

The most recent improvements that will have the greatest impact on helping our students learn are the Faculty Academy Project, the Cornerstone Project, and the Gradebook Project.

The most recent improvement that will have the greatest impact in retaining students is the Student Orientation, Advisement and Registration process. Before SOAR, only 37% of the fall 2006 new student cohort returned to Heartland in fall 2007. The first SOAR cohort of new students had a 53% retention rate from fall 2007 to fall 2008. Certainly we need to fully research the reasons for increased retention, but the initial findings are positive.

112. Culture and infrastructure to improve and to set targets for improved performance

From the beginning we have had a commitment to continuously improve. Our stated values do reflect our ideal culture. The College may not live up to all the values each moment of each semester, but there is still a very strong commitment that:

1. We are student-centered.
2. We prize an upbeat, can-do attitude.
3. We support, and expect, professional growth of all employees.
4. We are all partners in the success or failure of the organization.
5. We salute tradition, not adulate it.
6. We respect the dignity of all individuals; civility, collegiality and the highest standards of professionalism should characterize HCC.
7. We are proud of the quality of the College but always seek improvement.
8. We practice ethical decision-making and responsible use of environmental, financial and community resources.

The College campus is first-rate. We have been given the physical infrastructure to serve our students and communities at the highest level. The College is in the process of completing the Beyond Buildings project that will accommodate a growing population and help the College remain a valuable asset and a critical resource for the community.

Category Two: Accomplishing Other Distinctive Objectives

2P1. Key non-instructional processes to serve significant stakeholder groups

Through Continuing Education, we serve a number of distinct stakeholder groups. These include but are not necessarily limited to the following:

- District residents wishing to pursue enrichment, professional development and other lifelong learning goals through Community and Corporate Education classes;
- Non-native English speaking adults who want to improve their English language proficiency through Adult Education ESL;
- Unemployed and underemployed district residents who participate in vocational and career development opportunities in Adult Education;
- Individuals who wish to prepare for the GED exam through Adult Basic Education;
- District employers that wish to develop and train employees through customized training with the College;
- District youth seeking enrichment opportunities through Community Education;

- Community economic development interests;
- Social service agencies seeking educational opportunities for their clients.
- K-12 students, parents and educators (through Community Education, a Youth Enrichment Program for young students, College Prep courses for high school students, enrichment courses for parents, and teacher education through the local Regional Office of Education).

Processes to serve these and other groups are designed through mindful development of courses and programs relevant to the needs of the stakeholders involved. These development processes are addressed in detail in responses to questions 2P2-2I2.

2P2. Organization's major non-instructional objectives for your external stakeholders

Continuing Education objectives are determined in a number of ways. Through regular environmental scanning, Continuing Education staff assess the needs and interests of the community and stakeholder groups. Information gleaned from environmental scanning is coupled with data related to population growth and changing demographics to determine the areas of greatest need. In addition, stakeholder groups are involved in program planning whenever possible. Continuing Education staff regularly consult with area employers, social service agencies, internal and external colleagues and other groups to keep abreast of the changing educational needs of the district. Input is also sought from the Board of Trustees, local school districts, as well as current and past Continuing Education students.

2P3. Communicating expectations

Expectations and objectives are regularly communicated both internally (within the College) and externally (with the community-at-large). The Continuing Education unit participates in college-wide strategic planning and sets annual unit goals in alignment with the College's Statement of Mission, Vision and Values, which are communicated in College publications and on the Heartland website. Strategic planning is an internal process that is facilitated by Institutional Research. Unit revenue, enrollment and persistence goals are established within Continuing Education and communicated to unit employees to encourage a culture of continuous improvement. Expectations are examined and revised during unit and department meetings. These objectives may also be communicated to both internal and external stakeholders through regular reports to the Board of Trustees. Goals and objectives for quality instruction and customer service are communicated to Continuing Education students through regular satisfaction surveys.

2P4. Assessment and review of the appropriateness and value of these objectives

Objectives are established and regularly reviewed in a continuous process of planning and evaluation. This process helps ensure that Continuing Education responds to the evolving needs of stakeholders and that the objectives are aligned with the College's Mission and Values.



In addition to Continuing Education staff, participants in this process include:

- **Community Groups**, such as the Regional Office of Education, the Economic Development Council, the Adult Education Area Planning Council and the Illinois Community College Board
- **Continuing Education students**
- **College Administration and the Board of Trustees**
- **Other Stakeholders**, such as local employers and social service agencies

2P5. Faculty and staff needs

Resource requirements are taken into consideration as Continuing Education programs are developed. During the planning process, competing projects are prioritized according to the needs of the stakeholders. The Director of Adult Education and the Dean of Community and Corporate Education evaluate resource needs in relation to department budgets. Resource needs are also discussed in budget planning with the Vice President of Continuing Education and are addressed in the annual Adult Education grant-writing process.

2P6. Readjusting objectives or the processes that support them

The first priority in planning Continuing Education objectives is to meet the needs of our stakeholders. However, human resource and budgetary constraints are considered in planning and evaluation of services. Course offerings and schedules may be adjusted relative to the budget and the availability of instructional and support staff.

2R1. Measures of accomplishing major non-instructional objectives and activities

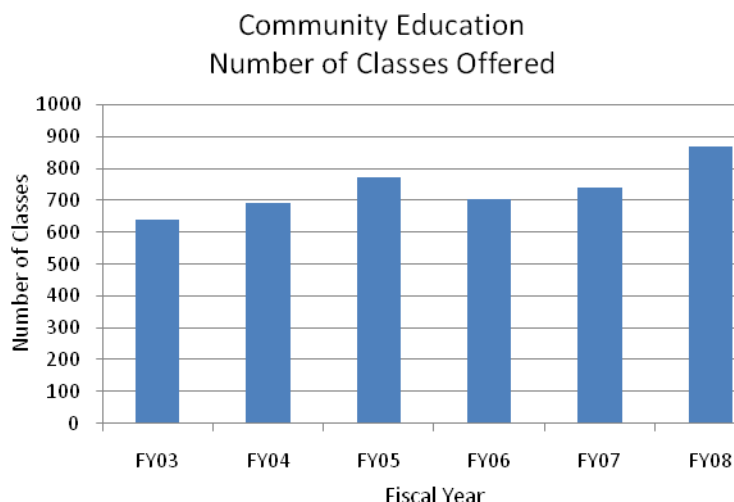
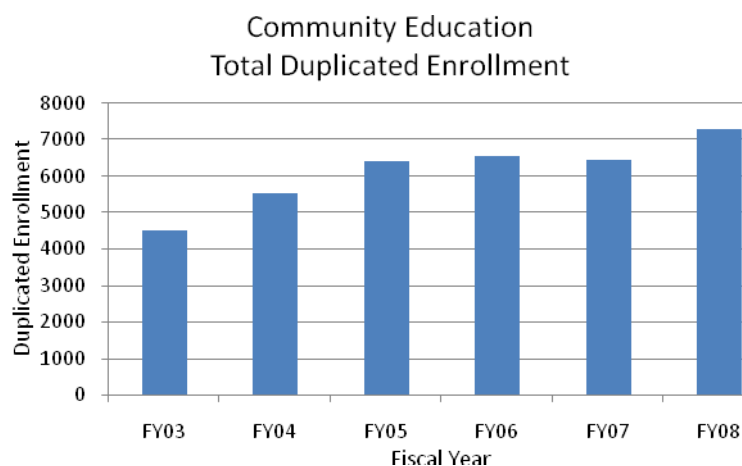
In addition to enrollment figures—which are used in all areas of Continuing Education – each component of Continuing Education (Community, Corporate and Adult Education) has unique data and reports that are used to analyze effectiveness. In Community and Corporate Education, student satisfaction surveys along with the number of classes offered and number of companies

served are important indicators of success. Adult Education analyzes student progress through post-test and GED exam results. Other important sources of data include student persistence rates and numbers of students gaining employment, entering post-secondary education, or moving off of public assistance.

2R2. Performance results in accomplishing our other distinctive objectives

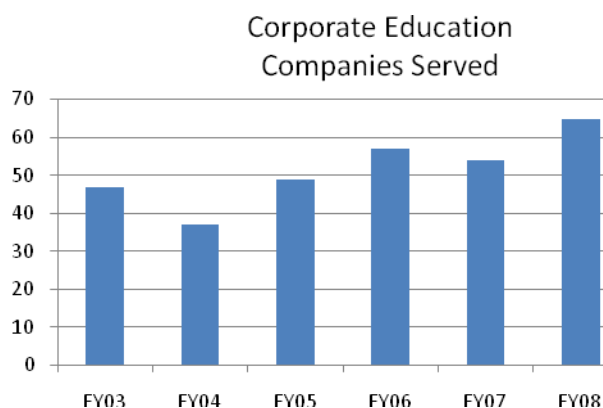
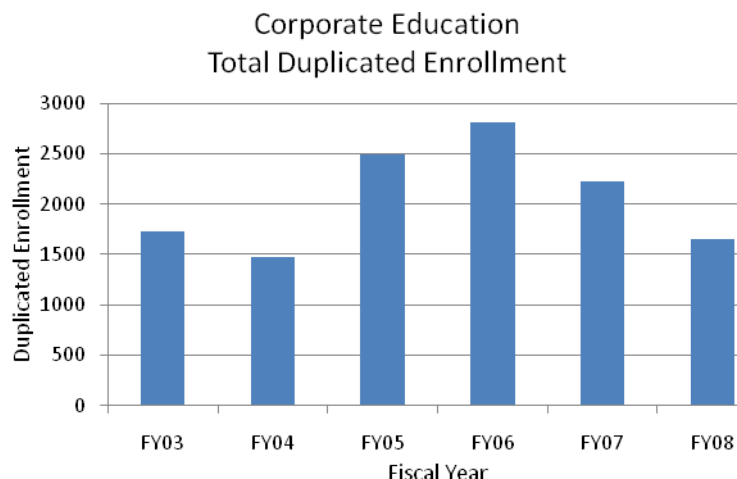
Community Education

Since Fiscal Year 2005, Community Education enrollment has increased by 16.5%, and the number of Community Education classes offered has increased by 12.5%. Results of student satisfaction surveys indicate that 92% of Community Education students would recommend courses to others. The following graphs show Community Education performance results since Fiscal Year 2003.



Corporate Education

Since Fiscal Year 2005, Corporate Education increased the number of companies served by 33% and the number of employees trained by 6%. The graphs below illustrate Corporate Education performance results since Fiscal Year 2003.



Adult Education

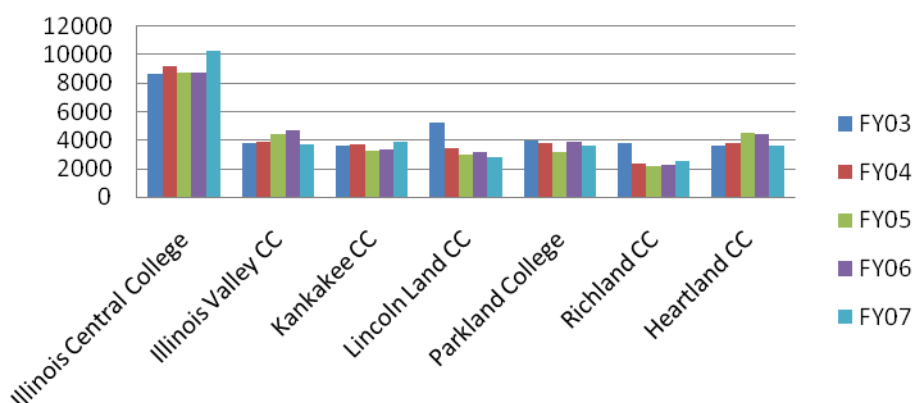
Since fiscal year 2005, Adult Education has seen a 13% increase in attendance hours. During this period, there has also been a 13% increase in the number of students demonstrating level completions on post-tests and a 63% increase in the number of GED completions.

2R3. Results for the performance of these processes

Community and Corporate Education

The definition of Continuing Education, especially with regards to Community and Corporate Education, varies among institutions. This variation complicates direct comparisons. However, a meaningful method of comparison between continuing education programs is non-credit enrollment totals. Heartland compares favorably against our peer institutions, and our enrollment trends mirror those seen elsewhere. The graph below shows enrollment trends at Heartland and peer institutions since Fiscal Year 2003.

Non-Credit Enrollment Comparison



Adult Education

The most straightforward comparison among Adult Education programs is grant funding. Grant awards are based to some extent on enrollment and performance. Since Fiscal Year 2005, the total funding for Adult Education and Family Literacy in Illinois has remained level (a 0.5% increase). During the same period, a sampling of Heartland's peer institutions showed an average increase in Adult Education grant funding of 12%. By comparison, Heartland Community College has seen a 24% increase in funding.

2R4. Performance results of our processes for Accomplishing Other Distinctive Objectives

Continuing Education is integral to the College's Mission and supports the following goals and purposes—

- We respond to the lifelong learning needs of a diverse student body.
- We provide community education programs, public service opportunities and training for district employers and their employees.
- We cultivate community success through programs that reflect and anticipate academic and economic needs.

As a comprehensive community college, Heartland aims to meet the diverse and changing educational needs of the community. Many community stakeholders look to the College not only for post-secondary degrees and certificates, but also for professional development, career training, personal enrichment and more. Performance results show that Continuing Education has been successful in meeting these needs, and that the College is eager to work with community members to continually improve program offerings to meet the ever-changing needs of our stakeholders. Continuing Education's commitment to quality enhances the reputation of the College as an integral part of the community.

2I1. Recent improvements for Accomplishing Other Distinctive Objectives

As evidence of the dynamic and fluid nature of Continuing Education, there are several new initiatives that have recently been added, further diversifying our course offerings and expanding

the number of residents and businesses we are able to serve. All improvements in Continuing Education are made in response to stakeholder input and environmental scanning.

Community and Corporate Education

- The Green Institute was developed in Fiscal Year 2008. The purpose of the Green Institute is to provide education and information to businesses and residents about energy efficiency, renewable energy, recycling, retro-commissioning and other related environmental technologies.
- The Traffic Safety School became part of Continuing Education in Fiscal Year 2009. The College was asked by the Circuit Court to administer the Traffic Safety School, which provides driver safety education to individuals who receive traffic citations in McLean County. This program will bring up to 10,000 participants to the College each year.
- The Challenger Learning Center (CLC) is another recent addition that demonstrates how the College works with the community. Until Fiscal Year 2009, the CLC functioned as a part of a local museum. Recently the College was asked to adopt oversight of the Challenger Learning Center as the museum could no longer sustain it. As the CLC was an important educational opportunity in the community, the College became the host organization and the CLC will relocate to Heartland's campus in 2010. CLC classes, referred to as missions, allow young students to apply the science they've learned in the classroom and enhance their teambuilding and communication skills. For adult learners and corporate clients, the missions provide opportunities to improve critical thinking, strategic planning, teamwork and communication.

Adult Education

- Adult Education recently developed the Academic English Language Program in response to a local need and changing demographics of the community. Through this program, local non-native English speakers can improve their English language proficiency with a goal toward enrolling in post-secondary education at Heartland or other institutions.
- Adult Education's Skills for Success class was expanded from four weeks to eight weeks in fiscal year 2009. The Skills for Success program is a partnership between the College, Bloomington Housing Authority, and the City of Bloomington. The program provides unemployed and underemployed individuals with instruction in career exploration, resume development, interviewing skills and other employment-related matters.

2I2. Culture and infrastructure for improved performance results

The institutional culture of Heartland Community College is one that is focused first on student success, as well as commitment to quality, growth and continuous improvement. The following institutional values support the College's Mission—

- We are student-centered;

- We prize an upbeat, can-do attitude;
- We are all partners in the success or failure of the organization;
- We salute tradition, not adulate it;
- We are proud of the quality of the College but always seek improvement.

These values are reflected in decision-making throughout the College at all levels. As a provider of non-traditional instruction, Continuing Education thrives in the flexible and innovative environment that Heartland embodies.

Category Three: Understanding Students' and Other Stakeholders' Needs

3P1. Changing needs of our student groups

In general, the needs of part-time or full-time students are determined based on demographics, surveys, course evaluations, and the students' goals. The examples below serve as illustrations. In the Office of Student Development the needs of student groups such as Student Government Association and Heartland Activities Committee are determined through weekly meetings with these groups. During the summer, a retreat is held for each of these key groups with the incoming student leadership in attendance. During this retreat, goals and action plans for the coming year are developed.

In the Recruitment Office, after most of our major campus events (i.e. Open House, Information Night, Adult Information Night, and Guidance Counselor Articulation Day), we send out an event evaluation that allows our participants to share their thoughts and suggestions for improvement. We review the comments and try to incorporate them into the next year's event. The Recruitment team also requests feedback from the HCC staff participants regarding their thoughts about the event. Finally, we have a debriefing meeting among Recruitment staff, which, again, allows us to discuss the areas in which we could change or improve. We are constantly tweaking our events in order to accommodate the changing needs of the population we serve.

In the Child Development Lab, students requiring childcare submit applications indicating times childcare is needed, class and work schedules, and any necessary additional financial requirements. The Heartland Foundation plays a role in determining financial assistance to students who require childcare. Enrollment of the child is based on available openings.

In Tutoring and Testing Services we conduct a student satisfaction survey that gives students an opportunity to let us know how their needs are changing and what we can do to improve our services from their perspective. At the end of each semester, tutors meet to evaluate the program and to discuss ways in which we can improve our services.

3P2. Relationship with our students

Communication is the key to serving our students. The Division of Student Services, whether through Recruitment or Advising, is typically the new student's first contact with the College. The new Student Orientation, Advisement and Registration (SOAR) process has systematically changed our relationship building. We are more confident that new students now have the information they need to succeed.