

The team reports that this exercise has been an invaluable experience for the Student Services division as a whole. Team members from the departments involved have been overwhelmingly positive about how informative and educational the exercise turned out to be.

This experience has empowered all involved; Directors, Coordinators, professional staff, customer service providers, etc., to be given the responsibility and sufficient authority to make significant changes in the work flow. When done correctly, mapping has a strong potential for improvement, will build morale and will help launch later mapping projects.

The process mapping exercise is a great way to develop policy and procedures for consistent communication to our students. For example, Academic Advisement as a department has selected a list of potential maps that impact daily interaction with students. Identifying the work flow of each process will help eliminate any inconsistencies within our literature and communication with students.

Process mapping can help improve efficiency, quality of service, and customer satisfaction. The meetings, time and effort spent are useless without appropriate follow-through. The team has expressed an interest in continuing this process mapping exercise and offered these concluding comments.

- The team would need one more “brainstorming session” meeting to determine a “Master Plan” – an outline of goals and assigned responsibilities for each department and their liaison to the team.
- Deadlines to be implemented so “future” maps are created for all current ones existing.
- “Gaps= Goals” has become the motto of this team. The team is confident that the gaps identified are a great starting point when setting the division’s Strategic Plan – something that can be done at least annually.
- The team stands behind an annual, if not more frequent, review of the enrollment process as well as other potential processes.
- Other departments/divisions around the institution take on the process mapping exercise as an effort to communicate to others how/why things are done.

Finally, Student Services staff undertook the strategic planning process for the first time. The first year-end reports were completed by the manager in the division for FY08, and strategic goals were identified for FY09. In this plan, developing the appropriate infrastructure to position ourselves for outcomes assessment in all areas of Student Services is prevailing. We are primed and ready to take on the challenge and have the talented staff to do so.

Category Four: Valuing People

4P1 Specific credentials, skills, and values required for faculty, staff, and administrators

The review of job description and functions to be performed drive the requisites of each position. The College compares similarities and differences of each position to related positions in education, other public employers, and/or the private sector. Considerations are made according to market demands and availability.

4P2 Hiring processes

The College uses standardized hiring guidelines with specific procedures for conducting job searches. Each job description drives the content of each job announcement. Each search committee screens applications according to the minimum and preferred qualifications. Interviews include questions that directly or indirectly explore compatibility with the College's Mission and Values, and each interview candidate receives the College's Mission and Values prior to the interview. Meetings with a respective Vice President may also explore the candidate's commitment/reaction to our Mission and Values. The Human Resources Office conducts job-related skills testing. Each search must include a reference check and background check.

New employee orientation includes presentation of the College's Mission and Values, the history of Heartland Community College, and the roles of community colleges. Most recent faculty position announcements (for fall 2010) required a resumé along with a letter of application addressing how qualifications and transcripts meet the requirements of the position. Each application must also include a statement of teaching philosophy and a description of teaching and assessment practices.

4P3 Recruitment, hiring and retention of employees

The College recruits through advertising in local, regional, and national newspapers, minority interest publications, academic, trade, and professional journals, various online job boards and listservs.

The College uses standardized hiring guidelines (4P1).

The College hopes to retain employees by making effective job matches at time of hire and by providing an open, welcoming environment that values employees, their skills and talents, and their contributions. The College provides competitive salaries within the education sector, strong benefits, professional development support, performance feedback, and to varying degrees, opportunities for advancement. We recognize employees in informal and formal ways, including annual and periodic employee recognition awards. (Please see 4P11 for details.)

The College fosters an environment that encourages:

- Trying new ideas and stimulating creative solutions;
- Employee involvement in College initiatives; and
- Collaborative problem-solving and open communication to resolve issues.

4P4 Orienting all employees to our organization's history, mission, and values

The College's Mission and Values are distributed widely in College publications including our website and are included in job interview packets as well as new employee information packets. During annual new employee orientation, the Cabinet addresses our Mission and Values, the history of Heartland Community College, and the roles of community colleges.

4P5. Planning for changes in personnel

At the department level, cross-training and knowledge overlap/redundancy is encouraged to minimize knowledge loss relating to individual separations and periods of job vacancy.

Departmental operations manuals are also utilized in some areas. Each year as part of the budget planning process, each division submits requests for new positions based on need.

Various positions at the College are, by nature, entry-level positions and therefore incur greater turnover due to job advancement of incumbents or other turnover.

The Human Resources Office monitors College-wide turnover rates to identify and monitor any turnover patterns of concern and analyze retirement eligibility, anticipate possible retirements and consider succession planning strategies.

4P6 Work processes for organizational productivity and employee satisfaction

Employees performing the work are often involved in determining and analyzing the work process and are typically consulted for problem identification and process improvement, brainstorming new ideas, and collaborative/team-oriented problem solving.

The College does use a systematic employee evaluation system, but it has not conducted an employee satisfaction survey since the 2006 AQIP Examiner Survey.

4P7 Ensuring ethical practices of all of our employees

The College uses multiple methods to ensure ethical practices. Applicants are screened using both reference and background checks, and each employee must complete the Ethics Survey according to the State Officials and Employees Ethics Act.

The College also hires an annual external auditor to prevent possible fraud. There are also several College policies that relate to ethical practice. The College publishes conflict of interest statements in the Board Manual and Employee Handbook, provides Statements of Economic Interest and maintains a Security and Appropriate Use Policy that focuses on information security.

Training efforts are ongoing and episodic. For example, in spring 2009 the College conducted a Red Flag training initiative to respond to results of a security audit.

4P8 Training needs

Training needs are identified and emerge in a variety of ways. Needs may be communicated by individual employees to their supervisors through the course of daily operations or the performance evaluation/goal setting process. Supervisors may recognize individual or departmental training needs that must be met in order to pursue a new initiative or comply with a compliance-oriented regulation, or may recognize a knowledge or skill deficiency that warrants specific training or education.

Large scale training needs that are applicable to all employees or large groups of employees independent of employees' specific jobs are more typically identified at the administrative level. Staff members from Human Resources, Information Technology and/or other areas are often involved in identifying such needs and in leading/facilitating efforts to fulfill such needs.

Training needs that are specific to faculty development, review of curricula, and instructional methods may be identified by the Council of Instructional Administrators and/or the Instructional Development Center.

Training is aligned with short- and long-range organizational plans by using the College's Strategic Plan as a guide to identify specific training needs to be met in order to implement or support specific goals/initiatives outlined in the Strategic Plan.

Employee training strengthens instructional and non-instructional programs and services by ensuring that employees:

- remain current in their fields and area of employment;
- are able to use College-provided technology resources effectively to aid in performing their jobs;
- have opportunities to enhance their existing skill set and knowledge base; and
- have necessary awareness and understanding of compliance-oriented issues.

4P9 Training and development of all faculty, staff, and administrators

The College expects employees to seek and embrace opportunities for continued professional growth and to apply such growth to their daily contributions. This is evident in our statement of values: "We support, and expect, professional growth of all employees."

The reinforcement comes throughout the year, but also when employees engage in the performance evaluation process in which goal setting and development are emphasized. Value 3: We support, and expect, professional growth of all employees.

4P10 Design and use of our personnel evaluation system

The performance evaluation instruments and guidelines have been developed through representative feedback from supervisors and employees. The performance evaluation and goal setting process is designed to assist the supervisor and the employee in evaluating past job performance while encouraging future personal growth and development. This process includes providing expectations, exchanging perceptions, and encouraging employee efforts as part of the Heartland Community College team. The evaluation is designed to identify both strong and weak points in job performance and provide feedback to both the supervisor and employee.

Identifying specific goals and reviewing progress toward meeting goals is a primary component of Heartland Community College's evaluation system. To the extent possible and appropriate, institutional goals, unit goals, and departmental goals should influence the specific goals. The number of specific goals should be manageable; generally 1-3 goals would be sufficient, although the number of goals is not limited. Supervisors and employees should review progress toward meeting goals throughout the year.

4P11 Employee recognition, reward, compensation, and benefit systems

The College's Employee Recognition Awards are designed with the understanding that all employees contribute to the success of Heartland and that everyone deserves recognition for their

dedication in fulfilling their responsibilities and carrying out the College's Mission. These awards include:

- Above and Beyond Award
- Committee, Team and/or Group Service Award
- Diversity Award
- Peer Support Award
- Quality Service Award
- Outstanding Performance Award

All employees are eligible to be nominated for these awards. The awards program was designed by employee representatives with special attention to linking awards with the College's Mission and Values. There are, however, other awards that are specific to faculty, including the Outstanding Faculty Award, which is annually awarded to one full-time faculty member and one adjunct faculty member to recognize excellence in teaching.

Compensation and benefits programs are designed to attract and retain a well-qualified workforce by providing equitable compensation that is competitive within the educational sector and a comprehensive benefits program that compares favorably with other employers. The College evaluates and monitors these programs through analysis of local, state, and national survey data with the intent to maintain internal equity and competitiveness within the educational sector.

4P12 Motivation of our faculty, staff, and administrators

Issues may become known through both formal and informal communication channels of groups and individuals. Formal communication channels include the occasional employee climate survey (infrequent), or other group surveys, employee forums, and committees/teams comprised of employee representatives for specific purposes/tasks. The employee performance evaluation provides a formal communication channel at the individual level with discussions related not only to employee performance but also to professional growth of the employee and personal/professional goal setting. Informal communication that may reveal issues related to the motivation of faculty, staff, and administrators includes day-to-day discussions/meetings between employees and supervisors, departmental meetings, attendance/non-attendance at College functions, question and answer sessions at College Assemblies, etc. Critical thinking and analysis of information gained through both formal and informal channels often reveal patterns that point to areas of concern or strength.

4P13 Employee satisfaction, health and safety, and well-being

The College provides for employee satisfaction by making effective job matches at time of hire. We also foster an environment that is open, welcoming, and supportive of employee growth. The College encourages employee participation and values and recognizes employees for their talents, skills, and contributions. We provide competitive salaries within the education sector, strong benefits, professional development support, performance feedback, and to varying degrees, opportunities for advancement.

The College also provides comparatively generous and family-friendly employee leave policies, comprehensive health insurance programs and an Employee Assistance Program. The College provides OSHA/safety training and equipment as appropriate to the position.

Employees can also choose from a wide variety of personal enrichment opportunities available at little or no cost through the Community Education offerings.

4R1 Measures of valuing people

Although the College does not regularly conduct climate or employee satisfaction surveys, we do annually conduct employee performance evaluations. We also track employment related factors such as:

- Budgetary expenditures for professional development,
- Analyses of professional development experiences,
- Exit interviews,
- Retention rates and
- Attendance at seminars/workshops

4R2 Performance results in valuing people

The College does not regularly conduct climate or employee satisfaction surveys. The 2006 AQIP Examiner Survey written results identified two primary issues. Employees wished to be able to evaluate or give input on their respective supervisors, and employees wondered about morale issues.

The AQIP Communication Action Project team did design a voluntary 360-Degree Evaluation process within the Division of Instructional Services. The results go directly to the supervisors who have generally commented that the feedback has been constructive and helpful.

4R3 Evidence of productivity and effectiveness of your faculty, staff, and administrators

At Heartland, we have often maintained that our success is based on student success. As an educational enterprise, our impact will be on the educational outcomes of the students we serve and on the related community benefits of an educated citizenry.

The College's Continuous Quality Improvement Report, mentioned elsewhere in this document, is an annual presentation of our evidence that the College is achieving its strategic goals and mission. Highlights of the report include the following:

- The percentages of minority, younger and full-time students have all increased over the past five years.
- About 60% of students enrolled in developmental education successfully complete their courses.
- Students who successfully complete their developmental requirements succeed in the subsequent math and English courses at a rate equal to or greater than that of their peers who did not require developmental courses.

- 60% of new students in the fall re-enroll the following spring; 40% re-enroll the following fall.
- Ethnic minority students re-enroll at a slightly lower rate than white non-Hispanic students.
- Students age 25 and older re-enroll at a lower rate than younger students.
- The percentage of new students who have graduated, transferred or are still enrolled exceeds the state average.
- HCC transfer students perform at a level comparable to other transfer students at Illinois State University.
- HCC nursing graduates pass the national licensure exams at a higher rate than the state and national averages.
- More than 90% of career graduates are employed or are continuing their education in the year following their graduation.
- A higher percentage of Adult Education students achieve their GED and employment goals than the statewide average.
- Satisfaction with Community Education courses continues to be strong.
- The number of individuals served by Corporate Education has increased and now exceeds the state average.
- Instructional and Administrative/Support cost per credit hour are below the state averages.

4R4 Results for the performance of your processes for Valuing People

This table of results from the 2006 AQIP Examiner Survey indicates that the College is rated higher on each item compared to other colleges. The College can use these results as baseline data and should implement a regular survey of employees so we can document satisfaction and identify areas for improvement.

The AQIP Criterion 4: Valuing People 5 = Very effective process, 1 = Very ineffective process	Heartland Community College		Other Organizations	
	Mean	S.D.	Mean	S.D.
Hiring people who share our mission, vision and philosophy.	3.6	1.24	3.2	1.21
Providing our people with the training and development opportunities they need to be successful in their jobs.	3.35	1.21	3.19	1.26
Aligning individual performance assessment and feedback with institutional objectives.	3.11	1.19	2.83	1.21
Motivating faculty, staff and administrators to improve their own performance.	2.66	1.26	2.62	1.25

The AQIP Criterion 4: Valuing People 5 = Very effective process, 1 = Very ineffective process	Heartland Community College		Other Organizations	
Addressing faculty, staff and administrator job satisfaction and morale.	2.46	1.24	2.39	1.23
Gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.	2.65	1.23	2.49	1.22

4I1. Recent improvements for Valuing People

The 360-Degree Evaluation process has been a benefit for those administrators participating.

4I2 Culture and infrastructure for Valuing People

“We support, and expect, professional growth of all employees.” This past year has seen a major revision of our Promotion Review and Tenure (PRT) process. The details of promotion are described in 1P11. Our culture is one that includes employee input into the processes and policies designed. The PRT revisions were initiated because promotion candidates and portfolio readers were not satisfied with the process and products. Candidates were seeking clearer and more specific guidelines and feedback, while portfolio readers were seeking a focus or standard by which to evaluate candidates. A team of three faculty and two administrators designed a new process, held multiple training sessions for FY 2009 candidates and readers to design the specific revisions for each promotion level, and then surveyed candidates and readers after the spring 2009 implementation of the new process.

Some written comments include:

- I liked the specificity of the guidelines. I have read before, and this is the first time I really felt that there were clear guidelines for the writer to address and the readers to assess.
- To openly ask tough questions and engage in discussions was particularly helpful and a great change from the old system.
- I liked that there was a focus on certain areas as opposed to covering everything, as was done in the past. Focusing on the philosophy of teaching and learning and instructional design and practices was a great way to start the promotion process. It really made me think about why I do things the way I do, and what I could do better.
- As a portfolio reader in the past, I do not remember having the opportunity to sit down with the applicant to discuss his/her portfolio. From a writer's perspective, I found this valuable. It gave me a chance to clarify issues the team questioned in my portfolio.

It is clear that when the College employees work together on a process, the results can lead to improved productivity and satisfaction.

Category Five: Leading and Communicating

5P1 Organization's mission and values

The College President has periodically convened a team composed of members of all employee groups to review the Mission and Values and to propose any revisions. The Board of Trustees reviews proposed revisions and must approve changes.

5P2 Alignment of our mission, vision, values, and the commitment to high performance

The College has in place a variety of frequently scheduled meetings designed to promote discussion and foster exchange of views. Among them are:

- Meetings of the elected Board of Trustees are open to the public, and of course, to the College community. Additionally, the Board of Trustees holds an annual planning retreat to discuss the direction of the College.
- “Quality Council” is a regularly scheduled meeting that includes selected members of all employee groups. Meetings focus on matters of general College-wide concern and importance, such as budget, planning, etc.
- AQIP Campus Conversations have been held each year for the past four years, from which new AQIP projects have been distilled from suggestions gathered there.
- The establishment of a Faculty Senate arose from an AQIP project designed to explore how the College could improve internal communication.
- Best Practices” is a convocation of faculty and instructional staff at the start of each fall and spring semester, in which topics feature assessment, classroom instructional successes and related issues.
- College Assemblies are held each fall and spring to inform all employees of important institutional issues.

5P3 Needs and expectations of current and potential students and key stakeholder groups

Elected by the people served by the College, the Board of Trustees directly represents external stakeholders, broadly defined. The HCC Foundation Board, which consists of community leaders from across the service area of the college, also helps the College understand the needs and expectations of external constituencies. Advisory committees for applied programs help determine curriculum and program goals.

Various College employees participate in community service organizations to obtain a sense of the interests and needs of the public we serve. These meetings often provide suggestions for new instructional programs or initiatives.

The College hosts meetings of high school counselors with College instructional administrators to obtain a sense of new students’ needs.