Founded in November 1990 as a comprehensive public two-year institution of higher education, Heartland Community College was the last community college to be established in Illinois. The College began offering its first classes in 1991 at a variety of temporary locations, finally beginning construction of a 160-acre permanent main campus in Normal in June 1998.

Classes were first offered on the Normal campus in Fall 2000. At that time the campus consisted of three interconnected buildings occupying approximately 200,000 square feet. Within a few years one of these buildings was expanded by approximately 40,000 square feet to provide additional instructional space. An unconnected fourth building, the College’s 101,000-square-foot Workforce Development Center, or WDC, opened in Fall 2007. The WDC became the first state-funded LEED-certified “green” building in Illinois. In 2008 the College began construction of six additional buildings as well as a new sports complex for its nascent athletics program. Construction of the sports complex will be funded primarily by private investors.

Heartland serves approximately 200,000 residents of District 540, an area of 1863 square miles forming a geographic corridor extending along Interstate Highway 55 roughly from Pontiac to Lincoln and including parts of six Illinois counties: Logan, Tazewell, Dewitt, McLean, Ford, and Livingston.

Fig. 1 District 540
Mission. Since its inception, the College has defined its mission as one of providing access to higher education and fostering excellence in teaching and learning. This mission is carried out through the following purposes and goals:

Access to Higher Education
- We admit any student who can benefit from our programs and services, and we provide academic, financial and other support services designed to maximize their potential for success.
- We offer instruction and services in convenient locations, times and formats and maintain a moderate tuition.

Excellence in Teaching and Learning
- We respond to the lifelong learning needs of a diverse student body.
- We prepare students for success in life by providing career and technical education, developmental education and the first two years of a bachelor’s degree.
- 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.
- We teach students to think critically, to solve problems, to communicate effectively in both speaking and writing, and to analyze issues from multiple perspectives.
- We prepare students for effective citizenship within a global context by promoting an appreciation of human diversity and commonality.
- We hold students to high expectations for learning and growth through continual assessment and improvement of our academic programs.
- We prepare students for life beyond the classroom through a variety of activities related to student interests.
- We recognize outstanding teaching and encourage the use of emerging technology and innovative methods.
- We support professional development for all employees as we strive for continuous improvement.

Values. The College has maintained a consistent set of stated values since its first year of operation:
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.

Q1. Goals for student learning and shaping an academic climate
As a public comprehensive community college, Heartland Community College responds to the lifelong learning needs of residents of District 540. Thus the College offers

- Associate degrees in Arts, Science, Engineering Science, and Teaching—Secondary Mathematics;
- Associate in Applied Science degrees in sixteen career and occupational areas;
- Basic and expanded certificates in approximately fifty career and occupational areas;
- Developmental coursework in Reading (4), Writing (5), and Mathematics (5);
- Support services, such as academic advising, tutoring, career exploration, etc.;
- Adult Education, including GED Preparation, English as a Second Language, and non-credit classes to assist students in developing employability skills;
- Community education offerings to promote personal and professional growth;
- Continuing education and customized training to meet the unique needs of business, industry, and non-profit and government entities;
- Services to fulfill economic, cultural, and recreational needs.

The College’s degree and certificate programs are listed in the following table:

<table>
<thead>
<tr>
<th>Program</th>
<th>AA/AS</th>
<th>AES</th>
<th>AS</th>
<th>AAS</th>
<th>AAT</th>
<th>Cert</th>
<th>Expanded Cert</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting Essentials</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
<tr>
<td>Agriculture, Transfer Preparation</td>
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<td></td>
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<tr>
<td>Art Education, Transfer Preparation</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Biological Sciences, Transfer Preparation</td>
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<td></td>
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<td></td>
<td></td>
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<tr>
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<td></td>
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<td></td>
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</tr>
<tr>
<td>Business Essentials I</td>
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<td></td>
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<tr>
<td>Business Essentials II</td>
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<td></td>
</tr>
<tr>
<td>Chemistry, Transfer Preparation</td>
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<tr>
<td>Clinical Laboratory, Transfer Preparation</td>
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<td></td>
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<td></td>
</tr>
<tr>
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</tr>
<tr>
<td>Computer Aided Design (CAD)</td>
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<tr>
<td>Computer Maintenance Technician</td>
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<tr>
<td>Computer Networking Technology</td>
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<tr>
<td>Computer Network CISCO Academy</td>
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<td></td>
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<td>✓</td>
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<tr>
<td>Computer Networking: Advanced Windows</td>
<td>✓</td>
<td>✓</td>
<td></td>
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<tr>
<td>Computer Networking: Linux</td>
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<td></td>
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<tr>
<td>Computer Networking: Windows</td>
<td>✓</td>
<td>✓</td>
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<tr>
<td>Computer Support Specialist</td>
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<td>✓</td>
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<tr>
<td>Computer Technology: Programming</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
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<tr>
<td>Criminal Justice, Transfer Preparation</td>
<td>✓</td>
<td></td>
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<td></td>
</tr>
<tr>
<td>Criminal Justice Studies</td>
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<tr>
<td>Criminal Justice, Corrections</td>
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<tr>
<td>Digital Media Communication</td>
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<tr>
<td>Digital Imaging</td>
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<tr>
<td>Drafting Skills</td>
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<tr>
<td>Early Childhood Education Level II Credential</td>
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<tr>
<td>Early Childhood Education Level III Credential</td>
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<td></td>
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<tr>
<td>Early Childhood Education Level IV Credential</td>
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<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Early Childhood Educ. Infant-Toddler Level II Credential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
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<tr>
<td>Early Childhood Educ. Infant-Toddler Level III Credential</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>✓</td>
<td></td>
</tr>
</tbody>
</table>
The most significant factor affecting the College’s academic climate—especially, but certainly not solely, for students enrolled in the first two years of baccalaureate education and intending to transfer to an upper division degree program—is the emphasis the College places upon its General Education Learning Outcomes. They represent the College’s attempt to answer the following questions:

- What do we want our learners to be able to do?
- In what contexts will we teach them how to do these things?
- What level of proficiency do we require?

Essentially, the College expects its graduates to be able to write and speak clearly and effectively to different audiences for a variety of purposes; to appreciate diversity in a global context; and to solve problems and make critical judgments.

### Table 1

<table>
<thead>
<tr>
<th>Program</th>
</tr>
</thead>
</table>
| Early Childhood Educ. Infant-Toddler Level IV Credential | ✓  
| Early Childhood Education                   | ✓  
| Early Childhood Education, Transfer Preparation | ✓  
| Education—Paraprofessional Educator          | ✓  
| Education—Secondary Mathematics             | ✓  
| Electrical Maintenance Skills               | ✓  
| Electrical Maintenance Technology            | ✓  
| Electrician Apprentice Program               | ✓  
| Electronic Skills                            | ✓  
| Electronic Systems Technology                | ✓  
| Emergency Medical Services                   | ✓  
| Engineering Science                          | ✓  
| English, Transfer Preparation                | ✓  
| Facilities Maintenance Skills                | ✓  
| Facilities Maintenance Technology            | ✓  
| History, Transfer Preparation                | ✓  
| Industrial Maintenance Technology            | ✓  
| Information Technology                       | ✓  
| Laborer Apprentice Program                   | ✓  
| Life and Health Insurance                    | ✓  
| Life and Health Insurance Basic              | ✓  
| Life and Health Insurance Expanded           | ✓  
| Machine Operations Skills                    | ✓  
| Machine Tools Technology                     | ✓  
| Maintenance Technology                       | ✓  
| Manufacturing Essentials                     | ✓  
| Manufacturing Technology                     | ✓  
| Materials and Logistics Management           | ✓  
| Mathematics, Transfer Preparation            | ✓  
| Mechanical Maintenance Skills                | ✓  
| Medical Transcription                        | ✓  
| Microcomputer Applications                   | ✓  
| Associate Degree Nursing                     | ✓  
| Practical Nursing                            | ✓  
| Nursing Assistant                            | ✓  
| Office Technology                            | ✓  
| Political Science, Transfer Preparation      | ✓  
| Psychology, Transfer Preparation             | ✓  
| Quality Technology                           | ✓  
| Radiography                                  | ✓  
| Social Work, Transfer Preparation            | ✓  
| Sociology, Transfer Preparation              | ✓  
| Web Application Designer                     | ✓  
| Web Media Designer                           | ✓  
| Welding Skills                               | ✓  
| Welding Technology                           | ✓  

The most significant factor affecting the College’s academic climate—especially, but certainly not solely, for students enrolled in the first two years of baccalaureate education and intending to transfer to an upper division degree program—is the emphasis the College places upon its General Education Learning Outcomes. They represent the College’s attempt to answer the following questions:

- What do we want our learners to be able to do?
- In what contexts will we teach them how to do these things?
- What level of proficiency do we require?

Essentially, the College expects its graduates to be able to write and speak clearly and effectively to different audiences for a variety of purposes; to appreciate diversity in a global context; and to solve problems and make critical judgments.
Since 1996 the master syllabus for every credit-bearing course taught at the College has identified which of these general education outcomes are addressed in the course, as well as the level of proficiency expected. More recently, the College has embarked upon its Cornerstone Project, which began with the identification of the ten most heavily-enrolled general education courses at the College. Each of these ten courses will be re-designed to ensure that it emphasizes one learning outcomes for each general education outcome type (communication, diversity awareness, problem solving and critical thinking).

Additionally, Heartland Community College provides programs in community and corporate education and offered more than 900 sections of these courses in Fiscal Year 2007 (July 1, 2006-June 30, 2007)—more than any other Central Illinois community college. According to a recent ICCB report, more than 8,600 community members took part in those offerings.

**Q2. Key organizational services for students and external stakeholders**

Continuing Education serves a number of distinct stakeholder groups. District residents can pursue enrichment, professional development and other lifelong learning goals through Community and Corporate Education classes. Non-native English speaking adults can improve their English language proficiency through Adult Education ESL. The unemployed and underemployed district residents can participate in vocational and career development opportunities in Adult Education. Individuals can prepare for the GED exam through Adult Basic Education. District employers can develop and train employees through customized training with the College. Finally, K-12 students, parents and educators can seek educational opportunities through 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.

The College also provides many organizational services to support our credit students as they transition to the College and then supporting them as they continue their education at Heartland.

The Division of Student Services provides a coordinated program for all new students called SOAR (Student Orientation, Advisement and Registration). Each full-time student must participate in a half-day SOAR session in order to enroll in classes. Each part-time student completes an online SOAR session. The SOAR program is intended to help new students succeed at Heartland. Students receive information about student life, financial aid, and faculty expectations. Students also complete basic skills assessments before meeting with an advisor, building a class schedule, enrolling in classes and obtaining a photo ID.

The Academic Support Center provides core services to our new and continuing students. Library Services include access to research assistance, books, eReserves, online databases, and bibliographic instruction. The Open Computing Lab provides access to 64 Intranet-ready computers and personal assistance. Testing Services offers a quiet environment for those needing make-up exams or extended time on tests. Tutoring Services provides trained tutors in one-on-one or group formats. Writing Services offerings are provided by English faculty members who assist with writing projects. Disability Support Services provides access to note-takers, sign language interpreters and assistive technology.
Q3. Requirements and expectations of key stakeholders

In general the College knows from previous surveys that students choose Heartland based on location, affordability, and programs of study. Although Bloomington-Normal is also home to Illinois State University, Illinois Wesleyan University and Lincoln College, we do not view them as competitors.

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. To this end, the College is focusing on areas that are referred to as Growth, Value and Impact.

- **Growth**: It is estimated that Heartland's district (200,000+people) will experience significant growth. Heartland is preparing today to meet the expectations and challenges of the future. Research estimates indicate that by 2015, the district population will increase 8% to 215,000, and that the College can expect an additional 50% increase in enrollment as it matures.

- **Value**: Heartland offers affordability, high academic quality and a dedication to financial responsibility. The Illinois Community College Board’s 2007 Unit Cost Report indicates that Heartland Community College’s instructional costs have averaged 28% less than the averages for Illinois community colleges over the last four years.

- **Impact**: 94% of HCC students remain local after attending HCC; their increased earning potential, skills and abilities contribute economically and socially to our communities. Heartland is proud to be a community partner through preparing individuals, providing training for businesses and supporting families through educational opportunities.

Increasingly the expectations of our students and communities are based on specific needs. Below are three concrete examples.

**Serving Students at the Lincoln Extension Center:**

In early 2008, a Lincoln Outreach Committee was formed to raise additional awareness and strengthen Heartland's relationships in the Lincoln community. The committee surveyed all juniors and seniors in Lincoln High School, mailed more than 7,000 surveys, and even offered an avenue for online survey participation. As a response to suggestions based on an extensive 2008 survey, Heartland developed the "Lincoln 101 Experience" -- a collection of classes beginning in fall 2009 guaranteed to occur throughout the year that meets first-year general education requirements. After completing their first year of classes entirely at the Lincoln Center, students will be prepared to complete remaining associate degree requirements at the Center and at the College’s main campus in Normal before transferring to a four-year college or university.

Aside from the Lincoln 101 Experience, the survey also indicated a community need for additional computer and business classes at the Center, which currently are being developed.
Serving High Risk Students through Project RISE

The key program goals of Project RISE, a TRIO, Student Support Services Program (SSS) are to improve the retention, graduation and transfer rates of the Heartland students it serves and who are: 1) from families where neither parent has attained a baccalaureate degree; 2) economically disadvantaged and/or 3) disabled. Project RISE program is structured to identify, assess, monitor, assist, and provide a resource of services and academic support activities that promote a campus climate supportive of underrepresented students.

Serving High School Students in Dual Credit Courses

In FY08 the College entered into agreements to offer dual credit courses for the first time on a large scale with the three area career/technical centers within the HCC district. The regional tech prep centers had articulated this need for several years. A college-wide effort to articulate high school career/technical courses took place in fall 2007 with the dual credit for career/technical beginning in spring 2008. The number of high school students enrolled in transfer courses has remained fairly stable over the past two fiscal years even with the loss of state funding previously available to offset partial tuition costs to students. FY08 totals were 526 enrolled high school students in both career/technical and transfer courses. FY09 totals remained fairly stable at 514.

Q4. Administrative, faculty and staff human resources

Each month the College updates the Board of Trustees regarding employee totals. The table below is from the April 15, 2009 Board of Trustees meeting.

<table>
<thead>
<tr>
<th>Employment Classification</th>
<th>Regular/Ongoing</th>
<th>Temporary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Full-time</td>
<td>Part-time</td>
</tr>
<tr>
<td>Administrators</td>
<td>49</td>
<td>0</td>
</tr>
<tr>
<td>Classified</td>
<td>49</td>
<td>9</td>
</tr>
<tr>
<td>Faculty</td>
<td>85</td>
<td>0</td>
</tr>
<tr>
<td>Professional/Technical</td>
<td>77</td>
<td>12</td>
</tr>
<tr>
<td>Non-credit Instructors</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>260</td>
<td>21</td>
</tr>
</tbody>
</table>

The College’s organizational structure has remained constant since its founding. The College is governed by a seven-member Board of Trustees selected by District 540 voters, plus a non-voting student trustee appointed from the student body. The initial administrative structure called for an executive cabinet comprised of the President, the Vice President of Instruction, the Vice-President of Business Services and the Vice President of Institutional Advancement. In the intervening years a Vice-President of Continuing Education was added to the cabinet. The goal was to have a fairly flat structure to allow for better communication.

In 1992 the College employed fulltime: 12 administrators (40%), 10 faculty (33%), 8 classified staff (27%) and zero Professional/Technical employees. In 2009 the College employed fulltime:
49 administrators (19%), 85 faculty (33%), 49 classified staff (18%) and 77 Professional/Technical employees (30%).

In Fall 2008 in reply to the Instructional Services goal of having full-time faculty teach at least 55% of all credit hours, the Associate Deans presented a case statement: *Beyond Buildings: Enhancing Instruction*, which called for a strategic plan to hire 40 full-time faculty over the next five fiscal years.

**Q5. Our mission and values**
The College strives to align its decision making with its mission and values through the process of strategic planning. Please refer to question six.

The College is working on communication processes as an ongoing AQIP Action Project. The College has in place a variety of frequently scheduled meetings designed to promote discussion and foster exchange of views. Among them are:

- “Best Practices,” a convocation of (chiefly) faculty at the start of each fall and spring semester, in which topics feature assessment, classroom instructional successes (and failures).
- “Quality Council,” 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.

Meetings of the elected Board of Trustees are open to the public, and of course, to the College community.

**Q6. Strategies to align key administrative support goals with your mission and values**
The planning model integrates institutional, statewide and accreditation perspectives and can be applied throughout the College. The Heartland model was adopted in fall 2008. The planning model is based on Five Key Questions:

1. **Why are we here?** The College’s Mission and Values provide the answer to this question and the foundation for all planning. These are, in turn, influenced by both the Community College Act and statewide higher education goals.

2. **What are we trying to accomplish?** The College’s Operational Goals are stated at the highest level in the Goals and Purposes associated with the Mission. They direct the ongoing activities of the College and are monitored by appropriate performance indicators.
3. **How are we doing?** A variety of regular institutional, state and accreditation reports contain data and information that enable College personnel to monitor the success of both operational goals and strategic initiatives.

4. **What does it mean?** Analysis of the performance data in the context of national, statewide, community and other internal and external environmental factors provides the basis for making adjustments in operations and planning new initiatives.

5. **Where are we going?** The *Strategic Goals* focus on new initiatives, significant improvements and areas of special emphasis that provide direction for expansion and/or improvement efforts.

The following summarizes the Strategic Goals for Fiscal Years 2008 through 2012.

1. Continue to enhance the financial position of the College.
2. Continue to improve the institution by participating in the AQIP process.
3. Continue to provide the highest quality education for students.
4. Foster a campus-wide climate of cultural understanding and global awareness.

The cycle below outlines the major steps in the development and monitoring of the plan.

- Spring 2007 – Review of Mission, Values, Philosophy, Institutional Purposes and Goals
- August 2007 – Presentation of FY2008 – FY2012 Strategic Plan to Board
- October 2007 – Board adoption of revised statement of Mission and Goals
- Fall 2008 – Update report

At the conclusion of the present planning cycle during FY2012, all components will be reviewed as the initial step in the next cycle.

**Q7. Data and information collection and distribution**

The College collects and distributes data and information to serve two broad purposes: internal and external. For internal purposes, the founding president has identified several “Key Indicators” which have been tracked for many years. These are similar to the recommended key indicators identified by the American Association of Community Colleges (AACC). In addition, HCC is required to provide several kinds of reports to the Illinois Community College Board (ICCB), as well as to other state, federal, accrediting and non-governmental agencies. Whenever possible, required external reports are converted to internal reports so the data and information can serve a dual purpose. The most common categories of reports are enrollment, curriculum/program, staffing and financial.

The use and dissemination of information varies by both its nature and its centrality to institutional mission, goals and purposes. Data collected in support of key institutional purposes and associated measures of institutional effectiveness may be included in a report to the Board of Trustees, posted on the Institutional Research web page or communicated directly to the appropriate administrators. The College is developing a more robust approach to specifying performance measures and target levels of performance for goals associated with both the College’s mission and its strategic plan.
In previous years, the annual Continuous Quality Improvement (CQI) Report served as the central repository for key institutional data and information. This report is currently undergoing an evolution to better fit with the newly adopted “Five Questions” planning and performance evaluation model; its final form is yet to be developed, but the goal is to devise a method of continuously updating and communicating data and information as they become available in an easily accessible format. The College is striving to become increasingly “data informed” in its decision-making practices; for that to become a reality, relevant and understandable data and information need to be easily obtained in a timely manner by those making decisions.

Data are collected in order to provide evidence of institutional effectiveness, whether from an external perspective or from an internal self-analysis perspective. In some cases, measures of effectiveness have been externally mandated; in other cases, the measures have been established internally based on either best practices or (at least) commonly established practice.

Occasionally, these two sources agree on appropriate measures. Measures that are commonly used provide a greater likelihood of being able to identify and use comparative data that inform the College of its success relative to other institutions. The information resources and technologies that impact how we manage and use data include: the PeopleSoft/Oracle enterprise information system, ICCB state reports with detailed results for each community college in Illinois, and the local data warehouse managed by the staff of Institutional Research and Planning.

Q8. Key commitments, constraints, challenges and opportunities
In our 1999 Self-Study the College identified four primary themes as it relates to the question posed. These themes included Rate of Growth, Role of Technology, Role of Faculty and Staff and HCC Values. We are committed to becoming a data rich, systems-thinking institution whose plans and actions are reflective of our values. However, we are cognizant of our challenges and hopeful for our opportunities.

The College has had to confront the issue of a lack and decentralization of space. Put simply, while students and faculty have increased in number, the campus, until recently, has not kept up with this growth. For example, limited space has meant lack of office areas for faculty and limited space where students can meet to study or form peer relationships that are so important to the college experience. As a result, communication for all concerned has been strained. The College is working toward alleviating these issues through all the construction that is taking place as part of the campus development.

The role technology plays is taken very seriously by the College. Keeping up with the pace at which technology changes is a major undertaking. The College recognizes that staying current in this area is a commitment worth making, despite the challenges and constraints that might be encountered (e.g., cost, space, training, operating, etc.). To this end the College has recently built the Workforce Development Center, a resource that provides technical training for students at the College and others within the community. Also, the College has recently updated the technology in the classroom, thereby enhancing the instructional capabilities of the instructors.
The role the faculty and staff play at the College cannot be overlooked or underestimated. One of the challenges faced by faculty and staff is how to best communicate with each other as a means of best serving the student population. Faculty (adjunct and full time) and staff, through workshops, meetings, etc., work together to improve communication so all have a better understanding of how to meet the goals of the College. The College, through its campus construction, is working to provide faculty and staff with additional resources (office space, better technology, etc.) as a means of further enhancing communication.

A sentence from our 1999 Self-Study is as relevant in this 2009 Systems Portfolio: “continuing a positive institutional culture by maintaining quality interpersonal interactions as HCC gets larger and larger is a future challenge identified by many employees.” Communication challenges and fiscal constraints must be met as we strive to be a college of distinction.

With challenges also comes opportunities, and we are very excited about launching a new Honors Program, a new Heartland Academy for Learning Opportunities (HALO) program, and incorporating Read Right into our Reading program in FY 2010.

Q9. Key partnerships and collaborations
Heartland Community College has a long history of having developed partnerships and collaborative relationships on the international, national, state, and local levels. These arrangements have as their goal to serve students and the community by offering programs and providing opportunities that would otherwise not be available at an affordable cost. The following represent typical partnerships and collaborative arrangements.

On the international level, the College provides both short-term and semester-long study abroad opportunities for students at educational institutions in several countries. In particular, the College has developed relationships with the following: the College of Humanities and Sciences at Northeast Normal University in Changchun, China; Dalian Radio and TV University and Liaoning Normal University in Dalian, China; Nizhegorodski Linguistic University in Vladimir, Russia; Canterbury Christ Church University in Canterbury, England; Forester Instituto Internacional in San José, Costa Rica; International College of Seville in Seville, Spain; International College of Management in Sydney, Australia; Salzburg College in Salzburg, Austria. The College also provides a 3-year program for students from our partner Chinese institutions, and Heartland faculty regularly teach for one or more semesters at those campuses in China. In addition, for more than 10 years, Heartland Community College has participated in a professional development program in which Heartland employees exchange with a colleague from another country, each for a two-week visit. The exchanges have involved more than 20 faculty, staff, and administrators. Currently, opportunities exist for exchanges with educators from England, Finland, Switzerland, and the Netherlands.

Nationally, the College works with professional educational associations (such as the AACC) to share information and to advocate on a national level on issues affecting its mission, as well as with consortia (e.g., the Midwest Institute for International/Intercultural Education) to exchange information and to share resources. The College also has developed 2 + 2 articulations to facilitate students’ seamless transfer to four-year degree granting institutions. Our most successful partnership outside Illinois in this regard is with Franklin University in Columbus,
Ohio. Through this alliance, students who have completed a two-year degree at Heartland can go on to earn a bachelor’s degree in any of 16 disciplines without leaving their own community by taking a combination of online courses from Franklin and specific additional courses at Heartland.

The College participates in the Illinois Articulation Initiative, a statewide transfer agreement encompassing more than 100 colleges and universities. Participating institutions agree to accept IAI-approved general education courses in lieu of their own comparable general education requirements. Additionally, the College helped develop and continues to participate in the Comprehensive Agreement Regarding the Expansion of Educational Resources (CAREER), which allows students from 25 Illinois community colleges to enroll in career and occupational programs not available in their own districts without having to pay the substantially higher out-of-district tuition and fees. Recently, the College established a partnership with Midstate College in Peoria to offer a degree in Court Reporting, which allows students to take courses simultaneously at both institutions.

Within District 540, the College recently took over the administration of the Challenger Learning Center which will be housed in the new Community Education Center. The College also entered into a unique partnership with the town of Normal and private investors. A sports park, which is yet to be named, is being funded primarily by private investors. The estimated $12 million construction cost includes a $1.5 million commitment from the Town of Normal for infrastructure development. Heartland's Board of Trustees agreed in June 2008 to commit $3.5 million to the project -- an amount the College had originally earmarked for the development of its own private athletic facilities. For the same $3.5 million, Heartland Community College will receive a state-of-the-art park for its four sports teams, complete with classrooms and other amenities that weren't part of its original athletic complex design.

The College recently collaborated with Illinois State University and Illinois Wesleyan University to cohost the Innovative Partnerships for Student Learning Conference. The conference was designed to bring together faculty, administrators and students from all types of higher education institutions as well as business and community members to share innovative practices and research on partnerships to promote learning.

The College regularly collaborates with several Chambers of Commerce, Economic Development Councils, local manufacturers and employers, area vocational centers, two Local Workforce Investment Boards (the College is a certified provider of training), the Bloomington Housing Authority, the Bloomington-Normal Educational Alliance, and several local service organizations. The College also maintains dual credit and dual enrollment programs with District high schools.