Appendix 1
Overview and Update: Growth and Change, 1999 – 2005

Because some seven years have passed since HCC wrote its last accreditation report, during which time the College has experienced significant growth and change, this Appended section is provided to acquaint NCA with those developments.

I. The HCC Campus

Certainly the most conspicuous feature in HCC's development is its new campus, which was first occupied in the Summer of 2000 and in which the first classes were held in Fall of that year. The Raab Road campus presently consists of three primary buildings connected with covered walkways, housing some 62 classrooms, including 12 computer labs and 11 special purpose instructional labs. No sooner had the College moved into its new campus than the College's enrollment increased substantially—so much, in fact, that in 2002 it was necessary to expand the main instructional building by adding a dozen classrooms and a departmental office complex.

The College still maintains temporary quarters at its former location because limited funding for the initial phase of campus construction did not permit inclusion of facilities for technology instruction. Thus the College's Technology Division remained behind at the shopping plaza the College occupied for nearly ten years. However, HCC has recently begun construction of its Workforce Development Center (WDC), a state-funded project that will complete the first two phases of the campus plan. The WDC, which will be occupied by Spring 2007, will house classroom and laboratory instruction in a variety of technical subjects that HCC's present facilities are unable to support. In addition, the WDC will support the College's Corporate Education division and provide instructional space for its corporate training activities.

II. Structural Growth and Change

a) Instructional Services

At the time of HCC's last NCA report, the College's full time faculty numbered 46; in Fall 2005, the College will begin its Fall semester with a full time faculty roster numbering 75. That same report indicated a student headcount of some 3600, whereas the number is expected to approach 5000 this Fall. Accompanying growth in students and faculty have been commensurate with increases in the total number of full time employees in other categories.

Significant organizational structure changes have accompanied the College's growth. In 1999, the full time faculty formed the Heartland Faculty Association, a union affiliated with the IFT; and in the following year the adjunct faculty formed the Heartland Adjunct Faculty Association, also affiliated with the IFT. Parallel with these developments was an administrative restructuring that created Division Chair administrative positions for each of the six academic divisions. Presently the instructional services' administrative structure is composed of three Deans (Dean of Instruction, Dean of Academic Support, and Dean of Student Services); each of them reports to the Vice President of Instruction.

In many ways, HCC can now be said to have reached institutional maturity. Almost every major curriculum is now represented in the College's full time faculty roster, and heavily enrolled curricula such as math and writing are represented by several individuals. With some 75 full time faculty members in the Fall of 2005, it is unlikely that HCC will experience a surge in hiring anytime soon.

Similarly, the College's curriculum is now fairly well developed, and it appears unlikely that many new courses will be added. To be sure, it will change; in fact, a large scale curriculum review and revision is now underway. That review consists largely of updating syllabuses to reflect new or revised student learning outcome statements.

The College undertook a major change of direction regarding assessment in 2002, when the Curriculum and Academic Standards committee (CAS) implemented a complete overhaul of HCC's Sophomore Outcomes Assessment Requirement ("SOAR") by eliminating that requirement altogether. The College replaced it with a new assessment process composed of an outcomes assessment analysis that can be applied to all (or most) large enrollment general education courses. The former SOAR process, we found, did not work well in practice, though it originally seemed to have real strengths. The system HCC has since adopted (described under Question 2B) appears to be successful in that it produces useful information and engages faculty participation across multi-section courses.

The "woefully inadequate" library the NCA team saw in 1998 can in no way be so characterized today. In testimony to the power of institutional support, the library in 2005 is an effective and accessible contributor to the colleges' commitment to student success. In 1998 the library was housed in very small facilities, had 6,400 items, no public access catalog, two professional librarians, a circulation of only 150 items, was just beginning to provide library instruction sessions, and provided virtually no interlibrary loan. The move to the new campus vastly expanded the physical space of the library, providing room for a collection that now numbers over 17,000 items. The majority of the growth occurred in print books and all items are accessible through an online public catalog.

Some highlights of the library's development include:

- circulation reflects the larger collection and the access to it with 12,474 transactions in 2004.
- four full-time and one part-time professional librarians provided 150 library instruction sessions to 2,902 students in 2004, vs. 74 sessions and 890 students in 1998.
- the library is now open 10 hours per week more than in 1998 and a librarian staffs the reference desk 57 of the 78 open hours, compared to 13 hours in 1998.
- reference interactions have increased from an average of 30/week to 60.
- HCC has joined two important professional library organizations, the Alliance Library System and the Illinois Library Computer System Organization (ILCSO). These memberships have allowed the library to provide interlibrary loan to our own patrons and have made us contributing members to the resource sharing for which the Illinois library community is well known.
- In 1998 there was a total of 82 interlibrary loan transactions, with 80 of them being items loaned to HCC from other libraries. In 2004 there were 4047 transactions, with 2053 of them being items HCC loaned to other libraries. The library has also increased its electronic offerings, spending almost $40,000 in 2004 on journal, index and reference databases, up considerably from the $18,000 spent in 1998.

b) Business Services

The Business Services unit is responsible for various business functions within the institution. Among these functions are administrative services, business operations and budgeting, human resources, facilities planning and management, and information technology services. Though the fundamental organization of Business Services has not changed since the last NCA report, some business service functional areas have added new staff and refined their internal operating structure. Several noteworthy changes have occurred in areas of the College where Business Services serves a major role.

HCC's new campus permitted consolidation of many of its Bloomington/Normal services. Accompanying that move to a permanent facility has been the addition of four skilled tradespersons to the Facilities Department; the College continues to contract grounds maintenance, custodial services, and safety and security services.

Another major operational change occurring over the past several years has been the implementation of a new enterprise resource planning software system, PeopleSoft. This ERP system implementation began with the student records and student financial system, moved on to human resources and payroll systems, and most recently implemented the institutional finance component. Next to be implemented is the student financial aid module. Throughout these implementations considerable coordination and cooperation is required among users and technical staff. Several staffing changes have occurred through this implementation including the addition of programming staff, a project manager, and various redefined positions within functional areas.

c) Institutional Advancement: Community Education and Corporate Education

Institutional Advancement was established as a separate division within the college in 1997. A Vice President of Institutional Advancement was responsible for continuing education, grants and special programs, marketing and public information, institutional research and the Heartland Community College Foundation. In 1999, with the departure of that Vice President, a further restructuring placed Institutional Advancement under a Dean of Development and a Dean of Continuing Education, both of whom report directly to the President.

The Continuing Education department encompasses Adult Education, Corporate Education and Community Education. (A reorganization in 1999 moved Adult Education from Instruction.) Each of these programs have grown in enrollment and staff since the last NCA visit.

- For example, in FY99 Adult Education served 150 students; by FY04 enrollment had grown to over 550.
- Similar comparisons in Corporate Education show an FY99 enrollment of 702 and in FY04, 1081.
- In Community Education FY99 enrollment was 2069 and FY04, 3714.

Each of these programs, which rely almost exclusively on part-time instructional staff, strives to be highly responsive to the changing needs and interests of its different constituents. Adult Education's open entry/open exit enrollment policies allow students to return to school as their lives allow, whether to prepare to take the GED, improve their basic skills or learn English as a second language.

Corporate Education customizes curriculum and delivers training when and where companies need it.

Community Education offers a wide range of enrichment and professional development courses in a variety of formats with classes beginning throughout the year.

d) Institutional Advancement: Development and the HCC Foundation

Institutional Advancement is responsible for the College's external relations and public image, as well as fund-raising activities in support of institutional priorities. There are currently four departments within the Advancement division - marketing and public information, institutional research and planning, the Foundation, and special programs.

- The Office of Marketing and Public Information is composed of a director, a marketing and information specialist and two graphic designers. Primary responsibilities include developing and implementing the marketing and public information activities of the college as well as the designing of institutional publications. The addition of two graphic designers has enabled the College to improve the quality of its publications, respond quickly to campus-wide requests and promote a consistent image throughout the community.

- The Office of Institutional Research & Planning is responsible for all state and federal reporting, internal data analysis and strategic planning. The Office is currently staffed by a director.

- The Office of Development is responsible for all private and public fund-raising in support of the College's mission and priorities. The dean of institutional advancement (development) also serves as the executive director of the Foundation. The area includes: grants, alumni, special events, annual giving, capital campaigns, planned giving and other fund-raising or Foundation related activities. The development area also includes community relations and the administration of the HCC scholarship program. Staff include: a dean, director of institutional resources, development assistant, and Foundation assistant.

- The Office of Special Programs is staffed by a coordinator with primary responsibility for the community scholars and international programs. The coordinator also assists the Office of Development by supervising alumni affairs.

Appendix 2
Heartland Community College's Mission and Goals

College Vision and Philosophy

Heartland Community College responds to the lifelong learning needs of diverse students as a vital, progressive community resource. The College is committed to student success as its fundamental measure of institutional success and believes that students who benefit from public education also accept a responsibility to society.

College Mission

Heartland Community College provides access to higher education and excellence in teaching and learning.
Heartland Community College fulfills its mission via the following institutional purposes and goals:

1. Prepare students to continue their education or succeed in the workforce through the following:

    a. the first two years of baccalaureate education;
    b. career/technical education;
    c. developmental instruction, including adult basic education.

2. Enrich community life through the following:

    a. non-credit community education programs;
    b. public service activities responsive to community needs;
    c. services to district employers to enhance the economic well-being of the community.

3. Maximize the potential for student success with academic, financial, and other support services.

4. Develop the general education competencies of students in critical thinking, communication, and analysis from multiple perspectives.

5. Facilitate student access by offering instruction and services in convenient locations, times, and formats and by maintaining a moderate tuition.

6. Foster excellence in teaching and learning by supporting professional development of faculty, recognizing outstanding teaching, and encouraging use of emerging technology and innovative methods.

7. Continuously improve overall organizational performance through the professional development of all employees.

8. Promote appreciation of human diversity and commonality.

—Approved by the Heartland Community College Board of Trustees November 19, 2002

Appendix 3
Academic Expectations and Academic Integrity

"If a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

--Thomas Jefferson

The following paragraphs describe several College committee projects and activities. These are offered as evidence not only of efforts to implement institutional mission and goals, but also to describe the collaborative nature of those projects.

HCC recently drafted a new set of statements about the meaning of its letter grades. Those descriptors more fully describe meaningful relationships between course grades, assessment, and student performance. The first draft of that series of statements was presented at a fall faculty workshop to which all faculty and academic administrators were invited.

The College has regularly published official statements containing definitions of its official grades and the meaning that students should attach to them. In the past year or so, discussions about grades and their meaning have occupied some attention of Heartland's Assessment Committee and its Curriculum and Academic Standards Committee. Those conversations centered on how best we could relate three fundamental educational elements: student performance, assessment practices, and final grades. We realized that our own previous statements suffered from extreme vagueness (for example, the grade of "C" meant "average"); but worse, those definitions completely failed to make clear connections between these three critical educational elements. As these discussions continued it became evident not only that our statements themselves were vague and unfocused, but also that we lacked faculty consensus about the most fundamental of all grading questions: what should a grade signify?

At the center of Heartland's academic review processes are two committees: the Curriculum and Academic Standards Committee (CAS) and the Assessment Committee. Together these committees are charged with reviewing syllabuses and curricula. Their role is, in part, not only to ensure that courses and curricula meet appropriate academic standards for content, but also that the proposed curricula include assessment practices consistent with accepted College guidelines.

It became obvious to members of the Assessment Committee that clarifying the meaning of grades was a necessary and timely project. That committee, chaired by a faculty member elected by its membership, is composed of about 10 full time and adjunct faculty members and several administrators, and its meetings are usually attended by the College's director of institutional research.

A committee composed of faculty members and two administrators was formed to investigate sample statements used at other colleges and to propose an HCC grade statement that would meet with general acceptance. The committee soon realized that a useful and obvious unifying theme should be the relationship between student performance in a course and student readiness to continue more advanced study of the subject, and this relationship formed the basis of its statement. The following text from the final (draft) document describes HCC's approach:

"Letter grades serve as a vehicle to promote meaningful evaluation of student achievement, to inform students of academic progress, and, as necessary, to improve student performance, habits, and

practices. Using a letter grade as a prerequisite for subsequent courses means we believe that the grade was assigned through a conscious judgment about a student's readiness to proceed to more advanced study.

At Heartland, students' academic achievement is measured by their mastery of course objectives and content. We challenge students to meet these recognized standards of achievement and we assign grades based on their success in doing so. Simply stated, we believe that the responsibility for academic achievement rests with the student and that holding students responsible for their learning promotes their academic growth."

As an example of the final result, the text describing the meaning of the "A" grade is:

*"**A**" This grade represents consistently outstanding performance that demonstrates superior understanding and skillful use of important course concepts. Performance at this level signifies that the student is extremely well prepared to continue with more advanced study of the subject.*

The grade rubrics and their genesis were described in a panel discussion at the HCC faculty "Best Practices" workshop in at the start of the Fall 2005 semester.