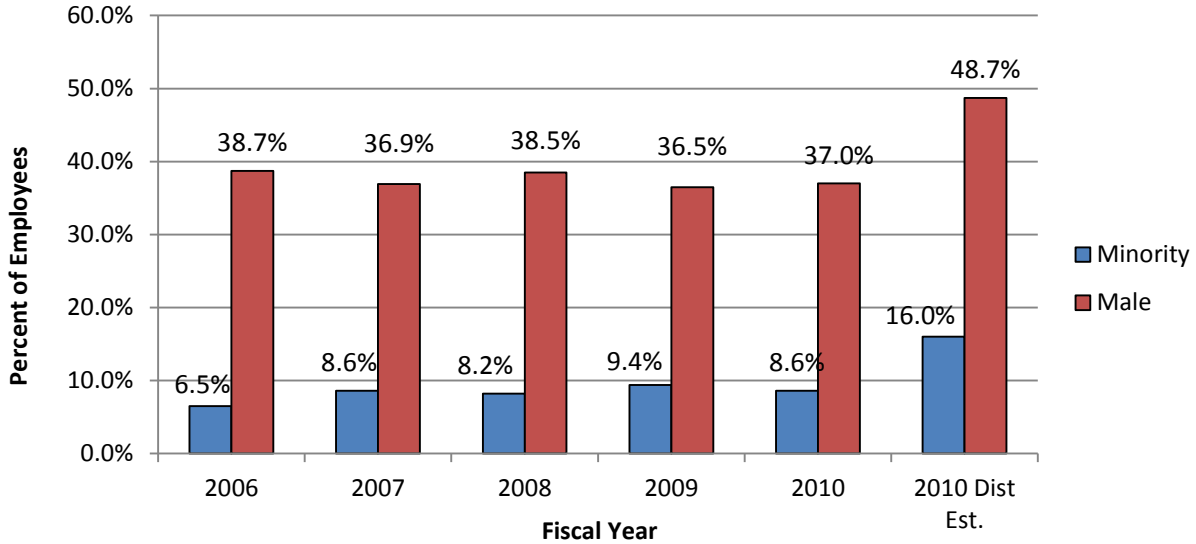
**Performance Measure:** Number of job applicants and new employees from underrepresented groups

➔ *During FY2010, a total of 2,242 people applied for 42 positions. Of those, 1,045 (47%) returned the EEO card with demographic information. 157 (15% of the returned cards) indicated membership in a racial/ethnic minority group. Of those hired (1 position remains unfilled), 4 of 41 (10%) were minorities.*

**Performance Measure:** Demographic profile of College employees

➔ *Demographic characteristics of College employees are included in the annual C1 report to ICCB as of October 1 of each year. Figure 4.3.1b shows that the percentage of minority employees has decreased slightly from FY2009 to FY2010 and lags behind the district's 2010 minority population, while the percentage of males has remains below 40%.*

Figure 4.3.1b. Demographic profile of employees



**Performance Measure:** Turnover ratio of employees from underrepresented groups



*Turnover ratio is calculated by dividing the number of employees from each group who left the institution during the year by the total number of employees in that group. The ratio is highly variable from one year to another because of relatively small numbers, especially in the racial/ethnic minority group. For FY2010, turnover for minorities was 4.4%, while turnover for non-minorities was 7.4%.*

**Action 4.3.2.** Review and consider recruitment strategies designed to reach underrepresented groups.



*Print advertising and online job postings remain the College's primary recruiting mediums. Faculty positions, as well as other specified positions, continue to be advertised in publications such as Diverse Issues in Higher Education and Hispanic Outlook in Higher Education. The College also utilizes the IBHE's and the Diversifying Faculty in Illinois Higher Education (DFI) program's web portal that includes a website for posting employment opportunities in higher education.*

**Action 4.3.3.** Explore partnerships with other educational institutions and/or develop in-house programs that provide pathways for underrepresented groups to seek and compete successfully for employment at Heartland.



*This action has not yet been pursued. However, the development of such relationships remains a goal as a recruitment strategy.*

**Sub-goal 4.4. Foster a climate that is welcoming to all students and employees.**

**Action 4.4.1.** Support a culture of respect and appreciation for diversity and instill recognition of diversity's value in learning and achieving organizational strength.

**Performance Measure:** Students – results on national survey items addressing campus climate



*The next administration of the Noel-Levitz Student Satisfaction Inventory (SSI) will be determined by the end of FY2011.*

**Performance Measure:** Employees – AQIP measures/survey



*The AQIP Coordinating Committee administered a Needs-Goals-Barriers-Solutions survey to all HCC employees in July of 2010 to solicit feedback on collaborative approaches to accomplishing the College's goals. 177 individual HCC employees responded to the survey providing nearly 1,400 verbatim comments. The HCC Cabinet has taken up the analysis of the survey findings in open meetings and is preparing recommendations for short- and longer-term priority initiatives.*

**Performance Measure:** Employees Exit interview data



*Exit interview/survey data reveal no strong patterns in reasons for leaving employment at HCC. Retirements remain the most commonly cited reasons for departure.*

**Action 4.4.2.** Provide professional development and training.

**Performance Measure:** Employees Pre- and post-training evaluation data



*Stronger focus on diversity-related training as well as other employee training has been a point of emphasis with the establishment of a professional development task team, launched in November, 2010 at the request of Dr. Goben.*

**Action 4.4.3.** Engage the interests and talents of the Diversity Team to identify initiatives that support and enhance the College's diversity values.

**Performance Measure:** Number of new Diversity Team initiatives.



*The HCC Diversity Team again offered mini-grants in FY2010 and will again in FY2011 for the purpose of providing support and financial assistance to members of the HCC faculty and staff in bringing guest speakers into the classroom. Two mini-grants of up to \$500 will be funded each fall and spring semester. In addition, the Diversity Team presents three panel discussions each fall and spring semester called the "Hear & Know Show." The panels provide a forum for the discussion of timely and sometimes controversial subjects. Previous topics have included racism and prejudice, political correctness, gender and power, and illegal immigration.*

**Sub-goal 4.5. Continue to develop international programs.**

**Action 4.5.1.** Establish relationships with universities in China and other countries.

**Performance Measure:** Number of universities and countries with signed agreements.



*As of December 1, 2010, HCC has established a total of 13 signed cooperative agreements with universities in China including a new agreement signed in FY2010 with Guiyang Happy Foreign Language School. These agreements establish partnerships that encourage and support student study abroad programs, internships, faculty/staff exchanges, curriculum development and resource sharing.*

**Action 4.5.2.** Expand recruitment, services and programming to include students from other countries.

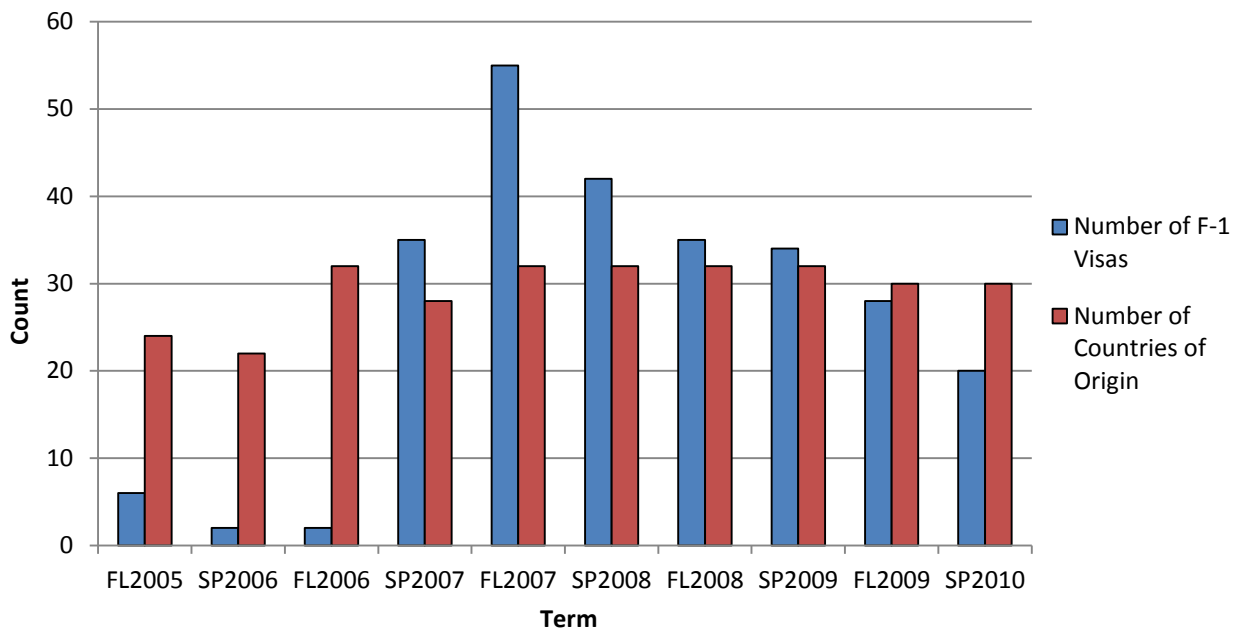
**Performance Measure:** Number of countries represented by international students.



*The majority of international students attending HCC have not been “recruited” but enroll for ESL or college credit classes because they are living in the area either temporarily or permanently. Five classes of students from China have been recruited for the China Program. Two students from the first class graduated early and have transferred to ISU. Most students from the various admission classes are expected to graduate during FY2011. Thus far, students are predominately choosing Illinois State University, often in the business/insurance/accounting disciplines. Self-reports indicate student success at the university level and a deeper appreciation of how Heartland Community College’s programs prepared students for further study. Acceptance into the Community Colleges for International Development (CCID) grant program has brought to HCC five students from Brazil, two students from Nicaragua, two students from Indonesia, one student from Costa Rica, and one student from Ghana. HCC will be eligible to receive students from additional countries through this program next year. During FY2010, six Egyptian students completed coursework; five of them participated in summer internship/job shadowing experiences before returning home. For FY2011, twelve students from six countries will be studying within the Technology department. The college applied to participate in the program for FY12.*

*Figure 4.5.2 shows the number of students on F-1 visas (those who came to study at HCC) and the number of countries represented by all international students for the past five years.*

Figure 4.5.2. Number of Students on F-1 Visas and Number of Countries of International Students



**Action 4.5.3.** Increase awareness of international students and opportunities among students and employees.

**Performance Measure:** Number of participants in international exchanges



*A wide variety of activities and events have been designed to raise awareness of both the presence of international students on campus and the opportunities for student and staff exchanges. These include the welcome receptions for international students held early in the past two fall semesters, Conversation Partners, American Homes (formerly referred to as mentor families), and classroom visits and presentations by the students from Egypt. An increased level of participation in international exchanges is the long-term outcome of these awareness activities. During FY2009, four students and one staff member participated in a formal international exchange. During FY10, Austria & Australia were the destinations for two summer study abroad students. One student completed a semester study abroad experience in England. Regarding faculty and staff member Nancy Evans went to China for a series of business-related presentations at various partner institutions. Chris Miller, technology faculty member, participated in the first phase of a grant focused on green technology. Mr. Miller was in an undeveloped, rural area of Costa Rica for ten days working on renewable energy projects with participants from other colleges.*