As we get larger, we fear that too many academic, administrative and service “silos” will exist on this campus (as they probably exist on other campuses as well). Although the challenges we face in Leading and Communicating are similar to other institutions, we need to act on the results of the 2006 Examiner Survey if we are to become a college of distinction.

**Category Six: Supporting Organizational Operations**

6P1 **Identify support service needs for students and other stakeholders**

The specific mechanisms used to identify service needs for students and other key stakeholders differ slightly from organizational unit to organizational unit. Broadly speaking, units ask students and stakeholders what they want or need, or units follow generally accepted best practices and then follow up those best practices with some form of student or stakeholder satisfaction analysis. Again, depending upon the unit, these conversations take place either in a formal way as with a needs analysis survey, student satisfaction survey, or a focus group for service consumers; or they take place in an informal way such as having ad hoc conversations with students or stakeholders, addressing and monitoring stakeholder complaints about particular services, or engaging in conversations with similar service providers at other institutions. Some specific examples from specific units are listed below.

*Project RISE:* This federally funded program is designed for lower income students who may be at risk for college completion. Project RISE staff members give all of their participants an initial needs assessment, and each student develops an individualized Academic Performance Plan within 30 days.

*Student Life:* The needs of student groups are determined through weekly meetings with the Student Government Association and the Heartland Activities Committee. Over the summer a retreat is held for the incoming student leaders of key student groups during which goals and action plans for the upcoming year are developed.

*Financial Aid:* Programs and processes in the Financial Aid area are informed by federal and state regulations, best practices shared through professional organizations, feedback from federal, state, and internal auditors, staff input, monitoring daily interactions with students and parents, and monitoring questions from high school counselors and other HCC faculty, administration, and staff.

*Student Records:* Student Records deals with past, present, and future students as well as internal clients such as faculty. Staff receives constant feedback through daily interactions with students and their families. Area staff also have regular communication, both formal and informal, with colleagues throughout the College about problems, processes, and solutions.

*Athletics:* Coaches have almost daily interaction with student athletes. The coaches have near daily contact with the Athletic Director. These conversations cover academic performance and athletic performance as well as the overall health and well-being of student athletes. Additionally, the Athletic Department maintains a presence at many area and division meetings and conducts a general weekly correspondence with the campus at large.
Workforce Services: This area has several internal and external clients. It identifies needs through advisory team meetings, surveys, grant requirements, attendance at professional organizations, and individualized communications with stakeholders.

Student Services: Staff review national data presented though the National Academic Advising Association (NACADA), data presented through HCC’s annual CQI reports generated by the college’s IR Office, SSI reports, and trends reported by academic advisors. Staff meet formally to discuss these data.

6P2 Identify support service needs for faculty, staff, and administration
College areas that serve faculty, staff, and administration identify needs in much the same way as those areas that serve students as outlined in section 6P1. Units either engage in formal needs analysis or some similar activity or they engage in informal communication that generates feedback about service needs or service quality. Standard best practices as well as communication with similar service providers at professional organizations and through networking also inform service activities. Some specific examples are listed below:

Instructional Development Center (IDC): Staff conducted a needs survey of faculty to help determine appropriate topics for workshops and other presentations. The IDC also created a faculty/staff advisory team to help further identify faculty and staff needs. Additionally, IDC staff monitors workshop offerings at other colleges in the area and evaluate them for their applicability at HCC. Finally, the IDC is partially responsible for organizing the College’s Best Practices day in fall and spring, during which evaluations are distributed and feedback is solicited.

Child Development Lab: Staff asks student/parents if they need financial assistance to pay their child care fees. If so, they are asked to fill out request for assistance forms, and staff members then attempt to match them with appropriate funding sources. Also, the Parents as Teachers component of the Lab programming provides for daily mini-visits with parents and four annual conferences with teachers. More frequent personal visits are provided for those in HCC’s Project RISE Program, for those who have been referred by instructors, and for those who request it.

Facilities: Staff engages in almost daily interaction with administration and faculty through a variety of communication channels, including a telephone hot line number, e-mail work order requests, walk-in requests at the Physical Plant and Safety and Security desks, and informal conversations. As an outgrowth of one of our AQIP Campus Conversation Days, the HCC AQIP page has a “Quick Fix” e-mail tab which, depending on the nature of the request, provides one more avenue of communication between or among faculty, staff, administration, and Facilities.

IT Helpdesk and Training: The IT department identifies the needs of the College in many ways. Software needs are typically determined by curriculum requirements in credit and non-credit classes or by business process requirements in other departments. They may also be determined by external factors such as new software versions or hardware requirements. Training needs are determined by looking at helpdesk tickets, conducting surveys, software or hardware
implementations in which the IT department deems training to be required, and by receiving requests from employees.

6P3 Safety and Security
The College has a contracted security staff that is under the direct control of the College’s Facilities Director and College administration. The security department operates using administrative orders and Illinois Revised Statutes as a basis for its daily operation. The administrative orders are reviewed monthly and updated as needed. These orders require that security personnel patrol the campus on a 24-hours-a-day, seven-days-a-week basis to ensure the safety and well-being of faculty, staff, and students.

6P4 Day-to-day support operations
Once again, HCC has no single, overarching system in place to make sure this is happening. Monitoring of day-to-day operations with respect to Support Services is decentralized and is the responsibility of each vice president and/or the various division heads, deans, directors or area coordinators who serve under them. Problems, issues, or concerns about an area’s ability to meet its service obligations are funneled up and down the chain of command or, given that we are a relatively flat organization, are sometimes funneled across units, and are addressed as they arise. Different areas will use different processes to make sure they are meeting the needs of their constituents. A close monitoring of feedback mechanisms described in sections 6P1 and 6P2 help to alert areas in both the short term and the long term if they are meeting their service obligations. Examples of how feedback is documented and how areas for improvement have been identified will be presented in sections 6P5 and 6I1 respectively.

6P5 Documenting support processes
Most areas have written job descriptions and processes, which, in addition to the Mission and Values, guide most of the day-to-day work of the institution. Examples of the types of written processes include job and training manuals, job descriptions, process mapping, external rules, laws and guidelines, annual reports, and web pages. Some units report predominately oral and informal documentation and realize they need improvement in this area. Some specific examples are found below.

*Project RISE:* The federal grant guidelines that govern Project RISE help determine objectives. In addition, the Project RISE Director has staff user manuals and training manuals.

*Instructional Development Center:* Processes are documented orally and in written form. This is an area in need of improvement for this unit. Annual reports are generated that cover some processes.

*Administrative Services:* Most areas have written processes that have been created from laws and regulations, industry standards, surveys from other peer colleges, and auditor recommendations.

*Facilities:* Processes are documented through a variety of mechanisms including policy letters, post orders, plans, work order reports, and contracts. These documentation processes could be improved.
**Student Life:** Student Government Association and Heartland Activities Committee maintain organizational constitutions and by-laws that help guide their processes. Other students clubs and organizations also have these documents in place.

**Student Services:** There is an advisor training handbook that is used with new advisors. Other areas in Student Services have procedure manuals in which most procedures are listed step by step, including computer screenshots as relevant. Student Services also recently participated in an area-wide process mapping exercise to help further document a variety of processes. At least 11 process maps have been developed so far.

6R1 Measures of student support services collected regularly

Again, different areas use different data collection measures. One campus-wide measure that was used was the SSI. The College expects to use this survey or one like it that solicits student satisfaction periodically. The CCSSE also has a number of questions that consider student satisfaction with a variety of student support services.

Area-specific measures include user surveys, staff surveys, complaint monitoring, frequency of use, time to problem resolution, time to task completion, and impacts on students, such as graduation rates or employment surveys. Specific area examples are listed below.

**Computer Lab:** This area tracks the number of computers in use every hour, the number of headphone loans, the number of reams of paper used and toner cartridges in printers, the number of phone inquiries, and the number of visitors to the area.

**IT Helpdesk:** The helpdesk database system is used to collect information about the various problems/requests that users have, such as name, department, problem/request description, problem resolution, and time to resolution. IT also collects survey information from the campus about a variety of projects and IT use and satisfaction more generally.

**Student Services:** We keep track of the number of students assessed, the number of students advised, appointments, graduation applications, e-mail and phone contacts with advisors, time on e-mail, and a variety of student satisfaction data. See section 3R2 as an example.

**Financial Operations:** The Business Office generates, manages, maintains, and reports a significant amount of financial information and data. Primary measures include actual revenues and expenses versus budget amounts, comparisons of current year totals to those of prior years, projections, and student payment and refunding trends.

6R2 Performance results for student support service processes

Select examples are listed below.

**Project RISE:** Performance data is uploaded yearly to the Department of Education. For the academic year 2007-2008, Project RISE met all of the established objectives.

**IT WebCT, myHeartland, websites:** Statistically, the use of myHeartland and the WebCT course management system continues to grow each semester. The number of helpdesk calls has not
grown proportionately. We believe this is due to an increased use of myHeartland, which now allows students anytime, anywhere access to College resources with one username and password.

**Student Life:** Performance results are reported in an Annual Report and a 5-year program review. Data suggest that students going through the College’s SOAR program have been retained at a higher rate than previous years’ students who were not exposed to the program.

**Athletics:** After only one and a half years of the athletic department’s existence, our teams have been successful on the field. Two teams were nationally ranked in their first year of competition. The women’s softball team was crowned Division II national champions this spring 2009. We have also been sound academically, with one team making the NJCAA Academic Team and two more teams falling just short of the qualifications.

**Testing and Tutoring:** Yearly student satisfaction surveys indicate that students are very satisfied with the hours, with the tutors, with testing procedures, and with the overall level of service provided. Several open-ended comments indicate that students perceived they would not have been successful in certain courses without the help of our tutoring services.

**Financial Aid:** Performance results are reported to the US Department of Education via the annual filing of the Fiscal Operations Report and Application to Participate (FISAP), the Illinois Student Assistance Commission (ISAC), the IBHE, and the ICCB. Performance is also reported in the Annual Report and in the 5-year Program Review.

**6R3 Performance results for administrative support service processes**
Select examples are listed below.

**Instructional Development Center:** Workshop attendees report very high levels of satisfaction with IDC programming and its execution. The same is true for Best Practices days in the fall and spring. Attendance could always be improved but is stable. Attendance at Faculty Academy sessions has also been large and stable.

**Administrative Services:** Performance at the highest level is measured by the results of the financial audit. Being in compliance with financial standards and having the audit find no fault with the day-to-day purchasing operation is optimum, which our area has been.

**Facilities:** Customer complaints are minimal, indicating excellent work from Facilities staff in maintaining our relatively new campus. Parking is adequate for the current campus population. Utility usage is ever increasing, indicating conservation measures should be considered. Preventative maintenance and outstanding work order request completion time lags some, indicating that the increasing square footage and aging buildings are increasing overall maintenance requirements. Pest management, security, and cleanliness are all maintained well.

**Financial Operations:** The College’s independent/external auditor has consistently rendered an unqualified or clean opinion of the College’s financial statements and reported no material control deficiencies in business processes. The auditor has also found the College to be in compliance with applicable laws and regulations during its annual audit and compliance reviews.
Grant funds are expended in compliance with federal and state regulations and requirements. Heartland’s Comprehensive Annual Financial Report has received the Certificate of Achievement for Excellence in Financial Reporting. The award is the highest form of recognition in the areas of governmental accounting and financial reporting. HCC was one of only 16 community colleges in Illinois to receive the award. Finally, the College’s recent bond rating from Standard and Poor’s was AA+ and from Moody’s Investor Services it was A1.

**6R4 How do support areas use information to improve?**

Generally speaking, units monitor the information to identify areas of poorer performances or areas of lower constituent satisfaction. Information is typically shared among staff within an area and conversations are held to identify mechanisms for improvement. Some areas will follow up with constituents in a more focused manner; others can share information from other campus entities such as Advisory Boards or campus committees in order to try to address areas of concern. Finally, some areas will take issues to statewide or national networking sites or conferences.

**6R5 How do results compare with other institutions?**

SSI data show that for the overwhelming majority of survey items, HCC students are more satisfied than are students at two-year colleges nationally, sometimes to a statistically significantly degree. CCSSE data show that students are typically at or slightly (and statistically insignificantly) below the national mean on most items of engagement and student satisfaction. SSI data are found in section 3R2, and CCSSE data are found in the table below.

<table>
<thead>
<tr>
<th>Benchmark Engagement Area</th>
<th>HCC Score</th>
<th>Medium Sized Colleges Score</th>
<th>IL Consortia Colleges</th>
<th>All CCSSE College Scores</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>46.0</td>
<td>49.7</td>
<td>48.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Student Effort</td>
<td>48.5</td>
<td>50.1</td>
<td>48.3</td>
<td>50.0</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>47.1</td>
<td>50.1</td>
<td>49.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>52.8</td>
<td>49.9</td>
<td>49.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>47.2</td>
<td>49.6</td>
<td>48.8</td>
<td>50.0</td>
</tr>
</tbody>
</table>

Scaled scores range from a low of 0 to a high of 100. Fifty is the scale average.

Examples of specific areas that engage in inter-institutional comparisons are found below. A number of areas use only staffing or other resource comparisons, while others engage in more involved comparisons.

**Project RISE:** In comparison to the Performance and Efficiency Measure Results: 2004-2005 report from the US Department of Education, Project RISE performance results compare favorably to other student support service programs throughout the US. Project RISE scored higher than average for two-year colleges in persistence and graduation/transfer rates.

**Facilities:** The College does better than most other Illinois community colleges relative to the level of required maintenance and repair to the physical property. Since the College is the newest in the state, the physical condition is better, and fewer resources are required to maintain the
condition at its current level. Capital budgeting information for the State of Illinois for higher education is routinely reviewed to compare the College’s capital construction needs to other schools. No other processes in the Facilities area are compared.

**Financial Aid:** Performance results at HCC are comparable to other community colleges in the State of Illinois. Because of the College’s commitment to student success and the relatively young age of the College, HCC tends to be much more generous than other colleges with regard to advancing funds to students. HCC also has an earlier date for processing financial aid credit balance refunds to students. Further, it appears that the College has a greater number of financially needy students compared to other Illinois community colleges.

**Student Records:** We regularly compare our procedures and processes to other Illinois community colleges and to other similar schools using the same student information system. We also meet in person and via listservs to share data and best practices.

**Financial Operations:** The College’s financial performance results can easily be compared to our peer Illinois community colleges using statewide data available through the ICCB.

### 6I1 Recent Improvements

Again, improvements vary across units given their functions and perceived improvement needs. Some examples are listed below.

**Project RISE:** We have improved communication with students by using the new HCC portal and Instant Messaging.

**Instructional Development Center:** We have hired a full-time media technologist position to better serve faculty technology needs. The AQIP Faculty Academy Action Project has been extended and improved. Finally, we implemented online WebCT training for instructors.

**Facilities:** We have prioritized categories of work order requests to ensure more important work is accomplished more quickly. We have hired additional staff to improve room set-ups, maintenance supervision and management, and work order management. Finally, we developed a multi-year capital construction requirements listing to better forecast budgetary needs.

**IT Helpdesk:** We tracked the number of calls that came into the help desk after 6:30 p.m. and decided to expand our services on campus until 7:30 p.m. in order to handle calls received at this later time.

### 6I2 How do culture and infrastructure support targets and improvement?

Some common items that units across the College list to answer this question are the annual program reports required in some areas and the 5-year Program Review process. Other areas note that the College emphasizes conversations with constituents and that we are small enough to be able to communicate with each other about problems when needed. Also, the College’s commitment to both maintaining and expanding its data management systems (specifically PeopleSoft) can be a big help. Finally, the College is able to support networking activities, such
as attending professional conferences, which help areas collect best practices information and improve.

**Category Seven: Measuring Effectiveness**

**7P1 Select, manage, distribute data for programs and services**
Historically the College, through its IR Office, has produced a Continuous Quality Improvement (CQI) report that was designed to monitor Key Performance Indicators (KPIs) for our internal purposes and to monitor KPIs for our external audiences such as the IBHE. The KPIs were selected through a combination of accepted best practices, specific program data needs, available and accessible data, and external reporting requirements such as program review. The College, through its updated planning process described in the next section, has begun to phase out or more accurately morph the CQI report into one that emphasizes internal program review centered around KPIs relevant to answering five key questions: Why are we here?, What are we trying to accomplish?, How are we doing?, What does it mean?, and Where are we going?

In addition to the CQI and program review reports, the College collects a variety of data both on a systematic and ad hoc basis concerning institutional finances, student satisfaction and other attitudes, faculty course evaluations, grade reports, enrollment reports, personnel performance evaluations, career success and transfer rates, community programming needs, and HCC Foundation reports. These data are used as relevant on a program-by-program basis.

**7P2 Select, manage, distribute data for planning and improvement**
The data selection and distribution mechanisms for planning and improvement activities are essentially the same as those for programs and services noted above. The most recent strategic plan stretching from FY 2008-FY 2012 was developed through the IR Office and reported in November 2008. Again, the KPIs in this planning document represent responses to the College’s five questions listed above, responses to external stakeholders such as the IBHE, and responses to internal needs and best practices. Much more information about the overall planning process and KPIs can be found in sections 8P1 and 8P2.

In order to manage better the data needed to create these various indicators, the IR Office has begun development of a low tech data warehouse so pertinent data is pulled from the College’s PeopleSoft system and sent directly to IR. The distribution of these data is primarily accomplished through the IR Office. Hardcopy reports are available as well as electronic reports downloadable from the IR website. The IR Office will also create and distribute a variety of ad hoc reports or data sheets, referred to as “Occasional Nuggets from the Data Mines.” In sum, the IR website contains the following reports that may be used to assist in the planning process at the College level or lower: CQI, statewide performance indicators, HCC mission performance indicators, summaries of internal surveys such as the Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE), graduation data, AQIP Examiner data, IPEDS data, graduate survey reports, HCC fact book data, and more.

**7P3 Collection, storage, and accessibility of data**