

# 2018 Quality Highlights Report



**President**  
**Keith Cornille**  
keith.cornille@heartland.edu  
(309) 268-8106

**Accreditation Liaison Officer**  
**Sarah Diel-Hunt**  
sarah.dielhunt@heartland.edu  
(309) 268-8593



**HEARTLAND**  
COMMUNITY COLLEGE

1500 West Raab Road • Normal, Illinois 61761

## Introduction

Heartland Community College was founded in 1990 and committed to continuous quality improvement with admission to the AQIP Pathway in 2005. Thirteen years later, Heartland's commitment to continuous improvement is stronger than ever.

That commitment is evident organization-wide; and it is publicly articulated in Heartland's values statements and associated quotations, including most directly in the following:

**We are proud of our College's quality but always seek improvement.**

*"How wonderful it is that nobody need wait a single moment before beginning to improve the world."*

*Anne Frank*

As the College says farewell to AQIP as its chosen pathway to accreditation and prepares to take a different path, we can say that the institution is better for its work to define systems processes, identify measures for those processes and analyze results, and make data-informed improvements.

The journey hasn't been perfect, but the College has established a culture that is committed to continuous improvement. That focus on quality improvement was noted in the Systems Appraisal, with four of the six processes in Category Six: Quality Overview rated as "integrated" and results for Culture of Quality also receiving an "integrated" rating. As noted in the 2018 Systems Appraisal:

"What makes Heartland distinctive is a clear commitment to recognizing issues and acting to make improvements. The College is firmly committed to the AQIP Pathway/continuous improvement and has repeatedly demonstrated this commitment by receiving and acting upon comments and feedback in the process."

Heartland's timeline between Portfolio submission and Comprehensive Quality Review was truncated a bit when AQIP changed its review cycle and was further complicated when a change in Portfolio Review Team Chair delayed delivery of the Systems Appraisal. Thus, Heartland's submission of this Quality Highlight Report comes about seven months following submission of the Systems Portfolio (June 1, 2018) and about two months following receipt of the Systems Appraisal Report (October 31, 2018).

The College takes seriously the Strategic Challenges noted in the Systems Appraisal and had already identified most of them through the writing of the Portfolio. This report documents progress toward tackling those Challenges as well as other institutional progress.

## Heartland's Recent Quality Highlights

### Addressing Institution-Wide Strategic Issues

Institutional Strategic Issue: Assessment of Student Learning	Actions
Appraisal: Expand scope and frequency of assessment activity for the College's shared learning outcomes (Essential Competencies)	<ol style="list-style-type: none"><li>1. Assessment Committee (AC) developing standard rubrics and bi-annual plan to collect data on HCC's Essential Competencies; to be completed Spring 2019</li><li>2. AC data collection to begin Spring 2020</li><li>3. AC to set internal targets for student achievement Fall 2021</li></ol>

Institutional Strategic Issue: Data Analysis/Utilization	Actions
Appraisal: Go beyond data collection to systematic data analysis and utilization	<ol style="list-style-type: none"> <li>1. Institutional Effectiveness Council is establishing a systematic process for analyzing and using the College's four institutional primary data sources</li> <li>2. Current College project to utilize data to develop a Strategic Enrollment Management Plan</li> <li>3. Annual Program Review process includes use of data sources but will add analysis of progress toward internal targets and analysis against external benchmarks</li> <li>4. A team convened by the Institutional Effectiveness Council is creating a dashboard to measure the effectiveness of the College's strategic plan by establishing, deploying and monitoring Key Performance Indicators (KPIs)</li> </ol>

**Assessment of Student Learning:** Heartland began a robust process of collecting college-wide data on its shared learning outcomes (Essential Competencies) in 2014; however, three years of data collection indicated that validity of assessments was low (below 50% of assessments submitted were deemed valid). Thus, in Spring 2017, the Assessment Committee (AC) went back to the drawing board and led the campus through a re-examination of the Essential Competencies that resulted in a significant revision (from twenty outcomes to five) with a focus on developing institution-wide understanding of each competency adopted. Though essential to yield valid results, there is no doubt this delayed the College's progress toward maturing its assessment process to integrated status as institution-wide data collection ceased during this time.

With newly revised ECs in place, currently the Assessment Committee is leading a Continuous Improvement (CI) Portal project titled *"Develop Rubrics for Assessing and Process for Collecting Aggregated Student Achievement Data for the Essential Competencies."* Through this project, the AC is working to develop standard rubrics for each Competency that can be deployed institution-wide to ensure validity. The means of data collection will look similar to the previous effort (faculty teaching courses containing the ECs will submit results at the end of each Spring semester); however, with only five competencies as compared to twenty, collection will be more frequent (Communication, Problem Solving/Critical Thinking, and Diversity in even years; Ethics/Social Responsibility and Technology in odd years). This will allow for analysis of student achievement on all Competencies every two years. A similar collection plan will be followed for co-curricular areas.

The AC also plans to set internal targets for student achievement following the first year of data collection for each competency; thus, internal targets for all Essential Competencies will be set by Fall 2021. The AC will continue to use questions on the Community College Survey of Student Engagement (CCSSE) measuring student perception of their achievement of Communication, Problem Solving/Critical Thinking and Diversity outcomes as external benchmarks and will seek other external benchmarks for those outcomes as well as new outcomes on Ethics/Social Responsibility and Technology.

**Data Analysis/Utilization:** The College's data collection has advanced significantly in the last five years. Heartland went from a data-poor institution to a data-rich institution with a commitment to collecting institutional data on a systematic basis and development of a robust Business Intelligence site for warehousing those data. The College also developed a cycle for collecting data on employee climate, student satisfaction and student engagement through national surveys, and participates in the National Community College Benchmark Project (NCBP) and the National Student Clearinghouse (NSC). Additionally, every five years during review of Mission/Vision/Values, the College administers a survey to its internal and external stakeholders to assess

strengths, weaknesses, opportunities and threats (SWOT). Operational units also gather SWOT data more routinely through localized survey tools. The table below illustrates the College's systematic approach to institutional data collection.

## Routine/Recurrent Institutional Surveys

Last Reviewed by IE Council:  
12/7/2018

	Frequency  Cycle	2016 Fall Spring	2017 Fall Spring	2018 Fall Spring	2019 Fall Spring	2020 Fall Spring	2021 Fall Spring
<b>Student Surveys</b>							
CCSSE	3 Year		X			X	
SSI	3 Year			X			X
Adult Ed SSI <i>*NEW in 2018</i>	3 Year			X			X
RISC <i>*PROPOSED for 2019</i>	3 Year				X		
CORE	2 Year	X		[X]		X	
Course Evaluations	Term	X X	X X	X X	X X	X X	X X
Disability Support Services	Term	X X	X X	X X	X X	X X	X X
Graduate Satisfaction Survey	Term	X X	X X	X X	X X	X X	X X
<b>Employee Surveys</b>							
HEIS	2 Year	X		X		X	
TechQual+ <i>*NEW in 2019</i>	2 Year				X		X
Kick-Off Session Surveys	Term	X X	X X	X X	X X	X X	X X
<b>All Stakeholders Survey</b>							
SWOT Survey	5 Year	X					X
<b>Data Report</b>							
NCCBP	1 year	X	X	X	X	X	X
NSC	1 year	X	X	X	X	X	X

[X] Survey was not administered as scheduled

The college acknowledges that systematically collecting the data is only step one, and that analysis/utilization of those data to inform improvement is what is most important. The College has incorporated the use of data into many of its operations; however, work continues to systematize those efforts. Specifically:

**Institutional Survey Utilization:** The Institutional Effectiveness Council is leading a CI Portal project to “Prepare and Implement Primary Data Sources Communication Plan” to establish a systematic plan for dissemination, analysis and use of the results of the College's four primary benchmark data sources: Higher Education Insight Survey (HEIS), Community College Survey of Student Engagement (CCSSE), Student Satisfaction Inventory (SSI), and the National Community College Benchmark Survey (NCCBP) as well as the College's SWOT survey of all stakeholders. Project milestones include developing a



communication plan for each survey; alignment of data elements to the College's Strategic Plan Key Performance Indicators; and alignment of data elements to operational planning and program review.

**Strategic Enrollment Management:** The College has no shortage of initiatives to improve student recruitment, retention and completion; however, to improve use of data to inform its initiatives, the College is embarking on a new CI Portal project to *"Develop a Strategic Enrollment Management Plan"* informed by Business Intelligence data. The SEM Plan will inform enrollment strategy for each of the first three stages of the student experience: 1) *Connection*, from student interest to application; 2) *Entry*, from student admission to completion of the first course/semester; and 3) *Progress*, student course completion through program of study. Three separate teams for each stage will review data, develop goals/strategies and key performance indicators, and assess current college initiatives and recommend future initiatives based on the results of data analysis. A steering team will drive the work of the three teams and report back routinely to the College's Advisory Council.

**Program Review Enhancement:** The College has a systematic program review process that includes examining data points and assessing program viability and continued vitality. Based on feedback received in the Systems Appraisal, the Assessment Committee has initiated a new CI Portal project to: *"Edit Program Review Template to Incorporate Use of CCSSE, SSI and Other Data Sources to Compare to External Benchmarks and Set Internal Program Targets."* Since all credit programs as well as all student and enrollment services complete the program review template at least every five years, this should systematize college processes to compare to external benchmarks and set internal targets in these areas.

**Key Performance Indicators (KPIs) for the College's Strategic Plan:** While HCC has dedicated considerable effort to strategic and operational planning in the last several years, it has not maintained a master set of KPIs for nearly ten years. Under the leadership of the Institutional Effectiveness Council, the College is completing a CI Portal project to *"Establish Key Performance Indicators."* The project began with identification of an appropriate team to determine KPIs, cycles of measurement, and benchmarks. A KPI dashboard prototype is a deliverable of this project. Once completed, a second CI Portal project, *"Deploy and Monitor KPIs"* will begin. The KPI dashboard will be populated and published online for internal and external stakeholders. It is anticipated that these two projects will see substantial progress by the HLC accreditation visit in February 2019.

### Addressing Systems Portfolio Category-Specific Appraisal Feedback

While the College only received the Systems Portfolio appraisal one month prior to the writing of this Report, we utilized the Portfolio appraisal to take some quick actions, as noted in the table below. Other actions noted below were already in play.

Category 1: Helping Students Learn Strategic Issues	Actions
Appraisal: Provide interpretation of results/insights gained	1. CI Portal project <i>"Develop Rubrics for Assessing and Process for Collecting Aggregated Student Achievement Data for the Essential Competencies"</i> will systematize data collection, interpretation of results and identified improvements for student achievement of shared learning outcomes (see description above)

	<ol style="list-style-type: none"> <li>CI Portal project <i>“Create Program Development Gantt Chart”</i> will make program development/design process more systemic and systematic</li> <li>CI Portal project <i>“Edit Program Review Template to Incorporate Use of CCSSE, SSI and Other Data Sources to Identify Internal Targets and External Benchmarks”</i> will systematize use of data to compare to external benchmarks set and internal targets (see description above)</li> </ol>
<b>Category 2: Meeting Student &amp; Other Key Stakeholder Needs Strategic Issues</b>	<b>Actions</b>
Appraisal: Clarify data analysis and how it is used to improve processes/outcomes	<ol style="list-style-type: none"> <li>CI Portal project <i>“Special Populations Data Collection, Analysis, Outcomes”</i> will improve data collection and processes for analysis to drive improvement of student outcomes</li> <li>CI Portal project <i>“Consolidated Complaints and Concerns Website”</i> will improve complaint data collection, establish processes for analysis to drive improvement of outcomes</li> <li>The Academic Planning Council has commissioned three industry visioning meetings, and the Work Ready Planning Committee’s new processes for analyzing data received and developing appropriate actions were implemented</li> </ol>
<b>Category 3: Valuing Employees Strategic Issues</b>	<b>Actions</b>
Appraisal: Use internal targets and external benchmarks	<ol style="list-style-type: none"> <li>CI Portal project will be initiated to <i>“Identify Internal Targets and External Benchmarks for Employee-Related Data”</i> reported on the College’s Business Intelligence site</li> <li>References to “benchmark categories” within the HEIS 2013 and 2016 survey results refer to potential KPIs for inclusion in the KPI Dashboard, through which internal targets and external benchmarks also are being identified</li> </ol>
<b>Category 4: Planning and Leading Strategic Issues</b>	<b>Actions</b>
Appraisal: No Category Strategic Issues identified	<ol style="list-style-type: none"> <li>Established recommended timeframe for annual operational planning updates in January-March to facilitate strategic budgeting in March</li> <li>CI Portal project <i>“Development Annual Operational Plan Creation,”</i> resulted in a new robust operational planning tool for the Development Department to annually assess events and initiatives with internal and external stakeholder input; Improvement opportunities are identified and feed SMART actions and improvement projects which are linked to the institutional strategic plan via the College’s technology resources for planning</li> <li>IE Council established a 5-year review cycle for institutional SWOT analysis, review of Mission/Vision/Values, and shared learning outcomes (ECs); Regular administration of the SWOT survey will allow the College to make benchmark comparisons and set internal targets</li> </ol>

Category 5: Knowledge Management & Resource Stewardship Strategic Issues	Actions
Appraisal: Clarify internal stakeholder roles	1. CI Portal project “ <i>Prepare and Implement Primary Data Sources Communication Plan</i> ” will clarify internal stakeholder roles and efforts are underway to formalize processes related to disseminating data and aligning it with planning activities
Appraisal: Clarify interpretation of results and how benchmarks are established	1. IE Council, as part of a 2018-2020 3-year plan, commissioned two CI Portal projects that collectively will produce a KPIs dashboard: “ <i>Establish Key Performance Indicators</i> ” and “ <i>Deploy and Monitor KPIs</i> ” 2. New Presidential Task Force on Financial Health has initiated a CI Portal project “ <i>Recommend Financial Sustainability Policies, Procedures and Strategies</i> ” that will explicitly include milestones to address interpretation of results and establishment of benchmarks 3. The milestones for a new CI Portal project “ <i>Techqual+ Annual IT Satisfaction Level Surveys for Faculty, Staff and Students</i> ” are being refined to address interpretation of results and establishment of benchmarks
Category 6: Quality Overview Strategic Issues	Actions
Appraisal: No Category Strategic Issues identified	Employees continue to embrace use of the Continuous Improvement (CI) Portal to provide focus to project development as well as to ensure projects at the College are pursued in a systemic and systematic fashion 1. 224 projects have been logged into the CI Portal (up from 133 reported in Systems Portfolio) 2. A number of further improvements to the CI Portal to foster Communication, Collaboration, and Transparency, including: <ul style="list-style-type: none"> <li>• Ability to set “favorites” to more easily re-visit projects</li> <li>• Added date column to milestones for enhanced project planning</li> <li>• Enhanced connectivity between Operational Planning SMART Action entry and CI project entry</li> <li>• Added “Completed” status to note when SMART Actions are complete or non-active</li> </ul>

#### Category-Specific Strategic Issues Actions: Additional Narrative

**Category 1/Common Learning Outcomes:** The statement in the Appraisal “Given the length of time assessment has been required, it might be expected that the College would be further along in the process,” and specific feedback indicating the need to expand the scope and increase the frequency of assessment activities was shared with the Assessment Committee (AC). Committee members discussed the value of HCC’s hard work to create an authentic process for assessment of its shared learning outcomes. The College did collect institution-wide data for four years, and analysis of those data indicated assessments were not valid. Thus, as described in the Portfolio and above in this Report, the AC went back to the drawing board and led the entire College through a year-long process to revise those learning outcomes, privileging widespread input to foster shared understanding. This has been time consuming, but valuable, and we believe an indicator that we do analyze data

and use it to drive improvement. While the AC had development of the college-wide data collection process in its Operational Plan for the year, this hard-hitting commentary from the Appraisers spurred the AC to make it the top priority. The Committee created a task team to develop standard rubrics and a process for data collection with a quick timeframe to ensure college-wide collection of student achievement resumes next academic year.

**Category 1/Academic Program Design:** The College discovered an opportunity to improve its processes around academic program design as it was developing a new Medical Assistant Program that revised a vocational credit course offered through Continuing Education (Phlebotomy) and stacked it into a new Medical Assistant academic credit program. While specific program approval processes were in place, there was no systemic and systematic, step-by-step process to ensure all elements necessary to launch a new program were covered at the appropriate time (e.g., sharing of program research, development of recruitment and marketing strategy, development of admissions/enrollment/advising processes, etc.). Because program development does not occur routinely for all academic administrators, it was determined that a tool that could document the timing of every needed element would improve this process. The Work Ready Planning Committee has launched a CI Portal project to develop a Gantt Chart to improve future program development.

**Category 1/Academic Program Quality:** New additions to the template used for institutional Program Review should greatly improve the use of external benchmarks and internal targets by prompting this every review cycle.

**Category 2/Current and Prospective Student Need:** The College has drafted a Special Populations Questionnaire to be implemented in January 2019. This questionnaire will allow the College to collect more comprehensive and accurate information about whether incoming and returning students fit into particular special populations. In addition to helping the College better track this information, the questionnaire will also provide a space for students to identify potential barriers to their education and connect them with available resources to overcome those barriers before their learning is impacted.

**Category 2/Complaint Process:** During the Fall 2018 semester, Student Support Services staff developed a suite of student complaint forms specialized for various categories of student complaints: Title IX/Sexual Misconduct, Harassment, Financial Aid, and Other Concerns. A webpage was built to house these forms, along with additional information for each kind of complaint and detailed Grade Appeal information. This webpage (<https://www.heartland.edu/complaints/index.html>) is now linked from the HCC homepage, and all forms submitted via this interface are processed through a centralized Student Support Services office. Each complaint is managed in Maxient, so complaint processes and management are centralized and trackable. Complaint data will be used to improve processes and communication across the College by indicating complaint patterns and helping to clarify root causes that serve as a backdrop to individual complaints.

**Category 2/Stakeholder Needs:** In order to better meet employer/external stakeholder needs, the College deployed its new industry visioning schedule and has completed visioning exercises for three industries. The Work Ready Planning Committee developed a detailed process for analyzing data received and determining any appropriate operational SMART actions. Thus far, two new certificate programs have been developed (Phlebotomy and Medical Assistant); one new industry training (Restaurant Training), and multiple other actions are still being analyzed.

**Category 3/Employee Retention:** The College is developing processes to systematically check-in with new employees and their supervisors at specified intervals following employment to support employee effectiveness and retention. Information obtained during these check-ins will influence strategies for training and development. Feedback and retention data will be reviewed to determine whether actions resulting from these



check-ins positively impact employee retention. Employee retention will continue to be evaluated against CUPA-HR Benchmarks as well as internal targets that will be identified.

**Category 3/Employee Training and Development:** A new Coordinator of Employee Development and Training position was added to the Human Resources staff in FY2019. This position collaborates with the Professional Development Council to develop and execute College strategy to deliver and ensure access to employee training and development.

**Category 5/Financial Metrics:** In 2016, several factors prompted senior leadership and the Board to prepare and adopt a Strategic Multi-Year Plan for Budget and HR Realignment. These factors included a tumultuous State of Illinois budget environment, the pending loss of a large local tax revenue source, and a Higher Learning Commission requirement for preparation and submission of a Financial Recovery Plan. The improvement in the College's financial health in the last two years is clear and undeniable. Effectively, one benchmark, the Public Composite Financial Index (CFI), was externally set for the College by the Commission with the triggering of the Financial Recovery Plan requirement. However, that minimum threshold would have hardly qualified as a target for high quality.

A new Presidential Task Force will lead a CI Portal project to *"Recommend Financial Sustainability Policies, Procedures and Strategies"* in the coming months. Even before the receipt of the Systems Appraisal, the scope of that project included determination of appropriate levels for financial reserves and capital/debt ratios through a collaborative effort including both representation from the Board of Trustees and College faculty and staff. With feedback from the Appraisal now in hand, however, the importance of interpretation of the last two years of financial performance and the establishment of future performance thresholds are accentuated. The scope of the project, which gets underway with an initial Task Force meeting on February 4, 2019, will be refined accordingly.

**Category 5/Primary Data Sources and Key Performance Indicators (KPIs):** When the 2013 AQIP Systems Portfolio was submitted, the College indicated plans to establish new Key Performance Indicators (KPIs) for its Strategic Plan. However, over the last few years, both the strategic planning process and the strategic plan have been entirely redesigned. While this has taken some time, the entire process has been much more collaborative, with much greater campus community engagement. Following the submission of the 2018 AQIP Systems Portfolio and in alignment with the new planning process, the Institutional Effectiveness Council commissioned three specific projects that operationalize its highest priorities for the period of 2018 through 2020:

1. Prepare and Implement Primary Data Sources Communication Plan
2. Establish Key Performance Indicators (KPIs)
3. Deploy and Monitor KPIs

Collectively, these projects are focused on the very concerns the team noted in the 2018 Systems Appraisal report related to clarifying stakeholder roles, interpretation of results, and benchmark decision-making.

While data has been collected for several years and the College possesses rich datasets, it fully acknowledges that processes to make that data available and useful to internal stakeholders has been lacking. Considerable progress has been made recently, however, in sharing those datasets at the most recent Campus Conversation events. Further, the Institutional Research department and key subject matter experts are currently working on identifying meaningful KPIs. Continued efforts and progress on all three of these projects will directly address the Category 5 Strategic Issues identified in the Systems Appraisal.

### Assuring Quality of Additional Locations

The College has aligned processes in place to evaluate and ensure academic program rigor at all locations. The quality of instruction and support at the College's two regional Centers in Pontiac and Lincoln is on par with main campus, and student achievement data reported in the last Systems Portfolio is almost identical. What is less clear is how well each regional Center is meeting the unique needs of the communities they serve. In response to this self-identified opportunity, the College has launched a project to conduct a comprehensive review of its regional centers that will outline recommended organizational structure and formulate a strategic plan for each Center (including a strategic enrollment management plan and marketing and community outreach plan) to fully meet the needs of the Livingston and Logan county communities. This project will include looking at multiple data sources for each of the Centers, including enrollment, employee climate, and student satisfaction data.

The College has also recently added a new location for instruction: Exelon Corporation. The Clinton Nuclear Power Station of Exelon Corporation approached the College with their interest in offering on-site academic programming for Exelon employees. Exelon identified two incumbent populations (former Navy personnel with substantial technical training related to nuclear power generation but with no formal civilian education and other employees with no college education) and two paths for possible advancement within the corporation (achievement of an advanced degree in engineering technology or attainment of qualifications needed to enter Exelon's advanced process operator training program). Through extensive conversations with the Exelon management team, the College identified its Industrial Technology AAS degree with skills certificates in Electricity, Industrial Technology, Facilities Maintenance, and Renewable Energy to serve both target populations and prepare completers for both pathways. The first cohort of student/employees has been enrolled and will begin classes in Spring 2019. HLC has scheduled a site visit for February 4, 2019.

### Assuring Quality of All Modalities of Delivery

**Dual Credit:** The College aligns its dual credit program, College NOW, with the National Alliance for Concurrent Enrollment Partnerships (NACEP) criteria for accreditation. Those processes are outlined and aligned to NACEP criteria in the College NOW Instructional Services Processes document. All dual credit faculty go through an appointment process that involves the same academic credential audit as completed for all other faculty. Dual credit instructors receive a standard orientation, submit their syllabus for department review and approval, attend curriculum alignment meetings with department faculty, administer student course evaluations, and are observed by department personnel. The College has both an administrative handbook and a faculty handbook for dual credit outlining all processes and procedures. When necessary, these processes are used by the College to identify courses or instructors not in compliance with the College's standards for all courses. In those cases, the administrator of the College's dual credit program notifies the administrator of the secondary school, and a plan for improvement is identified or the partnership is terminated.

The College's dual credit program has experienced massive growth over the past six years:

	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
HCC Dual Credit Class Sections	23	46	116	121	128	180
Unduplicated Student Headcount	200	455	857	840	875	1,329
Credit Hours	1,139	2,526	5,803	5,256	5,710	8,100
Partner High Schools and Career Centers	7	11	14	15	16	16

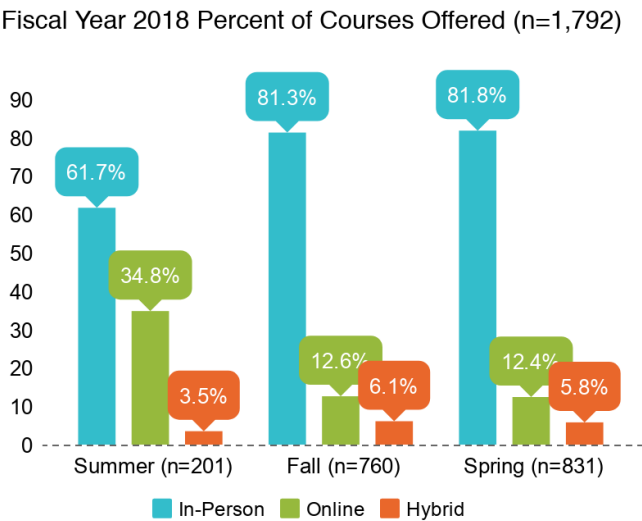
Partnerships and enrollments continue to grow in the current academic year (two new high school partners, and continued growth in annual headcount and credit hours, with numbers to be finalized in March).

Dual credit now accounts for about 1/5 of the College’s undergraduate enrollment, further necessitating mature processes for ensuring quality of instruction is equivalent. The College has added a new position, Program Assistant for Secondary Education Partnerships, and elevated another position from Coordinator to Associate Director of Secondary Education Partnerships to ensure smooth admissions, enrollment, faculty and course review processes. Further, the College continues to check and adjust its instructor orientation/ongoing professional development to ensure alignment of curriculum. One such adjustment in the coming year will have new instructors come to the College for a work session with department faculty and administration to develop their course syllabi (previously, they were given direction and completed it on their own over the summer). This should ensure fewer questions at the beginning of the school year.

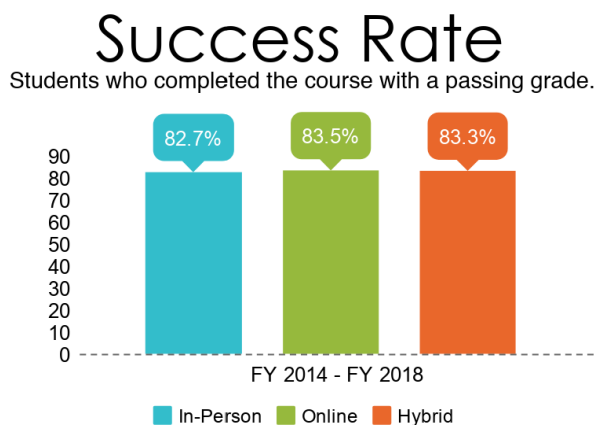
Additionally, the College continues to track student success data in dual credit courses, as well as post-graduation performance, and shares those data with its high school partners.

**Online Learning:** The College charges its Director of Online Learning and Instructional Technologies with responsibility for evaluating and ensuring rigor for alternative modalities. The Director oversees a process for certifying new instructors to teach alternative modalities, including completion of a certification course and approval of course design, assessment and evaluation methods, and tools. All faculty are required to complete the certification prior to teaching in an alternative modality. Instructional chairs, who are responsible for reviewing online course quality, complete the course as well. Additionally, the College’s Promotion Evaluation Review Team (PERT) reviews course evaluation instruments such as the classroom observation form and student course evaluations to ensure they are appropriate for monitoring rigor in online courses.

In 2017-18, the College offered traditional/in-person courses, hybrid courses, and online courses.



Over the last three years, success rates, as measured by students completing the course with a passing grade, are comparable in online courses and in-person courses.



However, withdrawal rates are higher in online courses (14.7%) compared to in-person courses (8.5%). Given this, the College has developed a withdrawal survey to collect data on the reasons why students are withdrawing from courses (piloted in Fall 2018) and has also developed a required prerequisite for all students enrolling in an online course for the first time. The prerequisite requires a student to complete a questionnaire to determine whether online learning is right for them. This prerequisite will be added in Spring 2020.

## What's Next? HCC's Quality Improvement Journey 2019 and Beyond

On July 1, 2018, Dr. Keith Cornille took over as Heartland's 4<sup>th</sup> President. With a new Strategic Plan in place, Dr. Cornille indicated the College would continue its plan to implement, check, and adjust that Plan, in keeping with the College's long tradition of continuous quality improvement. In November 2018, the AQIP Coordinating Committee held its annual Campus Conversation, bringing together the entire College to further its continuous quality improvement journey. This year's Conversation began with a celebration of AQIP successes over the years, led by AQIP Co-Chair and Biology faculty member Jane Chapman. Jane highlighted six recent quality improvement initiatives, representing each of the six AQIP Categories. The conversation then turned to examining Key Performance Indicators (KPIs) of two of the College's current Strategic Plan goals to "Improve Student Satisfaction" and to "Improve Employee Satisfaction." Students and employees examined data points from the Student Satisfaction Inventory (SSI) and the Higher Education Insight Survey (HEIS) to determine appropriateness as KPIs, and to suggest other possible measures. Participants were also asked to reflect on what they could do individually or as part of teams/departments to increase student satisfaction, as well as what might improve their perceived sense of respect and appreciation by the College. Results were delivered to the teams at the College currently working to finalize College KPIs, as well as to improve employee satisfaction.

Under new Presidential leadership, the College has also started the following initiatives to further each of the Colleges four Strategic Plan Priorities:

**Promote Student Success:** The College established a strategy to "guide students to identify their educational and career goals" as one means of achieving the Strategic Plan Goal to "increase the percentage of students progressing toward and completing their education and career goals." A new CI Portal project was created in August. "*Guided Pathways Mapping*," will develop the Guided Pathways model at Heartland, including academic program and career maps for all HCC programs. To date, the template for the academic and career maps has been created and one set of maps for the new Medical Assistant program drafted. The project is on target to be completed in October 2019.

**Ensure Resource Stewardship:** The CI Portal “*Position Framework and Alignment Project*” is a multifaceted strategy supporting the Ensure Resources Stewardship priority. The overall strategy is to “attract, retain and reward high-performing employees.” The project addresses position classification, compensation structures, workloads, and career pathways. Phase 1 of this project is focused on position classification and compensation and targeted to be completed July 1, 2019, while Phase 2 addresses the remaining elements and is targeted to be completed by July 1, 2020. Multiple measures of success are identified. Processes to facilitate analysis of the measures will need to be conducted to determine overall success of the project.

**Serve as a Community Resource:** New Work Ready Planning Committee processes to determine emerging workforce needs revealed several new opportunities to develop training and credit programs. The College is currently exploring ways to restructure human resources to better systematize processes for discovery, development, and implementation of new programs as well as to increase the speed with which the College can develop new programs.

**Model Effective Communication, Collaboration and Transparency:** While the College utilizes multiple modes of communication to keep employees informed (email, newsletters, employee portal, employee forum meetings, etc.) one of the most effective continues to be widespread involvement. The College Advisory Council (CAC) has a stated purpose to “consider and discuss matters of institutional visibility, impact, and/or strategic focus.” It serves as one of the College’s primary advisory and communication bodies. To increase involvement in this body, President Cornille expanded membership to include not only representatives of all employee groups, but also student leadership and all supervisors. Additionally, President Cornille worked with student leadership to identify existing College committees that contained purposes and goals of interest to students. Membership on those committees has been expanded to include student representation.

Finally, this Spring, a Presidential Task Force will be formed to address inclusion, diversity and equity, advancing strategic plan goals across all four College Priorities and deepening the College’s commitment articulated in its values and shared learning outcomes for students.