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Institutional Overview  

Vital Characteristics

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>
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<tr>
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<td>Early Childhood Educ. Infant-Toddler Level III Credential</td>
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</tbody>
</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
Small Business Management
Social Work, Transfer Preparation
Sociology, Transfer Preparation
Web Application Designer
Web Media Designer
Welding Skills
Welding Technology

Table 1

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 stakeholder
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>
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<td>0</td>
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<tr>
<td>Classified</td>
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<tr>
<td>Faculty</td>
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<tr>
<td>Professional/Technical</td>
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<tr>
<td>Non-credit Instructors</td>
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<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
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<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 its 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.
Category One: Helping Students Learn

1P1 Common student learning objectives and specific program learning objectives
Whenever a course or program is created or updated, the faculty of the area and the respective Associate Dean work to develop the required syllabi and Illinois Community College Board (ICCB) required forms. The syllabi and forms are taken through two college-wide committees to ensure that the course and/or program meet the College's standards.

Almost from the beginning of Heartland Community College’s fairly brief history, the Curriculum and Academic Standards (CAS) Committee has played a crucial role not only in providing guidance to faculty writing new courses and programs, but also in assuring the creation of academically appropriate curricula characterized by suitable rigor and meaningful content.

Creation of such curricula, however, is a task separate from their maintenance. This second component is both the duty and responsibility not of a single committee but of dedicated and committed faculty members and administrators whose goal is to assure high quality courses and curricula that can take their place among the best that community colleges can offer.

To formalize efforts toward that goal, as well as to assist all faculty in these efforts, an additional advisory body, focused on assessment of general education outcomes, was formed somewhat later in the College’s history. Originally a sub-team of the CAS committee, more recently the Assessment Committee (AC) has become a separate standing committee at the College, at the same time widening its interest from general education courses alone to include academic assessment in general. This change is reflective of the difference between these two major instructional committees, CAS and the AC.

Whereas CAS has as its primary responsibility the advisement of faculty in their tasks of creating or modifying challenging courses and programs, the Assessment Committee has the primary responsibility of creating and maintaining throughout these courses and programs a learning environment that supports student success. More specifically, CAS has the responsibility of assuring the College and the community that academic standards are appropriately rigorous and are fairly applied.

The AC, by contrast, has the role of assuring that the course described by the syllabus is successful – that is, that the course fosters significant learning attainment, and that student learning outcomes are achieved both within the class and within the program overall. Thus both committees have responsibilities related to learning outcomes. CAS, through its advisement of faculty, helps them to select appropriate outcomes that are then incorporated into course syllabi. The AC advises faculty and departments concerning the implementation of these outcomes both within courses and departmentally. At the same time, the AC works actively to promote internal research related to assuring course, departmental, and institutional effectiveness. In short, CAS’s role can be summarized as one of oversight, while the AC’s role is one of implementation.

1P2. Specific program learning objectives
Faculty members are primarily responsible for the curriculum. Whenever a program is created or updated, the faculty and administration meet to discuss all aspects of the program including the overall learning objectives. The objectives themselves are embedded into the courses that form the program. Once it is agreed upon by department staff that the objectives are appropriate, the program’s curricula are taken through college-wide committees (i.e., Assessment Committee and Curriculum and Academic Standards) to ensure that the way the objectives are infused into the courses that make up the program meets the College’s and the Illinois Community College Board’s standards.

Recently the Office Administration, Microcomputer Applications, and Business programs began the process of creating program-level outcomes, as none formally existed. Full-time faculty drafted program outcomes based on professional guidelines, industry standards, and College and division mission. Those were submitted to part-time faculty for input. From there, we re-examined course learning outcomes for all courses in the programs to make sure individual course learning outcomes within programs were working to meet and reinforce overall Program outcomes. In many cases, this led to curriculum revisions within programs.

The nursing faculty believes in the philosophy, mission, and goals of the College and further believes that the nursing unit’s philosophy is in accord with those of the College. The associate degree nursing program is an integral part of Heartland Community College and derives its philosophy from the mission and goals of the College. The philosophy guides the faculty in providing quality educational opportunities, which promote self care in communities served by the College.

The relationship between the nursing curriculum and the mission/philosophy of the nursing unit is demonstrated in curriculum maps, developed and used for reviewing the curriculum. Initially, educational and course outcomes were compared to the guidelines of the National League for Nursing (NLN) and the results of Pew Research Center’s report on competencies nurses would need in the 21st century. The faculty determined appropriateness of progress toward outcomes and noted any discrepancies or missing concepts from national standards. Next, course outlines and objectives were mapped across the curriculum. This enabled the faculty to view the entire curriculum and note redundancies or missing concepts.

The sequence of course offerings is planned to meet program outcomes. Courses have been developed to build one upon the other and to present a logical progression utilizing Orem’s self-care model. As a result, the graduate possesses behaviors consistent with the educational outcomes. Course materials, such as syllabus and clinical evaluation forms, reflect this progression. The classroom objectives for all nursing courses relate to the program educational outcomes and are designed to demonstrate progression from simple to complex based on Orem’s self-care model throughout the curriculum. The same consideration is given to objectives for clinical experiences, also leveled and designed to enhance classroom theory.

1P3. New programs and courses that facilitate student learning

Generally, when designing new courses and programs to facilitate learning and be competitive, Heartland looks to multiple resources. First, our faculty must be current in their disciplines. Also, we seek the advice of our Advisory Boards as well as any industry standards. Finally, we contact
other institutions in the State with similar programs to discuss the nature of their programs and get a sense of the demand they have for those programs. All new programs and courses have to be approved by the Assessment Committee and the Curriculum and Academic Standards Committee before being approved by the Illinois Community College Board.

For example, when ENGL 121: Science Fiction and Fantasy Literature was created, the faculty member researched the curriculum of similar courses at other colleges and universities. The learning outcomes and master syllabus were designed to model the most effective aspects of those external courses and also to meet the Illinois Articulation Initiative guidelines.

Additionally, the College is often made aware of potential career program needs directly through community input. Recently the Bloomington-Normal School of Radiography asked Heartland to take over the program. In such cases the College conducts a needs assessment to be sure we can offer a cost-effective program within the College’s mission.

1P4. Learning goals, students' career needs, and the realities of the employment market
One method we have used to fuse academic and career aspects of learning is to have career programs and transfer programs within the same division. For example, coursework, certificates and degrees for Accounting, Anthropology, Applied Computer Science, Small Business Management, Business (transfer), Economics, Education, Geography, History, Insurance, Office Technology, Political Science, Psychology, Microcomputer Applications, Social Work and Sociology are all offered through the Social and Business Sciences division.

Faculty in occupational areas must keep up with industry and offer courses and programs that will prepare students for industry careers. To that end, one of our primary resources are our Advisory Committees. We meet with employees from local industry (such as State Farm Insurance, Country Companies, Keane, etc.) to determine what the current needs are and how those needs are changing. The faculty members then ensure that any changes or additions that result from that committee fit into the overall structure of our programs and learning outcomes.

Career programming (job preparation, placement and exploration) is influenced by feedback from employers including Advisory Boards and from local and nationwide employment trends. Students receive career counseling in individualized sessions with their academic/career advisors. Job placement, internships and specialized preparation are facilitated by Workforce Services, which aligns many of its programming efforts with the College's CTE programs.

1P5. Preparation required of students
Heartland Community College adheres to the mandatory assessment of all entering students, including degree-seeking students, transfer students and non-degree seeking students, according to the following guidelines. The College uses a combination of both locally-designed assessments and the ACT COMPASS assessments.

- **Degree-seeking students:** Complete assessment is required prior to enrollment in their first semester at HCC.
• **Transfer students:** Assessment requirement is to be determined after reviewing the student’s transcript(s). Students who have been dismissed for academic reasons will be required to assess in all areas prior to enrollment in their first semester at HCC.

• **Non-degree seeking students:** Assessment should be completed as required for the course(s) in which they plan to enroll.

Students for whom developmental coursework is recommended are most successful when they are required to complete their developmental courses upon enrollment into the College. Although well-intentioned, this requirement can become a hardship when developmental students are required to complete their developmental coursework *before* enrolling in transfer courses. Allowing developmental students the option of concurrent enrollment in a select group of transfer-level courses while completing their developmental studies is an option utilized at Heartland, and this process is facilitated by the use of the Course Selection Guides.

The course selection guide is a table of credit-bearing courses to be used by students, advisors, and instructors in making course selection decisions to enhance the success of developmental reading and writing students. These courses are identified by lead faculty members as courses into which developmental reading and writing students might enroll and achieve success. The information on this guide will be reviewed annually by the appropriate academic division.

From among the courses they teach, faculty members identify those courses in which developmental reading and basic writing students may concurrently enroll with a great likelihood of success in spite of their basic skills deficit(s). To assist in this effort, reading and writing faculty have prepared descriptions of *reading and writing behaviors typical of students enrolled in each of HCC’s basic writing (ENGL 094, 095) and developmental reading (READ 070, 090, 091) courses*. These descriptions are found below.

Please note that while reading and writing courses are described separately, an individual’s reading ability and that same individual’s writing ability develop in an interdependent, mutually beneficial manner. Writing assignments are often based on reading in many courses, so the generation of the writing is dependent on reading ability.

**Basic Writing Courses**

ENGL 094: A typical ENGL 094 student may be able to complete short writing tasks (e.g., a summary of or an open-ended response to a reading, writings based on personal experience) with a great deal of support from instructors and/or tutors; longer writing tasks, such as term papers, will offer a tremendous challenge.

ENGL 095: Students at this level will be able to complete most brief writing tasks (e.g., summaries or writings based on personal experience) with considerable support from faculty and tutors at the beginning of the semester. ENGL 095 students may be able to complete more developed writing tasks, fewer than 5 pages, during the second half of the semester with substantial assistance from instructors and tutors.

**Developmental Reading Courses**
READ 070: Almost 100% of READ 070 assignments are completed in novels selected by individual students from an approved list; remaining readings are likely to include newspapers, short stories, and magazine articles. Students enrolled in READ 070 may be able to comprehend one- to two-page readings in disciplinary texts with substantial instructor or tutor support, but they will be unable to comprehend disciplinary textbook readings exceeding three pages in a satisfactory manner.

READ 090: In READ 090, 75% or more of the readings are completed in novels chosen from an approved list, with one or two whole-class choices complemented by individual selections. Articles from magazines, encyclopedias, and journals provide the remainder. Typical READ 090 students should be able to understand disciplinary text readings of three to seven pages with minimal instructor or tutor support. Readings that exceed 10 pages in length or are conceptually dense may prove extremely challenging for 090 students, and these will likely require substantial support. Even at the end of the semester, READ 090 students’ comprehension of full-length disciplinary textbook chapters will not be satisfactory.

READ 091: READ 091 students spend half their time reading journal articles, reference works, and textbook excerpts and chapters—the other half, they are reading novels of their choice. Students enrolled in READ 091 should be able to comprehend readings in disciplinary textbooks of seven to 10 pages with little or no support; those that are conceptually dense or exceed 20 pages in length may require instructor or tutor support at the beginning of the semester. By semester’s end, 091 students should be able to demonstrate satisfactory comprehension of full-length disciplinary textbook chapters.

In addition to initial placement, the College has a system of course prerequisites. Students enrolling in courses with stated prerequisites must provide documentation of their fulfillment of those prerequisites at the time of their enrollment in the course.

1P6. Admissions, student support, and registration services
The Office 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.

As students continue at Heartland, specific program requirements, career information, transfer/applied degree requirements and certificate information are reviewed with them in groups and in individual advising sessions. Post-SOAR advising sessions focus on assisting students in staying focused and on-track, monitoring their progress toward their educational goal, and/or assisting students in the exploration of alternate career options. As students become closer to degree or certificate completion, they benefit from an online degree audit that is available to assist them in keeping track of their personal progress toward completing their respective goals (usually transfer and/or graduation requirements). Advisors assist students by addressing specific
concerns and facilitating students’ successful understanding and progression towards program or goal completion.

Students in Nursing, Radiography, and the EMS programs all get handbooks that outline program policies and procedures. The divisions have developed extensive web pages to provide information on specific programs, and brochures are printed for the various events to recruit or display our programs. The College catalog also has information required for the program. Selective admissions programs also have Admission Criteria Packets outlining the criteria and the selection process, and information sessions are offered to deliver necessary information about the program and admission process and to answer general questions about the discipline.

1P7. Programs of study that match student needs, interests, and abilities
Advisors are formally prepared to advise and address students' academic and career concerns. Advisors are also certified through graduate education and specialized training to provide career counseling. In addition, specialized training allows career/academic advisors to administer and interpret the results of a number of career and personal inventories. These inventories are used to assist students in identifying and selecting programs of study that are best suited to their needs, interests and abilities. Students may also enroll in two courses taught by the academic advisors. GENS 101: Career Choice and GENS 102: Personal Success are both one-credit-hour courses that are offered each semester.

1P8. Underprepared students
All first-time students must take a placement assessment to determine their appropriate placement in English, math and/or reading. During the orientation process (SOAR), each student meets with an advisor who interprets his/her score and recommends the appropriate course placement. Students must fulfill all developmental or course prerequisites before progressing to the next level in the course of study sequence. Students’ course placement is monitored. Students who do not satisfy course prerequisite or subject area deficiencies are not allowed to take the next course in the sequence.

Many of the students who utilize Tutoring Services are underprepared. Tutors are automatically placed in the two lowest levels of developmental courses for reading and English, and in Math 096. Instructors in other developmental classes (math, English and reading) can also request tutors for their courses. This gives students one more person with whom to establish a relationship at the College and also puts a face to Tutoring Services. Tutors also have hours in the Center to work with students on an individual basis. Tutors are specifically trained to work with underprepared students in our Working with Diversity: Developmental and Adult Learners tutor training module. Many of our tutor training modules consist of techniques that tutors can teach students in order to help them be successful.

The Transitions Program is designed for non-traditional students who plan to enter post-secondary education in pursuit of a degree but are academically unprepared for the rigors of college-level work. The purpose of the program is not only to successfully place these students in the higher level developmental classes but also to expose them to the expectations of college faculty and the culture of higher education. Expected students in this program are graduates of GED or any HCC Adult Education or Workforce Development certificate programs. This 6-
week-long program will meet three days per week and three hours per day, with one hour devoted each for math, English, and college success skills instruction. The program is not a certificate program and is not for college credit.

The Heartland Academy for Learning Opportunities (HALO) is a brand new program offered by Heartland Community College that is designed to provide access to higher education for students with intellectual disabilities who are interested in continuing their education in a supportive yet challenging learning environment. Working with Heartland faculty, the student body and community volunteers, HALO students receive a first-rate educational experience as well as exposure to various social and enrichment opportunities.

1P9. Differences in students’ learning styles
In FY09 all sections of GENS 100: College Success were turned into a series of workshops that any enrolled student at Heartland can participate in for free or enroll and complete a portfolio for one elective credit. College Success is a series of workshops designed to focus the learner on active learning strategies and study methods in order to become a better student.

The eight topics presented are:
- Mastering Time and Task Management
- Exploring Your Learning Preferences
- Exploring Your Strengths and Career Choices
- Becoming an Active Reader
- Becoming an Active Student
- Improving Test Performance
- Exploring Healthy Lifestyles
- Understanding Civic Responsibility.

Additionally, in developmental composition, faculty members are encouraged to introduce the theory of learning styles to students to increase their awareness of diverse learning strategies. Some faculty use websites such as VARK to address these issues. Faculty members are also encouraged to be aware of the needs of different students and to present course information in a variety of formats.

Also, tutors are trained to help students identify their preferred style of learning and techniques students with a particular learning style can use to make the most of their learning. All tutors are required to take the training module “Basic Learning Styles” before they are allowed to work with students. This early training focuses on three different learning styles and the strategies students can use to make the most of a particular learning style. Tutors also have opportunities to take Learning Styles II and Learning Styles III. These training modules give tutors more tools with which they can work with students.

There is still a debate among our faculty whether the theory of learning styles is valid.

1P10. Special needs of student subgroups
It is the goal of Disability Support Services to provide “reasonable accommodations” to qualified students to give equal opportunity to campus programs and services. The types of
accommodations offered are determined by the Director of Disability Support Services and the student. Possible services may include:

**Services for Students with Visual Impairments**
- Programs such as ZoomText Extra, JAWS, and the use of CCTV's are available.
- Three primary formats for adaptive material are available: E-Text, large print and Braille.
- Document conversion is available. Please remember, the earlier the text is ordered, the better chance the text will be available when class begins.
- Possible orientation and mobility training from the Division of Rehabilitation Services to learn the layout of our campus.

**Accommodations for Students who are Deaf/Hard of Hearing**
- FM systems, interpreters or captionists are available. Students should make a request to the Director of Disability Support Services at least four weeks before classes begin.
- Notetakers are available to qualified students.

**Accommodations for Students with Learning Disabilities**
- Adaptive testing: e.g. extended time, readers, scribes, use of a computer for essay exams, use of calculator, use of a screen reader.
- Textbooks in an electronic text.
- The use of a laptop computer.
- Notetakers.
- Use Computerized Text Reader.

**Services for Students with ADD/ADHD**
- Adaptive testing: e.g. extended time on exams.
- Reduced distraction room for testing.
- Use of a word processor.
- Notetakers.

**Services for Students with Mobility and Physical Impairments**
- Adaptive testing: e.g. extended time, and/or a scribe.
- Ergonomic accommodations.
- Notetakers.
- Use of tape recorder in class.
- The Division of Rehabilitation Services offers orientation and mobility training to assist students in learning the campus.

Tutors also receive specialized training for each of these groups. Invited presenters from Disability Support Services and Adult Education assist in training the tutors in working with special populations. There is also training for working with developmental and ESL students.
Our hours of operation enable students to see a tutor at a variety of times throughout the week and on weekends. In-class tutors are helpful for students who need individual assistance.

Since all our students are commuters, we try to offer traditional courses during the day, at night and on the weekend. We also offer alternative delivery course formats for any student with scheduling issues. In fall and spring more than 50 sections in the Hybrid and Online format are offered, which allow these students to take classes while still maintaining a flexible schedule. Furthermore, regardless of course format, materials from many of our courses are available online via WebCT, a web presence, or both. This allows for some flexibility even within a course utilizing the traditional delivery method. Technology students also have access to a Remote Lab. This allows those students to log into the network from home and still have access to all of the software they use in the class as well as access to all of their network drives. They log in from anywhere they have internet connectivity and experience exactly what they would see if they logged in here at HCC.

1P11. Expectations for effective teaching and learning
In recent semesters, four methods have emerged for communicating the expectations and importance of effective teaching and learning across the instructional divisions.

As our first AQIP action plan, the Faculty Academy has become our best example of success. The charter stated:

“Professional development for all faculty members is part of the mission of HCC. Therefore, a class/cohort approach for new faculty will help us with the professional development process and will also help with a variety of orientation issues for both new and adjunct faculty. Finally, a professionally developed faculty can enhance student learning. The team will organize a formal ‘class’ for new college instructors about eight weeks in length delivered through the Instructional Development Center. The class will cover such topics as creating student learning outcomes, rubrics and grading, class presentations, class organization, syllabus construction, classroom assessment techniques, and an introduction to WebCT.”

What started as a fall cohort offering for new full- and part-time faculty has evolved to include Faculty Academy II sessions for continuing faculty. Typically Faculty Academy II cohorts have read a common book and discussed its implications for practice at Heartland. Past books used have been *Discussion as a Way of Teaching, The Skillful Teacher, the Courage to Teach* and *What the Best College Teachers Do*. In spring 2009, Faculty Academy evolved once more to more issue-driven as opposed to text-driven workshops. Grounds for Learning used face-to-face and online discussions to examine our specific experiences in spring classes. Additionally, other faculty groups met in Faculty Academies to discuss Experiential Learning, Developmental Education, and Mentoring. More than 90 faculty and staff have participated in Faculty Academy offerings in FY 2009.

Our first summer Faculty Academy will be offered in 2009, as a group will read and write about *Enhancing Learning through the Scholarship of Teaching*. In fall 2009 we will again offer Faculty Academy I for new faculty, and we will offer at least one Faculty Academy II: *Teaching to Transgress: Education as the Practice of Freedom*. 
A second method has been the College’s Best Practice workshops that kick off the fall and spring semesters. All full-time and part-time faculty and instructional administrators are invited, with a typical turn out of between 90 and 115 staff. The Fall 2009 topic will be critical thinking and problem-based learning. Previous themes or individual session topics have included:

- Community Outreach: a Valuable Context for Teaching and Learning
- Best Practices for Teaching about Issues of Class
- Loving to Learn, Loving to Teach
- Connecting Course Learning Objectives with Class Assignments
- Concept Maps and Retention Diagrams
- Reflecting Upon and Using Gradebook Project Data

A third method, the Cornerstone Project, has emerged from our HLC Assessment Academy.

Beginning with what have been deemed the “Cornerstone” courses in our General Education Program (those with the highest enrollment)*, this project seeks to tie course learning outcomes to General Education Program Outcomes areas (Critical Thinking, Problem Solving, Communication, and Diversity) and develop meaningful assessments for those Program outcomes.

The project is also about coordinating the efforts of the General Education Program faculty to ensure faculty have a common understanding of our four General Education Program Outcomes and to ensure that faculty assess them in ways that reflect that common understanding. Cornerstone is about developing a systematic approach to the delivery and assessment of our General Education Program through a course development process that ensures that every course identified as “Cornerstone” includes assessment of one level of each of the four main General Education Program outcomes, and through a program development process that ensures that across the General Education Program, each of the 20 General Education Program learning outcomes are taught and assessed. In FY 2009 English 101, Sociology 101, Psychology 101 and Communications 101 were revised under the Cornerstone Project.

The Cornerstone course design process seeks to accomplish the following:

1) Engage faculty teaching General Education Cornerstone (high enrolled) courses in cross-disciplinary conversations about how they teach and assess General Education Program outcomes;
2) Identify the Critical Thinking, Problem Solving, Communication, and Diversity Outcomes that will be covered in each course;
3) Establish assessments for General Education outcomes that are consistent with and reinforce assessments of the same outcomes in other courses in other disciplines;
4) Create a teaching guide book for each Cornerstone course to be used by all those who teach the course. The guide book will establish consistency of understanding and assessment of the Gen Ed outcomes covered in the course;
5) Implement the Grade Book Project for the course to assess how students are performing on the General Education outcomes;
6) Assist and mentor part-time faculty in carrying out the course revisions and in completing Assessment Forms for the General Education Program outcomes of the course.

Finally, this past year has seen a major revision of our Promotion Review and Tenure process. Promotion to a new range is established through a review by the Promotion Review Team, which includes faculty and administrative members. The promotion criteria include the following:

- Instructional design and teaching practices that bring about more effective teaching and learning;
- Formative and summative assessment practices that promote continued improvement in their teaching and student learning;
- Academic engagement in professional development activities that demonstrate service to the discipline, the College or the community;
- Practices that promote the Scholarship of Teaching.

Candidates for promotion prepare a teaching portfolio and have face-to-face meetings with the reading team.

1P12. Effective and efficient course delivery system

With educational quality in mind, the College has developed a balanced approach to the variety of course delivery types. By assigning an Associate Dean to develop and assess alternative course delivery types and to work with other Associate Deans in the development of courses, programs, and instructional support, course development grows out of the Associate Deans collaborating on where and how to provide instruction. The Associate Deans represent the interests of their respective faculty to each other. The collaboration has created a sense of responsibility to the whole curriculum. Instructional priorities and allocation of resources are worked out discursively and openly.

During a fall or spring semester the College typically offers 250 course sections using WebCT as a supplement, 50 course sections in a hybrid format and 50 course sections of online instruction.

One way we ensure effectiveness is to require faculty certification before they are allowed to use WebCT. Faculty complete an online course designed by the Instructional Development Center. Then, each trainee meets with the Associate Dean of Academic Support to focus on course design. The trainee creates two weeks’ worth of curriculum before conducting a show and tell with his/her respective Associate Dean and the Associate Dean of Academic Support. Faculty members are certified at the supplemental, hybrid and online levels. To date, 162 faculty have been certified.

1P13. Up-to-date and effective programs and courses

Faculty members are assigned professional development money every year to attend conferences, subscribe to journals, and continue their education related to their field. Encouraging faculty involvement with employers and development of partnerships for all disciplines is essential. Also, advisory committees offer valuable information and insight for program development. Finally, the annual internal program review process allows faculty and administration in each curriculum area the opportunity to assess needs.
1P14. Change or discontinue programs and courses
The annual internal program review process, which feeds into the Illinois Community College Board’s five-year Program Review cycle, includes a method to evaluate the necessity of each curriculum area and its components. If a program or set of courses is to be discontinued, the action would be the responsibility of the Curriculum and Academic Standards Committee.

1P15. Learning support needs
Each year the major support programs of the Academic Support Center complete an Annual Plan based on the College’s five strategic planning questions. The staff analyze: 1) Why are we here? 2) What are we trying to accomplish? 3) How well we are doing? 4) What does it all mean? and 5) Where are we going from here?

In the library, face-to-face interactions with students and faculty drive collection development, which focuses on supporting the curriculum. Headcounts and interaction tallies determine hours and staffing levels. Professional meetings and trainings inform instruction practices. College, state, and national trends inform implementation of new services and technologies.

Each semester Tutoring Services conducts a student satisfaction survey. The results of that survey can bring about changes in programming, policies and procedures. Tutoring Services facilitators work closely with faculty to determine support needs. Finally, at the end of each semester the tutors meet to evaluate Tutoring Services and make changes based on the needs of the tutors, faculty and most importantly, students.

In the Writing Program, student-centered classrooms are common, allowing faculty members to work with students individually and get to know their strengths and needs. Students are often referred to the Tutoring Center, Writing Center, library, open computer lab, and Student Services as the situation demands. Faculty members are also informed about student disabilities from the Disability Office. Communication with athletic coaches and Project RISE advisors is often solicited.

1P16. Co-curricular development goals
Our new Student Life initiative includes both student development and student athletics programming. The Director of Student Development encourages students who are involved in the co-curricular programs to address as many of the institutional Learning Outcomes through their programs as possible. Currently, these students are predominantly involved in either the Student Government Association or the Heartland Activities Committee.

The most obvious examples of this to the casual observer can be seen in the attempt by the Heartland Activities Committee to offer a diverse entertainment program with performers of different ethnic & cultural backgrounds and representing various genres of music and entertainment. Additionally, the students involved are expected to develop communication skills through writing press releases, developing promotional materials, and public speaking (in the form of performer introductions). Students also must work cooperatively with one another in the decision making process, establish effective problem solving and critical thinking, whether for effective entertainment programs, in the case of the Heartland Activities Committee, or to
effectively represent Heartland students through involvement in the Student Government Association.

A Leadership Development Program that will also address the four Learning Outcomes is currently being developed. These programs will be open to all Heartland students, with a focus on the student leaders of the various student clubs and organizations, to develop effective skills to lead their clubs and organizations, as well as serve them effectively in any leadership role they encounter beyond Heartland Community College.

Our third action project related to the HLC Assessment Academy is to develop specific co-curricular outcomes and find a mechanism to allow these outcomes to be printed on the official College transcripts. This effort is in the planning stages.

1P17. Degrees and certificates expectations
The higher education system, in general, in the United States relies on course achievement to signal graduation eligibility. By designing a course-embedded approach to assessment based on the Alverno College model, Heartland believes that course grades are reflective of student mastery of course outcomes. Thus, if a student has earned successful grades in the required courses to earn an associate degree or certificate, then that student has met our expectations. Additionally, some occupational programs have licensing tests.

1P18. Assessing student learning
Our approach to assessment begins with the design of the course. Each course syllabus must address the range of assessment methods that may be used in sections of that course. For example, the table below is from the ENGL 101 course revision that was presented for approval to the Assessment Committee on May 1, 2009.

<table>
<thead>
<tr>
<th>COURSE OBJECTIVES (Learning Outcomes)</th>
<th>General Education Learning Outcome</th>
<th>Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>After completing this course, the student should be able to:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Establish and maintain a voice that is appropriate to the selected rhetorical context</td>
<td>PS4</td>
<td>Portfolio</td>
</tr>
<tr>
<td>Demonstrate theoretical and practical understanding of the relationship between audience and purpose, and produce texts that address a variety of audiences effectively</td>
<td>CO5</td>
<td>In-class assignments, Portfolio, Quizzes</td>
</tr>
<tr>
<td>Engage inquiry in evaluating differences in perspectives and opinions—including critical self-assessment of one’s own perspective and its relationship to the perspectives of others</td>
<td>DI1</td>
<td>In-class assignments, Class discussion, Portfolio, Quizzes, Annotated working bibliographies</td>
</tr>
<tr>
<td>Develop an essay that demonstrates effectively organized and presented reasoning and supporting evidence</td>
<td></td>
<td>In-class assignments, Portfolio, and Quizzes</td>
</tr>
<tr>
<td>Interact effectively with multiple sources,</td>
<td>CT2</td>
<td>In-class assignments, Portfolio, and</td>
</tr>
</tbody>
</table>
subordinating them to the writer’s purpose; creating confidence that they have been represented fairly; and documenting them in MLA style

| Develop an effective writing process that includes successful strategies for inventing, choosing, and narrowing a topic; exploring and developing ideas through research and critical reading; and employs global and local revision and editing strategies | Quizzes, Annotated working bibliographies |

Develop an effective writing process that includes successful strategies for inventing, choosing, and narrowing a topic; exploring and developing ideas through research and critical reading; and employs global and local revision and editing strategies

- **CT3**
  - In-class assignments, Portfolio, and Quizzes

PS4 (Problem Solving Outcome 4): “Student analyzes the situation, explores different outcomes from multiple frameworks, applies the appropriate solution, analyzes the results, and refines the solution.”

DI1 (Diversity Outcome 3): Domain Level—Valuing; “Students reflect upon the formation of their own perspectives, beliefs, opinions, attitudes, ideals, and values.”

CO5 (Communications Outcome 5): “Students communicate ethically through monitoring their behavior and interactions with others.”

CT2 (Critical Thinking Outcome 2): “Students determine value of multiple sources or strategies and select those most appropriate in a given context.”

CT3 (Critical Thinking Outcome 3): “Students generate an answer, approach, or solution through an effective synthesis of diverse sources and arguments, and provide a rationale.”

Our approach to assessment continues with individual faculty. As of FY 2009 each full-time faculty members must submit two assessment forms as part of the annual self-evaluation process. Part-time faculty members also are encouraged to complete the form.

The assessment form was developed in the ASC to allow faculty members to reflect on their assessment activities. The intent was to allow faculty to make curricular changes based on their investigations of one learning outcome each semester. The questions behind the creation of the form were basic. Are the students learning? How do you know?

By completing the form each semester, the faculty were indeed reflecting on their practice and using their professional judgment to assess student learning. One primary goal was to have faculty link graded and non-graded assignments to the course outcomes. Another goal was to have faculty discuss their “findings” with another faculty member, an IDC staff member or their Associate Dean. This goal was loosely based on the scholarship of teaching literature that advocates making classroom research public.

### Assessment Form Quickview

<table>
<thead>
<tr>
<th>Name:</th>
<th>List faculty name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Semester</td>
<td>List semester and year</td>
</tr>
<tr>
<td>Course</td>
<td>List course and section(s)</td>
</tr>
</tbody>
</table>
Our approach to assessment is evolving through the HLC Assessment Academy Project called the Gradebook Project. This project was developed because in many ways faculty members "do" assessment as part of their normal teaching each semester. The question was how to take the grading efforts of faculty and link them to the learning outcomes of the course/College.

There were three primary goals of the project. First, we wanted to see the links between our assessments and our learning outcomes. Second, we wanted to see how well students perform across the learning outcomes. Third, we wanted to give faculty a way to share assessment methods that appear to be working. More than 20 faculty have created initial gradebooks in Excel that allow them to track how each student performs across all the learning outcomes of the course. Students will not only be able to see an overall course grade, but they will be able to see their performance by learning outcome of the course. The gradebook can also aggregate the data and indicate the outcomes that students appear to master well and those that appear to be more challenging.

1R1. Measures of student learning and development

The Continuous Quality Improvement (CQI) Report is an annual summary of key indicators of Heartland Community College’s (HCC) overall institutional effectiveness. Performance indicators are quantitative measures of success for various aspects of the College. The College considers certain measures to be Key Indicators that denote particular areas of significance related to the operational and strategic goals. In addition, the Illinois Board of Higher Education (IBHE) has adopted six strategic goals as part of its Illinois Commitment, with associated statewide performance indicators.

Here are some of the data captured each year:

- Ethnicity of Credit Students
- Age of Credit Students
- Student Credit Load
- Success Rates in Developmental Courses
- Success Rates in English 101 by Developmental Status
- Success Rates in College-Level Math by Developmental Status
- Success Rates in First Reading-Intensive College-Level Courses by Developmental Status
- Retention Rates of New Students
- Retention Rates of New Students by Ethnicity
- Retention Rates of New Students by Age
1R2. Performance results for common student learning and development objectives

Given the College’s course embedded assessment design, one of the primary indicators of success is achievement within a course. The table below includes the percentages for the Fiscal Years 2004-2008.

<table>
<thead>
<tr>
<th></th>
<th>Success Rate (A, B, C final grades)</th>
<th>Failure Rate (D, F, R, X final grades)</th>
<th>Withdrawal Rate (W final grades)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Traditional Sections</td>
<td>70%</td>
<td>16%</td>
<td>14%</td>
</tr>
<tr>
<td>Hybrid Sections</td>
<td>65%</td>
<td>17%</td>
<td>18%</td>
</tr>
<tr>
<td>Online Sections</td>
<td>70%</td>
<td>14%</td>
<td>16%</td>
</tr>
</tbody>
</table>

A second important indicator is success through a course sequence. As part of the AQIP Tracking Developmental Education Student Success Action Project and our National Association for Developmental Education (NADE) Certification Self-Study process, the Office of Institutional Research produced flow charts for each developmental education course in reading, math and English that tracks student success from course of entry through the remaining course sequences for those enrolled in FY 2004-FY 2006. The Developmental Education Coordination Team, which is made up of faculty course coordinators for each developmental education area, will be using this data to find ways to improve our student success. For example, we have three levels of developmental reading. Of those new students (n=59) starting in READ 070, 34 (58%) passed, and 20 students enrolled in READ 090. Of those students, 12 passed READ 090, and 10 enrolled in READ 091. Of those students, eight passed READ 091. Thus, of the original 59 students starting in READ 070, eight (14%) successfully completed all three levels of developmental reading coursework in a three-semester sequence.

A third important indicator is success at the next level of courses. We have tracked this indicator with Reading 091 completers. Although the subsequent course success of students completing reading courses is even more complex to evaluate, success in many courses depends on the student’s ability to comprehend written material. A “reading intensive” course is one in which students gain most of the information they are expected to learn from reading expository texts and demonstrate what they have learned in reading-based activities. Four high-enrollment reading-intensive courses were selected to gauge the subsequent success of the developmental reading program. Students who successfully completed the reading program (A, B or C in READ 091) were compared to students who were exempt from taking any developmental reading.
Reading students were as successful as their peers who did not need developmental reading in Business 110 and Humanities 101, but not as successful in Psychology 101 and Sociology 101. While we do not yet have a systematic objective assessment across sections of any given course, the Cornerstone Project is working toward this end. The College is working on a plan to aggregate the faculty assessment forms, use The Gradebook Project and conduct transcript analyses to measure student mastery of our general education learning outcomes. A preliminary transcript analysis of a handful of graduates indicated that each graduate had been asked to demonstrate mastery 26 times within each of our four areas (Communication, Diversity, Problem Solving and Critical Thinking).

1R3. Performance results for specific program learning objectives
Other measures of student success from the 2008 CQI Report include:

- 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 continuing their education in the year following their graduation.

1R4. Evidence that the students acquired the knowledge and skills required

The most concrete measure we have is for the Nursing programs, where we are able to obtain licensure exam results for program graduates. Pass rates for both Practical Nurse and Registered Nurse licensure exams have been higher than 90% for most recent years and compare favorably with state and national averages. Few career/technical programs have this kind of systematic external validation, however. Informal feedback from employers through advisory committees and other community contact is probably the norm for most occupational programs. Pass rates for the Registered Nurse (RN) and Practical Nurse (PN) exam are shown in the figures below.

**Nursing Exam Pass Rates (RN)**

<table>
<thead>
<tr>
<th>Year</th>
<th>Heartland Community College</th>
<th>Statewide Average</th>
<th>National Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>2004</td>
<td>100%</td>
<td>87%</td>
<td>85%</td>
</tr>
<tr>
<td>2005</td>
<td>100%</td>
<td>89%</td>
<td>87%</td>
</tr>
<tr>
<td>2006</td>
<td>96%</td>
<td>89%</td>
<td>88%</td>
</tr>
<tr>
<td>2007</td>
<td>96%</td>
<td>86%</td>
<td>85%</td>
</tr>
<tr>
<td>2008</td>
<td>92%</td>
<td>90%</td>
<td>87%</td>
</tr>
</tbody>
</table>
HCC nursing students exceeded the state and national pass rates on both exams for the last five years, with the exception of the 2003 RN graduates. All of the PN graduates have passed the licensure exam for the last five years.

The College does receive reports from Illinois public universities about the transfer success of HCC students. Generally, there is a decline in GPA during the first semester after transfer, but HCC transfer students’ GPAs usually recover to a level close to that of native students who started their education at the transfer school.

**1R5. Performance results for learning support processes**

Advisement and Enrollment services have a long history of evaluating student satisfaction with an Advisement and Enrollment Survey. These surveys were constructed and completed in collaboration with the Office of Institutional Research. A summary of results from the most recent “home grown” survey:

<table>
<thead>
<tr>
<th>Service</th>
<th>AB</th>
<th>C</th>
<th>DF</th>
<th>Mean</th>
<th>No Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Advising front desk staff is courteous and friendly</td>
<td>95.8%</td>
<td>3.5%</td>
<td>0.8%</td>
<td>4.67</td>
<td>7.1%</td>
</tr>
<tr>
<td>Data entry assistant is courteous and friendly</td>
<td>92.9%</td>
<td>5.9%</td>
<td>1.3%</td>
<td>4.56</td>
<td>11.9%</td>
</tr>
<tr>
<td>Cashier communicates effectively with you</td>
<td>91.1%</td>
<td>7.0%</td>
<td>1.9%</td>
<td>4.53</td>
<td>12.1%</td>
</tr>
<tr>
<td>HCC website provides accurate and useful information about enrollment</td>
<td>91.1%</td>
<td>6.9%</td>
<td>2.0%</td>
<td>4.54</td>
<td>23.2%</td>
</tr>
<tr>
<td>Cashier is courteous and friendly</td>
<td>91.0%</td>
<td>7.1%</td>
<td>1.9%</td>
<td>4.52</td>
<td>11.4%</td>
</tr>
<tr>
<td>Advisor respects you, your opinion, and your circumstances</td>
<td>90.7%</td>
<td>7.2%</td>
<td>2.1%</td>
<td>4.53</td>
<td>7.0%</td>
</tr>
<tr>
<td>Advisor communicates effectively with you</td>
<td>90.1%</td>
<td>7.2%</td>
<td>2.7%</td>
<td>4.50</td>
<td>6.8%</td>
</tr>
<tr>
<td>Online tuition payment via the HCC website is convenient and secure</td>
<td>90.0%</td>
<td>7.4%</td>
<td>2.6%</td>
<td>4.56</td>
<td>62.2%</td>
</tr>
<tr>
<td>Advisor is knowledgeable about services and programs</td>
<td>90.0%</td>
<td>7.0%</td>
<td>3.0%</td>
<td>4.47</td>
<td>8.1%</td>
</tr>
<tr>
<td>Advisor is knowledgeable about educational and career opportunities</td>
<td>89.6%</td>
<td>8.1%</td>
<td>2.3%</td>
<td>4.43</td>
<td>20.9%</td>
</tr>
<tr>
<td>Advisor is knowledgeable about four-year college requirements</td>
<td>88.9%</td>
<td>8.2%</td>
<td>2.9%</td>
<td>4.48</td>
<td>22.2%</td>
</tr>
<tr>
<td>Advisor shows genuine interest and concern</td>
<td>87.8%</td>
<td>10.3%</td>
<td>1.9%</td>
<td>4.43</td>
<td>27.9%</td>
</tr>
<tr>
<td>Advisor is knowledgeable about resources available in the community</td>
<td>86.6%</td>
<td>11.0%</td>
<td>2.4%</td>
<td>4.44</td>
<td>6.4%</td>
</tr>
</tbody>
</table>
Financial Aid staff communicated effectively with you  

80.7%  11.8%  7.5%  4.26  44.5%

With the implementation of AQIP, the College conducted a national student satisfaction survey (SSI). Results showed that HCC students rated academic advising/counseling services equal to that of other community colleges.

![Average Rating](image)

In the FY 2008 Annual Report, the Library Services documented the quantity of their efforts. In the first chart, bibliographic instruction sessions increased to a five-year high of 178. Database searches also reached a five-year high at 156,000. Circulation of Heartland materials to Heartland patrons also reached a five-year high of 10,149. Interlibrary loans coming into Heartland also reached a five-year high of 3,116. These numbers demonstrated how much the Library Services are used.

In the FY 2008 Annual Report, the Tutoring Services reported there had been a significant increase in the number of sessions offered in the Normal campus, with a 28% increase in fall and an almost 10% jump in the spring over the previous year’s semesters. Both Pontiac and Lincoln extensions centers, on the other hand, experienced a decrease in their total number of sessions for the year. However, due to the relatively small population in those campuses, this decrease did not greatly impact the total annual percentage increase across all sites, which stands at 14.42%. One possible reason for this significant increase is the more concerted effort by Tutoring Services to advertise and be more visible on campus as well as the strong endorsement and referral by the English and math faculty.

Tutoring Services also implemented a number of new initiatives during the 2007-2008 school year, and the total number of hours tutored reflect those efforts. Apart from increasing the number of in-class tutoring hours, a significant number of tutor support hours were provided during Student Orientation, Advisement, and Registration (SOAR), the new college registration program implemented in the summer of 2007 to help incoming freshmen transition to HCC. It constituted 15.15% of the total tutoring hours provided for the year. Some in-class support was provided for the Chinese students from Liaoning Normal University in the fall. Finally, in close
cooperation with Heartland’s Athletic Director, Athletic Study Tables were started in an effort to help Heartland athletes stay on top of their academic goals.

These annual reports demonstrate the increased use of Academic Support services, and while the numbers of students served continues to rise across all our services, we are still struggling to measure our services’ direct or indirect impact on student learning. Another next step may be to process map our services as was done in Advising this year.

1R6. Results for the performance of your processes in Helping Students Learn
As an institution participating in Title IV Higher Education Act programs, Heartland Community College is required by federal law to disclose graduation and transfer-out information in compliance with the Student Right-to-Know Act. Information on program completions and transfer to other institutions by Heartland students is provided by the Illinois Community College Board (ICCB).

A cohort of full-time, first-time degree/certificate seeking students was tracked by ICCB from 2005 to 2008. The table below displays the graduation and transfer-out rates of Heartland's cohort and all Illinois community colleges.

<table>
<thead>
<tr>
<th>Fall 2005 Cohort</th>
<th>Heartland Number</th>
<th>Heartland Percentage</th>
<th>All Illinois Community Colleges Number</th>
<th>All Illinois Community Colleges Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time, first-time, degree/certificate-seeking students</td>
<td>1,216</td>
<td>-</td>
<td>26,973</td>
<td>-</td>
</tr>
<tr>
<td>Graduation Rate: Completed degree or certificate within 150% of scheduled time (3 years)</td>
<td>481</td>
<td>39.6%</td>
<td>5,746</td>
<td>21.3%</td>
</tr>
<tr>
<td>Transfer-Out Rate: Transferred to another school within 150% of scheduled time (3 years); did not complete degree or certificate</td>
<td>267</td>
<td>22.0%</td>
<td>8,428</td>
<td>31.2%</td>
</tr>
<tr>
<td>Still Enrolled:</td>
<td>181</td>
<td>14.9%</td>
<td>5,186</td>
<td>19.2%</td>
</tr>
<tr>
<td>Successful Progress Rate: Includes graduated, transferred and still enrolled</td>
<td>929</td>
<td>76.4%</td>
<td>19,360</td>
<td>71.8%</td>
</tr>
</tbody>
</table>

Source: ICCB Statewide and HCC Graduation Rate Reports, June 2009

The College has just joined the National Community College Benchmark Project, and our first submission is due June 17, 2009. The Illinois Community College Board maintains an excellent set of data and characteristics on all public Illinois community colleges. However, there is not a good set of data specifically related to student learning outcomes.

1I1. Recent improvements for Helping Students Learn
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.

![Community Education Enrollment Graph]

![Community Education Classes Offered Graph]

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.
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.

**212. 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.
Maintaining relationships is done in person, in the classrooms and the offices of the campus, and through the myHeartland portal. Students need timely and correct information to succeed. In the Financial Aid office this process begins annually in January of each year by encouraging all students to apply for financial aid at the same time they complete their annual tax forms. Workshops to assist student in the completion of the financial aid applications are scheduled in spring and throughout the year. The Heartland website is updated regularly and offers detailed information about financial aid programs and processes. Catalogs and schedule books are also a source of financial aid information.

In the Student Development Office there are weekly group meetings for key student groups, such as Student Government Association and Heartland Activities Committee. The Director of Student Development has bi-weekly one-on-one meetings with the primary student leader for each of the key student groups. Other students involved in these groups are encouraged to utilize the Director of Student Development’s office hours.

Dedicated staff in Workforce Services meets regularly one-on-one and in groups with career and technical education and special population students to meet both life and learning needs and to foster student retention and success.

The Technology division supports student groups such as the Technology Club and Women in Technology. Opportunities are provided throughout the academic year for students and staff to engage in conversation and participate in activities outside the classroom.

The Director, Program Assistant, and all the teachers in the Child Development Lab build and maintain relationships through daily informal meetings with the student parents. If a child requires specialized services, a Parent Support Specialist provides more frequent personal visits, group meetings, and referral services. There are group activities such as Fishing Night and Dr. Seuss Night that all student parents and their children can enjoy. Daily “Highlights of the Day” provide notes and photos, while monthly newsletters keep student parents informed.

3P3. Changing needs of our key stakeholder groups
The College’s strategic planning model ensures that the needs of stakeholders are identified and needs analyzed. Meetings of the Board of Trustees and Heartland Foundation Board provide staff with input regarding community interests and support for College programs and services. Bloomington-Normal, Lincoln, and Pontiac outreach committees also offer recommendations for strengthening relationships with the College either through improved communication strategies or additional programs and services. Surveys have also been conducted in Lincoln to address the needs of residents.

Needs of external stakeholders (such as community members, regional employers, government organizations, secondary schools, social service providers, and economic development councils) are identified through Advisory Board meetings, follow up surveys and evaluations, communications with stakeholders (via e-mail, phone and in person) and peers at other Illinois community colleges (through Listserv correspondence, conferences and meetings), specific
guidelines provided by the ICCB and other grantors, professional organizations, as well as interaction with faculty, administrators and other College staff.

One of our biggest stakeholder groups consists of high school guidance counselors. Recruitment staff send out an event evaluation after Guidance Counselor Articulation Day requesting feedback about any of the services that Heartland provides to high school students. Again, we utilize the information not only to improve Articulation Day, but also to help improve high school visits, group tours, campus events, dual enrollment classes and SOAR.

In order to better serve our community stakeholders, an Associate Director of Alumni Relations and Outreach was hired. That office has conducted an alumni student survey, and the establishment of an Alumni Association Board is in progress. Donor cultivation strategies include inviting community members and organizations to presentations about Heartland programs and services; personal meetings with executive staff; direct mail correspondence and a continuous flow of information about the College to the donor.

3P4. Relationships with our key stakeholders
The College provides our communities with publications such as the Annual Report to provide updates on the College’s programs and recent achievements. The College has a very active Foundation Board that assists with our efforts to maintain relationships through annual fundraising events, ambassadorial visits/tours on campus, and legislative meetings.

The Recruitment Office is in constant communication with high school guidance counselors. We inform them about events on campus, enrollment processes and deadlines, new programs and services, and visits to their respective high schools. In addition to the e-mail communication, we also host an annual Guidance Counselor Articulation Day where we can showcase Heartland and its programs, as well as show the counselors that we appreciate them and all they do for Heartland. Just as we strive to build and maintain a positive relationship with our prospective students, we do the same with high school guidance counselors.

Relationships with on-campus stakeholders such as advisors, faculty and administrators are built and maintained through meetings, e-mail, and individual contacts. When departments have new needs that will affect other areas of the College, communication, flexibility and support are keys to success. For example, when two math instructors wanted to provide review sessions for students before they retook their math assessment tests, the Assessment Office had open and thoughtful discussions about how this review could best be offered. When Adult Education decided to use the ESL portion of COMPASS with our visiting Chinese and other ESL students, the Assessment Office created the test package in COMPASS and arranged special testing times for students.

3P5. Educational offerings and services
Each of the major career programs has a supporting Advisory Board comprised of personnel from local businesses who may employ graduates of the specific career program. These individuals offer advice and consultation on several different aspects including curriculum, assessment tools, laboratory equipment, and employment prospects. The Technology division also relies on surveys (from students and employers), meetings with various community groups
and individuals on an ongoing basis, input from advisors, conversations with student groups, and literature survey of the field of study.

Often, information from student surveys leads to new services. The lowest rated student services from several graduation surveys were Student Activities and Career Planning, averaging about 3.0 on a 4-point scale. This feedback along with best practices from other institutions and higher education research are some of the reasons the College implemented a Student Life Initiative in FY 2008, and we are just beginning a new AQIP Action Project on Defining a Comprehensive Career/Placement Process to promote a broad-based understanding and use of available career and workforce services and resources required; define the ideal career resource process; and identify resources to reach the ideal.

3P6. Complaint information from students and other stakeholders
Students, faculty and staff are encouraged to make every attempt to resolve problems/concerns at the point of origin. However, if resolution cannot be achieved in this manner, a formal appeal should be filed. Appeals may be initiated by either students or faculty/staff for any of the following reasons:

1) Grade challenges
2) Resolving differences between students and faculty/staff
3) An exception to a College policy
4) Academic dismissal
5) An exception to a graduation requirement
6) Academic integrity violations

There are specific procedures relating to cases of sexual harassment, financial aid appeals and disciplinary action. Common complaints may or may not ever make it to the formal appeal process, and various departments or offices respond to complaints in the following ways.

Students who have a child or children in the Child Development Lab may direct any complaints informally and in person to staff members. Analysis and courses of action are determined by the weekly meetings between the Director of the Center and the Associate Dean of the Health and Human Services division. Changes are shared through the monthly newsletters, and policy changes are reflected in the annual staff and/or parent handbooks.

Complaints about Financial Aid occur regularly. Most complaints are a result of a student not receiving what he or she wants, not liking an answer that is given or not agreeing with a Financial Aid policy. These complaints are handled on a case-by-case basis. The student always has the option of speaking with the Director of Financial Aid, who will respond both verbally to the student and in writing. If the student is not satisfied with the response, then the option to meet with the Dean of Student Services and Academic Support is made available. Any time personal financial information and money are involved, emotions are heightened. This, in conjunction with sometimes difficult-to-defend federal regulations mandated by Congress and the student’s urgent desire to attend college without delay can result in quite emotional circumstances. Part of Financial Aid officer training is dealing with confrontational, angry students and parents and appropriate means of diffusing the anger and arriving at appropriate student options.
In the Assessment Office, complaints usually come on an individual basis from students who are unhappy with the results of their placement tests. Our policy has always been to allow one retest for each placement test so students are not saddled with a placement that may be the result of a negative factor such as illness, the need to finish quickly, lack of preparation, forgotten glasses, etc. Students must wait at least one day to retest. Hopefully, they take the opportunity to review and prepare, although we do not require documentation that some kind of review has occurred. If students remain unhappy with their placement after a second attempt, we can refer them to the academic department. Sometimes a third test is approved. In the case of the paper/pencil trigonometry test, the Associate Dean of Math and Science has actually reviewed students’ work to confirm test results.

When a student has questions about his or her placement, the academic advisor or Assessment Center staff listen and try to explain the rationale for placement testing and the relationship of appropriate placement and student success. Allowing students to reassess after successful completion of a developmental math class has helped students with a low initial math placement by giving them the opportunity to reassess and possibly skip a math level at the end of the semester. The English department has also instituted a policy that will allow students to skip a level if their performance in a lower class indicates a good chance for success in the higher course.

3R1. Satisfaction of our students and other stakeholders
As a part of the evaluation of the SOAR (Student Orientation, Advisement and Registration) program, a survey of all participants is administered during their first semester of enrollment. To date this survey has been administered twice, and as there are significant differences between students that start at HCC in the fall versus those who begin in spring, these results to date will serve as baseline data and will be compared with future survey results.

The Illinois Community College Board requires us to conduct a follow-up survey of graduates of occupational programs on a rotating schedule during the year after they complete their certificate or degree. We have been surveying all of our graduates for the last four years. Most of the questions on the survey are required by ICCB, but Heartland would most likely do a survey even if it were not required by ICCB because it is one way to assess the outcomes of our programs and the satisfaction of our students.

In recent years the College administered the Noel-Levitz Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). The plan is to repeat these surveys and use the initial results as baseline data.

3R2. Performance results for student satisfaction
The results from our annual survey of graduates are usually strong. Here are some results from the 2006 graduating class.

- 73% of the transfer graduates and 16% of the occupational graduates have been enrolled at another college. 22% of the occupational graduates (primarily certificate completers) were continuing at HCC. 92% of the occupational graduates and 75% of the transfer
graduates were employed. The unemployment rate for those in the labor force (employed or seeking employment) was only 3%.

- 89% of the occupational graduates are employed full time at an average hourly wage rate of $16.30. Those employed full time in their field of study average $17.04, and AAS completers average $18 an hour. 90% are satisfied with their current employment. 88% are employed within HCC’s district.

- 100% of them would recommend HCC to a friend or family member (85% would “Strongly Recommend”); 98% were satisfied with the overall quality of instruction. The lowest rated student services were Student Activities and Career Planning, averaging about 3.0 on a 4-point scale.

Noel-Levitz Student Satisfaction Inventory (SSI) Results

The table below indicates that Heartland students rate the College’s service well compared to student ratings of other community colleges.

Community College Survey of Student Engagement (CCSSE) Results: CCSSE’s five benchmarks denote areas that educational research has shown to be important aspects of quality educational practice. The five benchmarks are active and collaborative learning, student effort, academic challenge, student-faculty interaction, and support for learners. Every college has a score for each benchmark, computed by averaging the scores on survey items that comprise that benchmark. Benchmark scores are standardized so that the mean — the average of all
participating students — always is 50. For comparison purposes, benchmark scores are also represented as deciles (i.e., percentile scores divided into 10 equal groups.) The results indicated that compared to the 2007 cohort of 525 U. S. community colleges and other Illinois community colleges, Heartland is comparatively strong on the student-faculty interaction scale but comparatively weak on the other four scales.

3R3. Performance results for building relationships with our students
Course evaluations are administered at the end of every semester for all courses. Faculty members and Associate Deans review these comments for best practices and areas to improve.

3R4. Performance results for stakeholder satisfaction
Faculty members are sent an evaluation to complete on their in-class tutors at the end of the semester. Tutors and faculty also meet to discuss challenges with students and coursework.

While there is always room for improvement, most of the high school guidance counselors seem to be satisfied with the programs and services Heartland has to offer their students. For example, at our last Guidance Counselor Articulation Day in October, 84% of the guidance counselors were satisfied with the frequency and quality of their high school visits. And 94% were satisfied with the availability of HCC staff to answer questions. Finally, most shared comments such as “great job” and “very valuable information.” Based on this information, we believe that the majority of guidance counselors are satisfied with the support they receive from Heartland.

3R5. Performance results for building relationships with our key stakeholders
The Child Development Lab annually conducts the Family Satisfaction Questionnaire. Although the Spring 2009 26% response rate was less than expected, the results were very positive. Here are a few of the written comments.

“I feel so much better knowing that my children are in a safe, nurturing environment that they are actually learning in.”
“I have seen my children grow so much since they started here. Their vocabulary and other communication skills have exploded.”
“I am pleased with the warmth given to my daughter and myself from everyone at the Heartland Childcare Center.”
“The teachers at CDC have shown our family respect and honesty.”
“There have been many times that I have had questions and the teachers have taken the time to answer them. I have daily conversations with them and feel very respected and comfortable.”

3R6. Performance results for Understanding Students’ and Other Stakeholders’ Needs
Please refer to the response for question 3R2 where we present the Student Satisfaction Inventory and the Community College Survey of Student Engagement (CCSSE) results. The College has just joined the National Community College Benchmark Project, and our first submission is due June 17, 2009. The Illinois Community College Board maintains an excellent set of data and characteristics on all public Illinois community colleges. However, there is not a good set of data specifically related to performance measures or students satisfaction of services.
311. Recent improvements for Understanding Students' and Other Stakeholders' Needs

In the area of Student Development, in the last year, efforts have been made to engage the students more in the various processes. During the spring 2008 semester, the Director of Student Development assisted the Student Government Association in a review of its constitution and bylaws so they would reflect actual current practices and, in some cases, revised current practices so students in leadership roles were more involved in the process of representing their constituents. Additionally, efforts have been made to allow for greater student involvement in institutional governance through an increased involvement in institution-wide committees. Another change that has taken place within the last year is that the entertainment programs, which in the past had been planned and presented by College staff with little (if any) student input, is now planned and presented by a group of students in the form of the Heartland Activities Committee, with assistance and guidance from the Director of Student Development.

The Advisory Council met with the Director of the Child Development Lab in fall 2008 to assess changes in student/parent needs. They decided that a tiered system of enrollment was needed so that support is available for degree and certificate seeking students. The first tier includes undergraduate students. The second tier includes students enrolled in adult education programs. The third tier includes continuing education students who are in long-term programs but not workshop format sessions. Students in the first tier have priority when there are available spaces. When there are more spaces available after the first tier students are contacted, the second tier students are contacted, followed by the third tier students. Also, Heartland courses are offered in an increasing variety of formats. Classes may be taken online, as a hybrid, or at night. In response to these changes, eligibility for full-time care will no longer be limited to those students taking daytime classes. A full-time student will be offered full-time care regardless of the time or delivery of the class.

The Financial Aid Office has moved from a totally manual operation to an environment that uses automation, is systematically integrated with other departments for checks and balances and processes student loans. Financial Aid will be moving to a self-service environment for student information and notification. Financial Aid staff is dedicated to doing what it takes to educate students in the processes and to allow them the opportunity to be responsible for completion of the process. Financial Aid has moved from enabling to educating students. Extensive education has been provided to potential student loan borrowers, including how to budget, the responsibilities and rights as a borrower, the serious consequences of loan default and options for loan repayment. The Financial Aid department has received many compliments from students and parents about the comprehensiveness of the loan counseling program offered.

One recent improvement was to hold regular meetings between faculty and tutors (Tea Time with Tutors) to talk about how Tutoring Services can work with faculty to get the students the best help possible. Our processes are comprehensive, continuous and systematic. Surveys are completed during both fall and spring; instructors are also asked to evaluate in-class tutors during summer, fall and spring semesters.

The most recent improvement is the addition of a full-time program assistant in the Assessment Center. With the addition of on-campus SOAR, ESL testing, more testing for high school students taking dual-enrollment courses, and increased enrollment numbers overall, a second
staff member was definitely needed. We have requested a move to the Internet-based version of COMPASS, and we are working through that process with IT. We have not implemented a systematic program for gathering information from students and other stakeholders concerning the assessment process itself and instead have relied on surveys that focus on Student Services as a whole.

312. Culture & infrastructure for Understanding Students’ & Other Stakeholders’ Needs
Our organizational values and culture are best exemplified in the processing mapping project undertaken collectively by staff in Student Services. Advisement and Enrollment Services has a long way to go to complete a plan for comprehensive performance results. However, Academic Advisement has a staff that has the leadership skills to aid this unit in reaching the next level. The start of this endeavor began this fall with process mapping all enrollment services.

Student Services staff has reviewed its processes. These processes are the activities we perform to serve our potential, new and returning student body. These processes are key to the success of our division. Over time, within the division, each department has a tendency to focus on “local” concerns versus the “divisional” needs of our students and the institution as a whole. When “local” concerns become prominent, sub-processes evolve without consideration of other function areas and if/how that will have an effect.

We chose the enrollment process and all its components as our area of focus for this mapping project. As our institution is growing and technology is becoming a more prominent way to communicate, analyzing our current system and identifying inefficiencies reveal the systemic improvements that will unlock process excellence. Mapping the enrollment process as a whole would allow team members to look beyond functional activities and rediscover core processes as well as identify root causes of quality problems. Here is a list of process maps created:

- Overall Enrollment Process
- Admission Application
- Full-Time SOAR
- Part-Time SOAR
- Assessment
- Assessment Retest
- Advisement
- Enrollment/Registration
- Late Enrollment/Registration
- Enrollment: “Summer Only,” In-Person Contact
- Enrollment: “Summer Only,” E-mail Contact (Current)
- Enrollment: “Summer Only,” E-mail Contact (Future)
- Payment
- Financial Aid (optional step within the enrollment process)
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 indentified 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.

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

<table>
<thead>
<tr>
<th>Addressing faculty, staff and administrator job satisfaction and morale.</th>
<th>Heartland Community College</th>
<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.46</td>
<td>1.24</td>
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<tr>
<td></td>
<td>2.39</td>
<td>1.23</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Gathering and analyzing regularly a set of measures of our success in recruiting, hiring, orienting, developing, and retaining good employees.</th>
<th>Heartland Community College</th>
<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2.65</td>
<td>1.23</td>
</tr>
<tr>
<td></td>
<td>2.49</td>
<td>1.22</td>
</tr>
</tbody>
</table>

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**411. Recent improvements for Valuing People**

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

**412 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.
The College has occasionally hosted meetings with high school teachers (recently, with math and English teachers) to discuss mutual problems and interests. The purpose of these meetings has been to work together to help align curricula between high school and college in hopes of reducing the need for developmental studies in entering students.

Surveys of students and meetings with Student Government leadership have given College leaders a clear sense of student interests and concerns.

**5P4 Future opportunities while enhancing a strong focus on students and learning**

Please see 5P3 responses. Additionally:

- Advisory Committees are critical in keeping academic and career program content up-to-date.
- Employment needs surveys help determine whether to create new programs of study.

**5P5 Decisions making and use of teams, task forces, groups, or committees**

Major decisions are ultimately the province of the Board, with Cabinet recommendations. However, such decisions are almost always informed by recommendations from departments, faculty groups, or teams that have gathered information and reached consensus. The College has a strong history of using teams and committees. An example is the Insurance Team, which annually reviews and researches issues concerning employee insurance programs and offers recommendations to the Board and Cabinet. The full-time and part-time faculty groups of the College are represented by unions, so the College also engages in collective bargaining.

**5P6 Use of data, information, and our own performance results**

Examples of the kinds of data the College analyzes include student performance after transfer, student persistence and retention, and student satisfaction (through CCSSE and SSI). These have aided planning of recruitment activities and in laying the groundwork for the College’s Cornerstone Project, a large-scale general education curriculum development project. (Please see 1P11 for a description.)

Those departments that have adopted the annual program report structure based on our five questions are generating data that impact strategic planning in those areas. For example, the Dean of Student Services-Academic Support has standardized this practice across all the programs and services under her supervision.

**5P7 Communication between and among the levels and units of our organization**

The College relies on meetings, e-mail and face-to-face methods of communicating. As we continue to grow, this remains a concern of many employees. The AQIP Communication Action Project team has implemented the following in an attempt to achieve their goal “to improve the sense of community on campus by creating both formal and informal opportunities for enhancing communication.”

- 360-degree evaluations (employees can evaluate supervisors in instruction)
- Department/division Open Houses
• Department/division social directors
• Employee newsletter (The HEN)
• Faculty Senate
• Friday meeting schedule time (few classes are scheduled on Friday from noon-2 p.m. to allow for a common time for employee meetings, socials & Open Houses.)
• Social events and roundtables
• Staff/faculty lounge

At the Spring 2009 Campus Conversation Day, the participants were asked to indicate if they had participated in or used any of these new methods of formal or informal communication. The most used method was the employee newsletter, with 83% of attendees having read at least one issue. Participation percentages for the other items ranged from 14% to 64%.

Participants were also asked to comment on the success of the Friday meeting schedule initiative. An analysis of the comments indicated that 41% were positive, 9% were neutral and 59% were negative. However, an analysis of the negative comments revealed that the primary reason for a negative rating was “the purpose and specifics of the initiative were not well communicated”. Some employees did not “know” that the initiative was launched in Fall 2008 or that the first and third Fridays of each month were for departmental or divisional meetings while the second, fourth and fifth Fridays were for more College-wide or cross-divisional Open Houses or socials. The second reason for negative comments was related to the number of meetings and there being no coordinated calendar. While each employee has a calendar function in our Heartland e-mail, we do not have a coordinated calendar in our myHeartland portal. There is a team now working on a coordinated calendar solution.

A sentence from our 1999 Self-Study is relevant in this 2009 System’s 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 must be overcome as we strive to be a college of distinction.

5P8 Communication of a shared mission, vision, and values
The Mission and Values are a very real part of the culture at Heartland. Each year the Strategic Plan connects what we do with our Mission and Values. Most employees strive to make this a college of distinction. Most of the departments using our five planning questions begin their annual reports by connecting what they do to the College’s mission. Our employee evaluations often tie annual goals to our Mission.

5P9 Encouragement and development of leadership skills
The College strongly believes in professional development. Full-time faculty members have guaranteed dollars to dedicate to professional development each year. Adjunct faculty members are paid a small stipend for their participation in professional development events. Each fall and spring the College offers New Adjunct Orientation, Best Practices, Faculty Academy, WebCT Certification and other Instructional Developmental Center training.
Staff members are also encouraged to use College dollars for professional development activities. Two recent examples would include the on-campus training arranged by the Dean of Student Services – Academic Support (SS-AS) and the Developing New Leaders event coordinated with Kankakee Community College and Joliet Junior College.

Heartland collaborated with NASPA – Student Affairs Administrators in Higher Education to offer professional development on campus for the division of Student Services – Academic Support through NASPA’s The Student Services Institute (SSI) for Community and Two-Year Colleges. The SSI was designed and customized specifically to address the needs of the College’s professionals and paraprofessionals working in community colleges. Heartland’s SSI provided 32 hours of CORE training and courses based on the results of our campus skills and knowledge assessment. Administered by NASPA, the skills and knowledge of SS-AS staff was measured using the CAS Standards for Professional Development in Higher Education. Each session averaged 43.5 participants of the 49 participants registered for the SSI. Heartland also collaborated with Kankakee Community College to sponsor a workshop for future leaders within our organizations. This professional development opportunity was attended by 23 Heartland employees. Topics included

1. Your Alignment Assignment for Fully Responsible Leadership
2. Heartland Community College’s Future,
3. Panel of Community College Leaders
4. The Illinois Community College System
5. The Myers-Briggs Inventory and
6. Conflict Resolution

**5P10 Leadership succession**
The Mission and Values are a very real part of the culture at Heartland, and the only real experience we have had with leadership succession is among the Board of Trustees, whose members are elected by the communities we serve. President Astroth has been here since the creation of the College, and the College’s Cabinet has been stable for some years.

**5R1 Performance measures of Leading and Communicating**
In recent years we have used the Campus Conversation days to obtain feedback from our employees. (Please see 5P7 for a recent example.)

Although a part of instruction has used 360-degree evaluations for two years, the College does not regularly conduct a climate survey or related assessment. The last College-wide employee survey conducted was the 2006 AQIP Examiner Survey.

The chart below shows the overall Heartland results compared to the other institutions for the nine AQIP Categories, arranged in descending order of HCC average ratings. Heartland’s average ratings equaled or exceeded those of the comparison group on most scales. The most notable exception is in Category 2 – Accomplishing Other Distinctive Objectives, which had not yet been defined by the College. Leading and Communicating received the lowest rating by employees, which was equal to our comparison group rating.
5R2 Results for leading and communicating processes and systems
Again, in recent years we have used the Campus Conversation days to obtain feedback from our employees. (Please see 5P7 for a recent example.)

5R3 Performance of our processes for Leading and Communicating
The results from the 2006 Examiner Survey indicate that Heartland’s results are very similar to those of other colleges. We are better at “making sure that everyone understands and values the mission, goals, and direction of the institution” and are challenged by “measuring how well our systems for leading and communicating are working.”

<table>
<thead>
<tr>
<th>The AQIP Criterion 5: Leading and Communicating</th>
<th>Heartland Community College</th>
<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Very effective process, 1 = Very ineffective process</td>
<td>Mean</td>
<td>S.D.</td>
</tr>
<tr>
<td>Creating opportunities for faculty and staff to learn and practice leadership skills.</td>
<td>2.98</td>
<td>1.12</td>
</tr>
<tr>
<td>Making certain that leaders communicate a consistent set of values and expectations for ethics, social responsibility, and service.</td>
<td>2.94</td>
<td>1.16</td>
</tr>
</tbody>
</table>
### The AQIP Criterion 5: Leading and Communicating

<table>
<thead>
<tr>
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<th>Other Organizations</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 = Very effective process, 1 = Very ineffective process</td>
<td>Heartland Community College</td>
<td>Other Organizations</td>
</tr>
<tr>
<td>Making sure that everyone understands and values the mission, goals, and direction of the institution.</td>
<td>3.16</td>
<td>1.1</td>
</tr>
<tr>
<td>Ensuring that leaders weigh relevant information and performance results in making decisions.</td>
<td>2.85</td>
<td>1.15</td>
</tr>
<tr>
<td>Making sure that leaders communicate decisions, strategies, and performance objectives throughout the organization.</td>
<td>2.67</td>
<td>1.16</td>
</tr>
<tr>
<td>Measuring how well our systems for leading and communicating are working.</td>
<td>2.26</td>
<td>1.11</td>
</tr>
</tbody>
</table>

#### 5I1 Recent improvements for Leading and Communicating

One of the best improvements in recent years is the extension of the College-wide Strategic Plan into the departmental/divisional annual reports. Our five planning questions have allowed employees to connect to the direction of the College.

The AQIP Communication Action Project team’s efforts “to improve the sense of community on campus by creating both formal and informal opportunities for enhancing communication” have again allowed the College to focus on the importance of improving our communication.

#### 5I2. Culture and infrastructure for Leading and Communicating

Our College leaders lead by doing. The efforts to build Phase I and now Phase II of the campus have required much vision and planning. The Strategic Planning and CQI reports have been developed to allow our stakeholders to see where we are going and how well we are doing.

The culture of the College is one based on our values.

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

### 2007 CCSSE Results

<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
From the perspective of the IR Office, individual units across the College may request data that are not contained in one or more of the routine or standardized reports listed above. While the five planning questions are deliberately and desirably non-specific, which allows units to answer in ways that best capture the uniqueness of their operations, this non-specificity can and does increase the volume of ad hoc data requests coming to the IR Office. This is especially true in the instructional areas. The consequence is that ad hoc data collection and dissemination conducted by the IR Office can be very labor intensive and time consuming. The longer term solution to this issue is to develop a data warehouse system that allows program reviewers, campus planners, and other consumers of data to query the data directly in a user-friendly way. This would free up the IR Office to be data interpreters and information producers rather than data gatherers and disseminators.

In terms of our hardware systems, our Information Technology (IT) unit maintains two data centers housed on campus along with many servers and several terabytes of storage capacity. We use PeopleSoft Enterprise Resource Planning (ERP) software system to maintain the bulk of our institutional data, including but not limited to recruiting, admissions, enrollment, graduation, employment, and the like. IT works with the IR Office and other entities to develop reports and queries utilizing this data and to extract data files for constituents as needed.

**7P4 Analyzing and sharing data**
While the College is able to generate a lot of data, often there is not a lot of analysis to accompany the data. The most typical type of analysis is to compare both historical trends and peer institution trends for our KPIs. To the extent that data analysis occurs, it is typically done on an ad hoc basis by the unit or area receiving the data. The Cabinet is the entity charged with making the most sense out of the most data, but again this is not necessarily done systematically. We have begun the process of asking units and areas to analyze data through our planning questions outlined in section 8P1. Specifically, the planning question “What does this mean?” should drive the process of data analysis.

Individual units do a better job of analyzing data to answer specific programmatic questions about such things as enrollment trends, student success trends, and student satisfaction trends. Additionally, over the past three to four years, our AQIP Campus Conversation Days have been opportunities for the College to share and talk about a variety of data reports such as the AQIP Examiner Report, the Student Satisfaction Inventory, the Community College Survey of Student Engagement, and student transfer data. As noted above, the IR Office posts several reports, including the CQI and Performance Reports, to its website, thus making it available to the campus.

**7P5 Comparative data**
The ICCB provides the College with comparative data that are used in our CQI reports. Also, most national surveys such as the SSI allow for gross comparisons with institutions of a similar size and region. The CCSSE allowed the College to join a consortium of Illinois schools administering the survey and enabled us to make aggregate comparisons with a number of institutions in Illinois. HCC is typically interested in comparing itself with a number of downstate community colleges roughly in our geographic area. This is especially helpful when looking at tuition comparisons. Several of these institutions are also in cities that house a larger
public or private four-year institution, which further makes them similar to our College. Furthermore, the ICCB provides the College with a list peer comparison schools determined by size and location. They are the schools whose data we tend to monitor most closely.

**HCC Peer Comparison Schools provided by the ICCB:**

<table>
<thead>
<tr>
<th>Institution Name</th>
<th>Institution City (all Illinois)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black Hawk College</td>
<td>Moline</td>
</tr>
<tr>
<td>Illinois Central College</td>
<td>East Peoria</td>
</tr>
<tr>
<td>Lincoln Land College</td>
<td>Springfield</td>
</tr>
<tr>
<td>Parkland College</td>
<td>Champaign</td>
</tr>
<tr>
<td>Richland College</td>
<td>Decatur</td>
</tr>
<tr>
<td>Rock Valley College</td>
<td>Rockford</td>
</tr>
<tr>
<td>Southwestern Illinois College</td>
<td>Belleville</td>
</tr>
</tbody>
</table>

The IPEDS data systems allow us to create comparison schools from across the country and compare a limited set of data elements from those schools. Finally, HCC recently joined the National Community College Benchmarking Project (NCCBP) which has already established commonly accepted performance indicators and benchmarks for community college effectiveness in a variety of areas.

**7P6 Data and goal alignment**

The State of Illinois periodically promulgates a state-wide strategic plan for higher education within the State. The IBHE plan, called the Public Agenda, was adopted in 2008. For community colleges, the ICCB adopted a plan called the Promise Revisited in 2006. These state-wide goals, along with the College’s published Mission and Values statements, comprise the foundation upon which the College’s comprehensive planning and institutional effectiveness model has been designed. This model requires that unit, program, department, and even individual goals align with State goals and the College’s Mission, Values, and institutional goals by revolving around the five key questions outlined in section 8P1.

Performance data is collected and analyzed in the preparation of various internal and external reports that are produced upon a regular schedule. Program, department, and unit level reports, as well as College-wide reports, are included in the materials that accompany Board of Trustee meetings. These are distributed prior to those meetings. In addition, many of the reports are posted online – for example, on the College’s AQIP web pages or the web pages of the College’s Office of Institutional Research.

**7P7 Data accuracy, reliability and security**

Many different systems are in place to secure and back up all computerized systems. For example, an extensive scheme of back-up jobs replicates data to tapes and remote disks to protect it. Security administration varies by system, but generally, College unit or area heads are engaged in helping to define and decide roles and permissions for employees who must log in to the system.
The following is one way to envision the security system at the College. First, IT has responsibility for authentication, which means making sure users are who they say they are. This is typically accomplished through password policies and general identity management strategies. Second, IT assists with authorization rules, which means the data owners help decide to what users should and should not have access once they are logged in or authenticated to any particular system. Third, we realize that security is actually much more complex than described above, since there are many types of security, such as physical, host, perimeter, and so on. The IT department strives to adhere to best practices in the industry for implementing many different security mechanisms, such as firewalls and intrusion detection, in order to protect the College’s data.

Reliability of the data depends largely upon the accuracy of data entered into the systems. IT engages in regular discussions with constituents about data entry standards, rules for the sharing of data across units or departments and similar topics. Accuracy is also ensured through implementation of functional best practices, such as double entry accounting systems and regular system audits.

The timeliness of the College’s data gathering is sometimes an issue for some data. We do not have an overall system linked to a calendar. Consequently, our IR Office sometimes simply works department by department to ensure that data needed for a variety of the reports listed above are procured.

7R1 What measures of performance do we collect and analyze regularly?
While the College has data related to a myriad of indicators and measures as referred to in the sections above, it may not be accurate to state that we have a true system for information and knowledge management. We are exploring data warehousing software that may help us both develop and implement more robust systems in these areas.

Some examples of the kinds of performance measures that we do regularly collect and analyze can be found below.

*Common Institutional Indicators (C)* are those that apply to every Illinois public college and university

*Mission Specific Indicators (M)* are selected by each institution to reflect its unique purposes

The Illinois Community College Board (ICCB) collects and reports data for each of the community colleges based on various state reports submitted by the colleges throughout the year.

Policy Area 1: Higher education will help Illinois business and industry sustain strong economic growth through its teaching, service, and research activities.

1C1: Percent of degree/certificate recipients either employed or enrolled in further education within one year of graduation.
1M2: Number of individuals receiving customized training through Business & Industry Center.

Policy Area 2: Higher education will join elementary and secondary education to improve teaching and learning at all levels.

2M1: Annual number of students completing requirements for initial teacher certification by certificate area.

Policy Area 3: No Illinois Citizen will be denied an opportunity for a college education because of financial need.

3C1: Net price of attendance for undergraduates who apply for aid by income quintile, after MAP, Pell, SEOG and institutional grant aid are subtracted.

3M2: Number of enrolled students who receive state (ISAC) grants.

3M4: Number of enrolled students who receive federal (Pell) grants.

Policy Area 4: Illinois will increase the number and diversity of citizens completing training and education programs.

4C1: Completions by race/ethnicity, disability status and gender.

4M1: Number of students enrolled by race/ethnicity & gender.

Policy Area 5: Illinois colleges and universities will be held accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

5C1: Extent to which institutional quality and effectiveness are recognized by graduates through alumni surveys.

5C2: Pass rates on professional/occupational licensure exams relative to state and/or national averages.

5M1: Occupational graduate placement in employment or continuing education.

Policy Area 6: Illinois colleges and universities will continually improve productivity, cost-effectiveness and accountability.

6C1: Cost of instruction per credit hour by student level and as a percent of weighted sector average by level.
6C2: Administrative and support cost per credit hour (all levels) and as a percent of sector average.

6C3: Percent of first-time, full-time degree-seeking freshmen who complete their degree within 150% of catalog time, or are still enrolled or transferred.

6M7: Credit hours generated (total).

7R2 Evidence that measuring effectiveness system meets our needs
While we do have some specific examples that demonstrate how data, information, and analysis have informed our decision-making and thus meet our needs, as we’ve alluded to above, our goal is to systematize this across the campus to a much greater extent than we do now.

Some examples of instances when the system has met our needs include the following:

**Buildings Campaigns:** The College’s decision to expand its physical space was based in part on enrollment and financial projections as well as on comparisons with other similar institutions with respect to such indicators as square foot per student.

**Student Enrollment Processes:** The College revamped the student enrollment processes based on reviews of student satisfaction data, best practices at other institutions with respect to enrollment and retention, and the changing demographics of our student body (more traditional and more full-time students, for example). The College now engages in a full orientation program for enrolling students (SOAR). (see section 1P6)

**Academic Support:** Several units in the Academic Support Center, such as Testing and Tutoring, Instructional Development, the Library, and Disability Support Services have formulated performance indicators based on their respective unit level missions derived from the College Mission and Values; used existing data or generated their own to evaluate performance; and have shared results internally and made changes (for example, hours, programming, holdings) in order to improve their services.

7R3 How do results compare with other institutions?
As noted in section 7P5 above, we do have the ability to compare many of our performance indicators at the College or unit levels with those of other institutions either at the aggregate level, such as all two-year colleges nationally, or with specific institutions. As part of our program review process, the College is encouraging more and more units and areas to compare performance measures with those of other institutions, but not all units engage in these comparisons yet. For example, the College compares all of the KPIs listed in 7R1 with the institutions listed in 7P5. While we have no external validation we are doing better or worse than one or more of these schools, we are able to review the raw numbers and comparison group averages in order to make our own internal evaluations about how we are doing. Also, as a second example, our nursing program is able to compare results of its licensure exams with other comparison groups.
Reviewing the KPI data that relate to such things as costs, transfer performance, employment rates, and diversity of the student body, we generally feel we are performing at or above our comparison group means over most of the indicators.

711 Recent Improvements
The College’s recent participation in the NCCBP noted above in 7P5 will enable us not only to compare our data with those of other community colleges but also will allow us to share results internally and use them across the College to enhance decision making.

The IR Office will soon have a single database or low tech warehouse containing most of the relevant data elements needed to create the KPIs across the campus and across many units. This will mark an improvement over the current system of managing several separate databases in order to capture the necessary data elements.

The College anticipates that regularized participation in national surveys such as the SSI and the CCSSE will help us continue to gather data about student attitudes and behaviors and help the College compare its results with those of other institutions.

712 How do culture and infrastructure support targets and improvement?
The College has had a Continuous Quality Improvement orientation since its first days, and CQI is clearly reflected in our core values as presented in our Overview. Consequently, the culture of the College is very supportive of this.

The bureaucracy of the College is relatively flat for a college of our size, which allows us to be creative and flexible in our processes. The downside of this is that sometimes our formal systems lag behind our flexible processes. Several of our systems could be tightened up or otherwise improved. For example, data is used all the time in a variety of decision making situations, but some of the data must be generated on an ad hoc basis rather than being routinely and readily available for immediate analysis to support decision making.

Category Eight: Planning Continuous Improvement

8P1 What are your key planning processes?
During fall 2007, HCC adopted a planning model that integrates institutional, statewide and accreditation perspectives and can be applied throughout the College. 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.

Figure 1 below presents a diagram of the HCC planning model based on the Five Key Questions. The model is applied at the college-wide level, as well as at divisional, department, program, position, and even individual levels, resulting in an integrated model for planning and monitoring institutional effectiveness. This model is also applied at the Board of Trustee level, with community leaders, community college colleagues, and other stakeholders.
HCC Planning and Institutional Effectiveness

- Why Are We Here?
- What Are We Doing/Trying to Accomplish?
- How Well Are We Doing It?
- What Does it Mean?
- Where Are We Going?

HCC Mission and Institutional Purposes

AQIP Categories

Ongoing Operational Plan/Goals/Activities With Performance Indicators

Monitor Operational Performance Indicators: Regular Internal and Required External Reports

Analysis of Performance and Environmental Factors

Environmental Scan of Internal and External Forces

What Needs Improvement? What new Initiatives are Needed?

Strategic Plan and AQIP Projects

Monitor Performance Indicators for Strategic Goals and Actions

How Will We Get There? Budgeting for Upcoming Year to Accomplish All Operational and Strategic Goals

Category Eight: Planning Continuous Improvement
The current statement of the HCC Mission, Vision and Values was adopted in October 2007 at the beginning of the current strategic planning cycle. These statements of the College’s core purposes and guiding principles are designed to use the most effective language and to include all of the substantive/functional areas of the Community College Act (110 ILCS 805/1-2), both sets of statewide goals and the nine AQIP Categories. The Mission, Goals and Purposes, and Values are presented within Table 1 below.

**Current State System Initiatives that Impact HCC:** The Illinois Community College Board (ICCB) has identified six major goal areas as high priority in their strategic plan, *ICCB Promise Revisited* (2006) and the Illinois Board of Higher Education (IBHE) is developing four goals in its updated Public Agenda (2008). The College is responsible for setting goals and reporting data on the common institutional indicators and the mission-specific indicators associated with these statewide goals. These statewide goals are therefore also used in planning process.

Table 1 presents the alignment of HCC Institutional Goals with AQIP Categories, HCC Values, and the two sets of revised statewide goals. The cycle of review immediately below outlines the major steps in the development and annual monitoring of the strategic planning process:

- Analyze environmental factors.
- Compare performance to expectations.
- Evaluate areas in need of improvement.
- Design new initiatives.
- Budget for new initiatives and action projects.

At the conclusion of the present planning cycle (during FY 2012), all components will be reviewed as the initial step in the next cycle.
<table>
<thead>
<tr>
<th>HCC Mission and Goals</th>
<th>AQIP Category</th>
<th>HCC Values</th>
<th>IBHE Public Agenda Goal</th>
<th>ICCB Promise Revisited Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Access to higher education.</strong></td>
<td>We admit any student who can benefit from our programs and services and provide academic, financial and other support services designed to maximize their potential for success.</td>
<td>3 Understanding Students’ and Other Stakeholders’ Needs</td>
<td>1 We are student-centered.</td>
<td>Affordable Access – Deliver accessible and affordable learning opportunities for all residents of Illinois.</td>
</tr>
</tbody>
</table>
| | We offer instruction and services in convenient locations, times and formats and maintain a moderate tuition. | 2 Accomplishing Other Distinctive Objectives 3 Understanding Students’ and Other Stakeholders’ Needs | 1 We are student-centered. | Affordability – Help ensure that college is affordable to all Illinoisans.  
Affordable Access – Deliver accessible and affordable learning opportunities for all residents of Illinois. |
| **Excellence in teaching and learning** | We respond to the lifelong learning needs of a diverse student body. | 3 Understanding Students’ and Other Stakeholders’ Needs | 1 We are student-centered. | Diversity – Work to increase access and success in a more diverse college student body and faculty ranks, including those with disabilities. |
| | 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. | 1 Helping Students Learn 3 Understanding Students’ and Other Stakeholders’ Needs | 1 We are student-centered. | Attainment – Improve educational attainment through high-quality teaching and learning, increased focus and outreach to nontraditional students, and stronger emphasis on preparing graduates in high-demand workforce areas.  
Effective Transitions – Offer rigorous courses, programs and services designed to enable students to transition from one learning environment and level to another.  
Enhanced Adult Education – Enhance Adult Education and Literacy programs necessary for individuals and families to have high quality standards of living in Illinois.  
Competitive Workforce – Address workforce and economic development needs with flexible, responsive and progressive programs. |
<p>| | We provide community education programs, public service opportunities and training for district employers and their employees. | 2 Accomplishing Other Distinctive Objectives 3 Understanding Students’ and Other Stakeholders’ Needs 9 Building Collaborative Relationships | 1 We are student-centered. | Competitive Workforce – Address workforce and economic development needs with flexible, responsive and progressive programs. |
| | We cultivate community success through programs that reflect and anticipate academic and economic needs. | 1 Helping Students Learn 3 Understanding Students’ and Other Stakeholders’ Needs |  |  |</p>
<table>
<thead>
<tr>
<th>HCC Mission and Goals</th>
<th>AQIP Category</th>
<th>HCC Values</th>
<th>IBHE Public Agenda Goal</th>
<th>ICCB Promise Revisited Goal</th>
</tr>
</thead>
<tbody>
<tr>
<td>We teach students to think critically, to solve problems, to communicate effectively</td>
<td>1 Helping Students Learn</td>
<td>1 We are student-centered.</td>
<td>-</td>
<td>Effective Transitions – Offer rigorous courses, programs and</td>
</tr>
<tr>
<td>in both speaking and writing, and to analyze issues from multiple perspectives.</td>
<td></td>
<td></td>
<td></td>
<td>services designed to enable students to transition from one</td>
</tr>
<tr>
<td>We prepare students for effective citizen</td>
<td>2 Accomplishing Other Distinctive</td>
<td>6 We respect the dignity of all</td>
<td>Diversity – Work to increase access and success in a more</td>
<td>another.</td>
</tr>
<tr>
<td>We hold students to high expectations for</td>
<td>7 Measuring Effectiveness 8 Planning</td>
<td>College but always seek</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We prepare students for life beyond the</td>
<td>3 Understanding Students’ and Other</td>
<td>1 We are student-centered.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>We recognize outstanding teaching and</td>
<td>4 Valuing People 6 Supporting</td>
<td>7 We are proud of the quality of the College but always seek</td>
<td>Attainment – Improve educational attainment through high-quality</td>
<td></td>
</tr>
<tr>
<td>operations and innovative methods.</td>
<td>Institutional Operations</td>
<td>improvement</td>
<td>teaching and learning, increased focus and outreach to</td>
<td></td>
</tr>
<tr>
<td>We support professional development for all</td>
<td>4 Valuing People 5 Leading and</td>
<td>2 We prize an upbeat, can-do attitude</td>
<td>High Quality – Emphasize high quality in all programs, services</td>
<td></td>
</tr>
<tr>
<td>employees as we strive for continuous</td>
<td>Communicating 8 Planning Continuous</td>
<td>3 We support, and expect, professional growth of all employees</td>
<td>and operations.</td>
<td></td>
</tr>
<tr>
<td>efficiency.</td>
<td>Improvement</td>
<td>4 We are all partners in the success or failure of the organization</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5 Leading and Communicating 6 Supporting</td>
<td>5 Measuring Effectiveness</td>
<td>7 We are proud of the quality of the College but always seek</td>
<td></td>
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</tr>
<tr>
<td>operations.</td>
<td></td>
<td>improvement</td>
<td></td>
<td></td>
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<tr>
<td>6 Supporting Institutional Operations</td>
<td></td>
<td></td>
<td>Efficiency – Promote efficiency and accountability in higher</td>
<td></td>
</tr>
<tr>
<td>7 Measuring Effectiveness</td>
<td></td>
<td></td>
<td>education operations.</td>
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</tbody>
</table>

**TABLE 1**
8P2 Short-term and long-term strategies

The College develops its short- and long-term strategies through an implementation of the planning model detailed above. The institutional purposes and goals associated with the Mission serve as the foundation for the College’s ongoing operational goals and activities. Most operational goals are identified with the organizational unit primarily responsible for them: Instruction, Business Services, Continuing Education, or Institutional Advancement. The development of specific actions and appropriate performance indicators for the operational goals is ongoing. Unit goals are developed as they relate to the institution’s long-term strategies and are approved by the appropriate Vice President. Unit directors are responsible for seeking input from all employees in their area in the development of their goals. Such goals should also have some relation to the individual’s personal goals as identified during the annual employee review process.

Long-term strategies are established by the Board of Trustees and the Cabinet based on the planning model and the cycle of review, as well as a review of unit goals. The College’s Quality Council, which is representative of employee groups across the campus, also serves as a review forum. The five key questions (Why are we here?, etc., described above) also serve to guide the development of short- and long-term strategies. The following goals represent the institutional priorities of the institution in FY09.

**Goal 1: Continue to enhance the financial position of the college.**
- Explore opportunities to expand financial resources.
- Prudently manage revenue and costs.
- Regularly examine existing programs, services, and operations to ensure their viability.

Sample Performance Measure: Total grant dollars per year

**Goal 2: Continue to improve the institution by participating in the AQIP process.**
- Implement a minimum of three meaningful Action Projects at all times.
- Develop and maintain the AQIP Systems Portfolio.
- Create opportunities to integrate AQIP processes more fully into routine college activities.

Sample Performance Measure: Membership in AQIP committees and teams is drawn from all segments of the campus community.

**Goal 3: Continue to provide the highest quality education for students.**
- Implement the Beyond Buildings College Development Plan.
- Emphasize sustainability principles throughout all College endeavors.
- Continue to develop student life programs.
- Develop and implement a long-range, full-time faculty hiring plan to address staffing needs.

Sample Performance Measure: Percentage of energy acquired from renewable sources.

**Goal 4: Foster a campus-wide climate of cultural understanding and global awareness.**
• Actively recruit and enroll students from a variety of backgrounds for both credit and noncredit programs and courses.
• Provide support services to enable students from all groups to achieve the same level of academic success.
• Continually review and improve processes that facilitate the recruitment, hiring, and retention of individuals from underrepresented groups.
• Foster a climate that is welcoming to all students and employees.
• Continue to develop international programs.

Sample Performance Measure: Number of participants in international exchanges.

8P3 Developing key action plans
Key action plans are developed in accordance with the College’s strategic planning model. Department goals, action plans, and performance indicators are reviewed at the divisional level and presented to the Cabinet for review. Institution-wide and division operational goals are assessed in conjunction with a review of college-wide goals and priorities determined. Furthermore, plans are shared with the Board of Trustees for input, and the Board has a key role in endorsing college-wide strategic goals. Following Board approval, strategic goals are posted on the College website.

8P4 Coordinating planning, strategies, and action plans
Unit directors are responsible for ensuring that goals and objectives are in accordance with and derived from the institutional goals and mission. Action plans are developed to meet institutional goals. The Quality Council is charged with reviewing goals and integrating them into the budget.

8P5 Setting objectives, measures, and targets
College units are responsible for determining goals and the performance measures for their units. The Cabinet is responsible for the performance measures of strategic goals. Some examples of performance measures are listed above with the strategic goals.

8P6 Resources and needs
The strategic plan guides the budget process. Thus, institutional priorities and accompanying action plans are incorporated into the budget after careful review by department administrators, the appropriate cabinet-level administrator, and review and discussion by all Cabinet members. The Board of Trustees has final approval of the budget.

Budget requests from departmental supervisors must include a rationale for any increase or additions with an explanation of how that request supports institutional priorities and is consistent with the strategic plan.

Multiple year financial projections take into account priorities such as a commitment to sustainability, such as the establishment of a Green Institute and environmentally friendly building and operational practices, a Student Life program that includes athletics and other programs, the accumulation of reserves for bond rating and emergency or unanticipated expenses, and hiring plans in order to increase the ratio of full- to part-time faculty. The annual retreat of the Board of Trustees explores these strategic goals and the financial strategy used to accomplish the action items.
8P7 Assessing and addressing risk
The strategic planning model and financial reserves plan is a specific response to managing risk. A financial reserves plan has been developed over a 4-5 year period that is modified as circumstances change. State funding, tuition and fees, local taxation, and equalized assessed valuation (EAV) all impact the institution’s ability to respond to its priorities. The planning model, which includes an environmental scan, has been developed to ensure that risk is continually assessed and actions modified to address any changes.

8P8 Addressing changing environments
The faculty collective bargaining contract specifies a budget allocation for professional development activities. For non-faculty employees, the College has identified a guideline of 2% of operating expenses for professional development activities. Faculty and non-faculty sabbaticals are also offered to staff. On-campus workshops, presentations, and web-based seminars covering such topics as curriculum design, delivery methods, and assessment are also available typically through the College’s Instructional Development Center (IDC). HCC also offers credit and non-credit class tuition waivers, partial tuition reimbursement for approved coursework at non-HCC institutions, and a financial award for degree completion, which is added to the salary base.

8R1 Measures of effectiveness
Results for ongoing performance indicators are presented in the College’s annual Continuous Quality Improvement (CQI) Report as well as in other regular internal and external reports, including Program Review, Performance Report and the IPEDS Data Feedback Report, some of which are available on the IR website. Plans are currently being formulated to create an online vehicle for sharing even more performance results throughout the organization.

The Five Key Questions model for planning is in its second year of widespread use. The first step toward measuring the effectiveness of the model is the extent to which it is utilized. Several Deans and Associate Deans have asked their department heads to use the five questions on an annual basis for reporting plans and progress. For example, all of Student Services, Academic Support and Math/Science, as well as some other departments have adopted the model for their annual reviews. The model is also used exclusively for instructional program review. In short, the model has been deployed to several areas and further deployment is anticipated.

8R2 Performance results
An annual update of progress toward achieving strategic goals shows that, while prior goals were generally not stated in measurable language, progress was nevertheless being made. Additionally, the annual Performance Report to ICCB shows that most goals have been achieved and target levels of performance, where stated, have been attained.

8R3 Projections for the next 1-3 years
The first performance measures have been defined to accompany the four Strategic Goals, and in some cases target levels of performance have been established. Subsequent annual reports will include performance results data for each measureable goal. Within the next 1-3 years we anticipate not only establishing additional performance measures and targets but also having a
comprehensive reporting and monitoring mechanism available for easy tracking of performance on a wide variety of college-wide and unit goals and action plans.

8R4 Comparing results with other organizations
Current sources of comparative data include the IPEDS Data Feedback Report and the ICCB Performance Report. ICCB provides statewide data for a wide variety of common and mission-specific indicators for performance measures established by a statewide committee in support of the IBHE strategic plan. These statewide data show that HCC performs better than peer averages on nearly every available indicator. HCC has joined the National Community College Benchmarking Project (NCCBP) so comparative data on additional measures will be available in the coming year.

8R5 Evidence of effectiveness, measurement and evaluation
The widespread adoption of the Five Key Questions model provides evidence that the model is accepted, which is a first step in demonstrating its effectiveness. In the coming years, we plan to identify a more systematic method for obtaining feedback from employees on the effectiveness of the model and the HCC planning process.

8I1 Recent Improvements
The adoption of the Five Key Questions planning model is the most notable recent improvement. The model provides for seamless integration of planning at all levels and across functional units of the College, while maintaining simplicity in approach. Further improvements in the integration of all aspects of planning and continuous improvement will align additional planning processes with the model.

8I2 How do culture and infrastructure support targets and improvement?
The concept of continuous quality improvement has been an integral part of Heartland’s strategic planning since the establishment of the College. One of the College’s core values is “We are proud of the quality of the College but always seek improvement.” This fundamental feature of the College’s culture provides the foundation for data-informed planning and decision-making, leading to a natural tendency to use data to guide planning and decision-making. In the short history of the College, the early years were characterized by frequent albeit informal interaction among employees of all units and levels because of the physical environment. With the move to the permanent campus in 2000, staff were more scattered, which produced an unintended consequence of increased isolation and reduced informal communication opportunities. One of the first AQIP Action Projects addressed this issue and resulted in several initiatives designed to increase communication. We perceive a need to build upon those initiatives to increase the systematic discussion of goals, action plans and performance measures.

Category Nine: Building Collaborative Relationships
9P1 Relationships with organizations from which we receive our students
The overall processes through which HCC creates, prioritizes, and builds relationships with educational organizations from which we receive our students can be demonstrated through the following examples of systematic programming:
The Office of Student Recruitment (OSR): The OSR along with Academic Advisement routinely provides current information and administrative assistance to high school guidance counselors concerning the academic, financial, curricular, and co-curricular offerings of the College through a variety of mechanisms. First, the OSR hosts a yearly Guidance Counselor Articulation Day. Second, the Office distributes a monthly e-mail newsletter to all high school guidance counselors in our district. Third, each year the OSR makes at least two visits to each high school and hosts more than 40 on-campus high school group visits each year. Finally, the OSR maintains a web presence with a specific link for high school guidance counselors (see also 3P1).

The OSR has also begun the process of developing relationships with businesses and organizations within the district that have provided adult students to HCC. For example the OSR designed an informational brochure for HR representatives, and OSR personnel attend various community health, education, and labor fairs throughout the year to provide information about the College.

Academic Advisement: Academic Advisement coordinates the College’s dual credit/enrollment program for college- or university-bound high school students. HCC maintains regular contact with high schools interested in this program and offers courses at the high schools. A Memorandum of Understanding with the high school is created, revised, and agreed to each year to ensure that the program goals and partner expectations and responsibilities are well communicated.

Disability Support Services: The Director of Disability Support Services along with OSR representatives, HCC faculty, and others participate on the Transition Planning Council, which is made up of various stakeholders charged with preparing students with disabilities for their transition to postsecondary education and adult services. Through this mechanism, HCC works closely with high school disability teachers, prospective students with disabilities, and parents of prospective students with disabilities.

Workforce Services: Workforce Services oversees Career and Technical Education (CTE) programs specifically developed to meet the needs of nontraditional students who are economically disadvantaged with barriers to their success. Prospective students for these programs are referred through a system of regional service providers. Workforce Services personnel develop relationships and share program information with these providers via individualized one-on-one meetings. These relationships are important not only for student recruitment but they also result in collaborative services necessary to ensure student success. The relationship is a continuous one that is reinforced through presentations at social services providers’ staff meetings and in-service/professional development events. Providers are also asked to serve on an Advisory Board that meets twice a year and shares information concerning services and supports, legislative changes, and participant needs.

As a result of these meetings, Workforce Services added an additional process to enhance communication among partners and student success. It is called Single Point of Contact (SPOC) and results in a single Workforce Services staff member working directly with a social service provider and his or her clients to try to bridge the gaps between welfare, education, and employment. SPOC collaborates with social service providers to develop relationships and the
trust necessary to bring in populations so they might take advantage of opportunities and resources HCC can provide. As this relationship evolves, so does the client/student understanding of the need to pursue education as a pathway to self sufficiency.

**9P2 Relationships with organizations that depend on our students**

Generally speaking, our students will most likely either transfer to a four-year college or university or enter the world of work. HCC has created and maintained relationships with a variety of organizations in both categories as evidenced below:

*Transfer Institutions:* HCC is actively involved with representatives from four-year institutions across the state, ensuring that our courses transfer. We do this through personal contacts as well as through developing articulation agreements in specific academic disciplines. HCC participates in the Illinois Articulation Initiative (IAI), a voluntary statewide transfer agreement among 110 participating two- and four-year Illinois public and independent institutions. The self-reported goal of the IAI is “to help students transfer general education and essential lower division requirements in 27 separate baccalaureate majors.” A number of HCC staff have held leadership positions or have otherwise actively participated in such organizations as the Transfer Coordinators of Illinois and the Community College/Senior College Articulation Coordinators Group. Additionally, advisors, faculty, and other staff attend university-sponsored articulation conferences as well as IAI-sponsored meetings to ensure students are prepared for easy transition to schools that receive our graduates. Internally, information gleaned from and created in these meetings is shared among academic advisors at their weekly meetings and with faculty and others through the meetings of the College’s Curriculum and Academic Standards Committee. Finally, the institution has a transfer coordinator position whose function is to assist both students and College personnel with the transfer process.

Informally, HCC faculty, staff, and administration maintain a series of networks and contacts with our primary transfer institution, Illinois State University (ISU), and with other four-year schools.

*Workforce Services:* Workforce Services staff maintains a series of contacts with business and industry, government entities, and non-profit organizations in order to facilitate student internships and job shadowing, and to help students with the entire job search process. Some specific examples include involvement in CTE advisory teams, management of the Online Job Board, employer surveys about HCC trained employees, annual career events involving area employers, memberships on local boards and councils, and creating and maintaining databases of area employers.

**9P3 Relationships with organizations that provide services to our students**

In the area of personal development services, the coordinator is in contact with community organizations that offer counseling referral services to our students and attends community seminars presented by these organizations. In the area of Disability Support Services, the director collaborates with staff at the Division of Rehabilitation Services on an as-needed basis to discuss the needs of HCC students currently on their caseload. Finally, in the area of Workforce Services, in addition to the activities listed in the items above, staff and faculty develop supporting relationships with businesses through speaking engagements at work sites and at
community organizations. In sum, HCC builds and maintains these relationships both formally and on an ad hoc basis.

Another set of service providers with whom we have built relationships are our international programs. These programs are numerous and varied. Students can study abroad in England, Austria, Australia, Costa Rica, Spain, and Ireland as a result of our partnership with the Illinois Consortium for International Services and Programs. Also, we have extensive relationships in China covering numerous programs. They include incoming and outgoing visiting professor programs with our partner institution (the College for Humanities and Sciences Northeast Normal University) and incoming student ESL/AA programs with Liaoning Normal University. The College is also exploring new faculty programs based in China as well as youth programs. Finally, HCC has partnered with the Community Colleges for International Development grant program to host Egyptian students.

9P4 Relationships with material and service providers
In administrative services areas such as purchasing and vending, HCC focuses on building trust with providers through repeated contact via phone conversations, face-to-face meetings, or continuing business transactions. Also, contacts are made by cold calling, referrals, and consortium (e.g. Illinois Community College System Purchasing Consortium) and buying groups. Decisions are typically made by prioritizing pricing, service, response time, and the like.

9P5 Relationships with other organizations
Again, relationships with organizations such as educational associations, external agencies, consortia partners, and the general community happen within units across our institution in both formal and informal ways. New external relationships are primarily conducted on an ad hoc basis so our institution can be flexible and respond to partnership opportunities quickly. Various units throughout the institution also perform routine environmental scanning of state and local political, economic, and social conditions in order to find beneficial external partnership opportunities. HCC’s President in collaboration with the Cabinet and the Board of Trustees make the final decisions about such partnerships. Their criteria are that the partnership be consistent with HCC’s Mission, Values, goals and purposes. Additionally, the partnership must either fit into our overall financial constraints or provide direct or indirect opportunities for enhancing our financial situation. Finally, individual units within HCC may or may not have specific processes they use to identify potential relationships and/or to enhance existing ones. A typical example of an ongoing partnership at the unit level would be program faculty in business, nursing, or criminal justice routinely meeting with local practitioners in their respective areas to monitor a variety of trends.

Institutional Advancement: Our Institutional Advancement area maintains a number of contacts through its functional areas of Media Relations and Alumni Development and Community Outreach. Staff belong to such organizations as the Council for Advancement and Support of Education, the Council for Resource Development, and the National Council for Marketing and Public Relations. More locally, HCC staff partner with the Chamber of Commerce, the United Way of McLean County, and the Regional Office of Education. The unit continually scans the goals and functions of community and service agencies such as these in order to uncover existing and potential synergies with HCC. Additionally, the area has stepped up its focus on alumni
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A QIP Systems Portfolio, June 2009

development and relations and a number of events have been conducted designed to create, maintain, and enhance relationships with HCC alumni. Also, the unit has continually engaged in community outreach in order to make the general population aware of the Mission and functions of the College and to enhance the College’s overall image within the community. As an example, staff has reached out to senior citizens by personally contacting activities directors for independent living centers, senior centers, public libraries, and service organizations. Staff hosted a breakfast in order to introduce them to campus development plans and identified key retirees who can act as future ambassadors for the College.

Finally, Institutional Advancement works to build relationships through a series of one-on-one contacts during which staff can explain the impact the College is having in the community and workforce and to receive feedback about the College’s effectiveness in this regard. For example, at many fundraising events, staff will bring scholarship recipients so they may interact with donors.

**Director of Outreach**: The College’s Director of Outreach focuses on community relationships in our centers in Lincoln and Pontiac. The Director works with the editors of the weekly/monthly newspapers, directors of the radio stations, high school superintendents, and local community and social organizations in order both to promote HCC and to receive feedback about HCC.

**Education Alliance Consortium**: Another example of an HCC unit scanning the local environment looking for partnerships based on aligned goals or purposes is the Bloomington-Normal Education Alliance (BNEA) which was formed in 1996 to promote cooperation and resource sharing among the area public education providers: HCC, ISU, Bloomington and Normal school districts, and the Regional Office of Education. Since then, the BNEA has afforded collaboration in areas such as grant development, joint purchasing agreements, and a wider range of activities that foster high quality education for students.

**HCC Sports Park**: Instead of building our own athletic facilities as an entirely internal endeavor, the HCC President, the local government of the Town of Normal, and business interests in the private sector were able to partner and create plans for a multipurpose facility to be used by many entities. HCC 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 partnership was developed in an ad hoc way, stemming from existing networks and scanning, but wholly consistent with the College’s Mission, Values, and its financial constraints. (See section 2I1 for examples of more relationships)

**9P6 Ensuring that relationships meet the needs of those involved**

The principal way HCC makes sure the partnership relationships described in the sections above are meeting everyone’s needs is by talking with the partners and listening to them. Continuous communication is vital. This feedback is brought back to the appropriate unit for consideration. The networking systems, committee memberships, and individualized conversations described provide ample opportunity for this type of interaction with partners. Additionally, a few areas engage in more formal surveys of the needs, wants, attitudes, and satisfaction of partners. Internal needs are weighed against HCC’s mission and financial constraints. The College could improve by adopting more formal assessments in these areas.
With respect to our international programs, HCC students who return participate in a re-entry evaluation interview. Feedback concerning our China programs is more ad hoc, but we do record such data as course evaluations, grade evaluations, informal interviews with participants, attendance, and the like.

**9P7 Within Campus Communication**
HCC identified within-campus communication at its first Strategy Forum as an area that needed to be addressed and created an Action Project centered on both formal and informal campus communication. The team made the following recommendations, which have been implemented (see also section 5P7):

**Friday Set Aside:** The instructional division has, to the extent possible, reduced the number of classes on Fridays. This non-scheduled time is privileged for instructional department or divisional meetings; for AQIP Campus Conversation Days; for campus-wide “town hall” meetings; for other standing and ad hoc committee meetings; for department Open Houses; and for opportunities to socialize.

**Increased Use of Campus Forums:** Campus Forums are groupings of employee classifications (classified, administrative, professional-technical, faculty) across campus who periodically meet with each other either face-to-face or via e-mail. Some forums had not met face-to-face in several years. The Action Project team encouraged that these existing forums be used with greater frequency to enhance communication across departments and divisions. The Faculty Forum evolved into a Faculty Senate.

**360-Degree Evaluations:** The Action Project team recommended that employees be able to conduct evaluations of their supervisors in order to enhance feedback and communication. The instructional division adopted this as a pilot two years ago so that each full-time faculty member has the opportunity to evaluate their dean, associate dean, and the VP of Instruction.

**Employee Newsletter:** The Action Project team helped shepherd a campus-wide employee newsletter, the HEN, which focuses on employee profiles, calendars of events both on campus and in the community, and social fare.

**Liaisons:** Another mechanism that departments use to help with communication across campus is to create liaison positions. For example, Library Services assigns staff to work with faculty from certain departments in order to help faculty with information literacy issues related to their classes or assignments; Academic Advisors act as liaisons with academic divisions within the College; Tutors engage in a similar practice; and all units across the College have been assigned “point of contact” liaisons whose function is to keep employees in the know and help organize social events.

**International Programs:** Opportunities are advertised and communicated through classroom visits, student newspaper articles, display messages, meetings, College publications, orientation materials, meetings with faculty and staff, and new student welcome nights.
Finally, there are a number of existing meeting obligations and opportunities for employees from different areas across the College to meet, work, and communicate both formally and informally.

**9R1 What measures of building relationships do we collect and analyze regularly?**

While the vast majority of the College’s measures are episodic and qualitative based on satisfaction with any given partnership, the College does collect some systematic quantitative data which help us evaluate partnerships.

**Incoming Students:** The VP of Instruction initiated a College Readiness project designed to study the local high school preparation of new HCC students entering in the fall of 2007. The results of the research were shared with high school guidance counselors from local high schools as well as with the math and English faculty from the two largest feeder schools into HCC. There is a desire both to expand and to formalize the sharing of this information, but a process has yet to be developed.

After most of our major campus events such as Open Houses or Information Nights, we send out an event evaluation that allows participants to share their thoughts about the event and to provide suggestions for improvement. Comments are shared with staff and reviewed when planning the next year’s events. Internal HCC staff are also solicited for feedback about the events and their responses reviewed.

The College also monitors a battery of basic demographic information about its students which are routinely shared and, depending on the circumstances, may be useful in evaluating the successes of certain partnerships.

**Current Students:** Numbers of students using a variety of services that depend on partners, such as Crisis Services or Disability Support Services, are kept routinely. Feedback about the effectiveness of such service partners is not systematic.

**Transferring Students:** Our Office of Institutional Research (IR) routinely monitors and shares with the Council of Instructional Administrators the grade point averages of students who transfer to ISU and is able to compare them with those of transfers from other community colleges and with native ISU students. For the fall 2008 semester, HCC transfer students earned a 2.92 GPA at ISU while transfer students from other community colleges earned a 2.95 GPA, and comparable ISU native students earned a 3.00 GPA. Historically, IR office has produced data comparing course grades of students who are co-enrolled at ISU.

**Graduates Seeking Employment:** Our IR Office conducts a yearly employment survey that asks recent graduates a number of questions about their job status, their wages, and their satisfaction with their HCC experience. The reports are shared across the campus and ultimately posted on the IR website. Additionally, numbers related to employer registrations and job postings are collected and reviewed on a bi-weekly basis by Workforce Services staff. Numbers of participants, both students and employers, in job fairs, internships, job shadowing, and on-campus recruiting are collected and monitored as well. Participating employers are also surveyed. All data is reviewed by Workforce Services staff.
**Education Alliance Consortium:** BNEA prepares annual reports that describe grant opportunities leveraged by the partnership as described above, resource sharing, collaborative activities, and initiatives. The reports are shared with the College President as a means to evaluate both the effectiveness and the benefit of the alliance.

**360-Degree Evaluations:** Supervisor evaluation data is shared with each faculty member’s immediate supervisor, with the Dean of Instruction, and with the VP of Instruction. Evaluations of the VP of Instruction are shared with the President.

**Administrative Services:** Over time, we are able to monitor who responds to our needs most effectively and in the timeliest manner. We can tell through direct experience which vendors are responsible, responsive, cooperative, and provide the best service.

**Institutional Advancement:** The quality of the partnerships is ultimately measured by the donations to HCC of time, treasure, and talents by the partners.

**9R2 What are our performance results in building relationships?**

Results will vary from area to area and may or may not be measurable. As noted above, much of the data is informal and qualitative. The College is aware that more can be done in this area. However, we do have some examples of areas that have obtained specific results.

**Incoming Students:** Participants surveyed at our October 2008 Guidance Counselor Articulation Day indicated an 84% satisfaction rate with the frequency and quality of their high school visits. Additionally, 94% were satisfied with the availability of HCC staff for questions.

**Graduates Seeking Employment:** The online job board has been used by more than 2,000 job seekers, and more than 400 employers have posted 700+ openings. Approximately 200 people attended TechFest (career fair), and the participant evaluations from the event were overwhelmingly positive. Six employers took advantage of on-campus recruiting at HCC. HCC’s student internship program saw an 11% increase in student placements over the previous year. Twenty-eight students participated in job shadowing experiences, and their evaluations were overwhelmingly positive. More than 150 area residents took advantage of résumé assistance services; ten people used mock interview services; and 75 people sought general job search assistance.

**Workforce Services/CTE Programs/SPOC Program:** Since the first Business Essentials class graduated in 2002, 85% of all students successfully completed the program. Fewer than 10% of these entering students were employed at their time of entry, while 90% were either employed or continuing their education within three months of program completion. The average wage of students entering the program was $7.13 per hour without benefits, the average wage after the completing the program was $10.71, and most students had benefits.

The SPOC program met with more than 308 individuals, of whom seven were interested in full-time status at HCC and were appropriately referred; three were referred to the Adult Education Program to pursue their GED; and 18 were referred to the Business Essentials class.
**Institutional Advancement:** The College raised more than $1 million in support for the Workforce Development Center based on relationships built, maintained, and enhanced. Each of the three previous fundraising events held has set new records for dollars raised.

**9R3 How do results compare with other institutions?**
The College has not systematically engaged in these types of comparisons other than in an ad hoc, anecdotal, and qualitative way.

**9I1 Recent Improvements**
Many areas across the College have undertaken improvement initiatives with respect to building and maintaining collaborative relationships using the qualitative and ad hoc data that they have. Others are basing improvement initiatives on more systematic and quantitative data. Some examples of both are presented below.

**Incoming Students:** HCC is continually trying to improve and update the content and look of its recruiting web pages based on feedback from many sources.

**Current Students:** Given the increase in students using crisis services, the director has increased contact with the student newspaper to talk about student crisis issues, improved data collection of student visits, revised institutional “early warning forms” for faculty to include personal development referrals, helped to increase the visibility of the Bacchus Club, whose purpose is to provide peer education for healthy lifestyles, and assisted with the Student CORE Alcohol and Other Drug Survey.

Given the importance of developmental education at Heartland, faculty involved with developmental education have decided to create a group called the Developmental Education Coordination Team (DECT). The team is encouraging conversation across math, English, and reading developmental education faculty. This team is building on the work of an AQIP Action Project team that attempted to model statistically a developmental education tracking system. While the specific results of the AQIP Project were mixed, the usefulness of the cross-discipline conversations for faculty teaching developmental education courses suggested that some members of the group continue on with a different agenda. Faculty share their teaching strategies, their student assessment strategies and their program evaluation strategies.

**Transferring students:** The College has improved its website for transfer students based on conversations with ISU and other four-year institutions, as well as in an effort to keep current with IAI information.

**Workforce Services:** Workforce Services is exploring new software to more effectively manage the demands on data collection and reporting, given an increase in student, community, and employer stakeholders.

**Institutional Advancement:** We have improved the data entry and tracking system, which are predicated on relationship building and developing contacts within key organizations. International Programs: We have added more destinations for the study abroad program, we have developed Chinese language credit courses at HCC, we have extended the length of stay for
visiting professors from one- to two-year appointments, and we made a series of changes in the ESL/AA program.

**912 How do culture and infrastructure support targets and improvement?**
In general, the College is young enough, small enough, and flexible enough that it has been able to scan the environment and enter into relationships “on the fly,” and this has been encouraged by the institution. As HCC becomes older, larger, and slightly less flexible, it will need to systematically evaluate the opportunities and constraints associated with an increasing number of programs and partnerships using data to set targets and mark improvements. At the current time we are just beginning to engage in the process. A few areas have been doing this with respect to building partnerships while most others have not. Areas that have begun to set targets emphasize the role of networking and best practices, the importance the College places on setting targets and collecting data in areas other than building collaborative relationships, the support stemming from the College’s Mission and the College’s historical emphasis on collaboration, and finally, the models provided by the College’s various AQIP Action Projects.

**Glossary of Abbreviations**

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Definition</th>
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<tbody>
<tr>
<td>AA</td>
<td>Associate in Arts</td>
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<tr>
<td>AACC</td>
<td>American Association of Community Colleges</td>
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<tr>
<td>AAS</td>
<td>Associate in Applied Science</td>
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<tr>
<td>AAT</td>
<td>Associate in Applied Technology</td>
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<tr>
<td>AC</td>
<td>Assessment Committee</td>
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<tr>
<td>ADD</td>
<td>Attention Deficit Disorder</td>
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<tr>
<td>ADHD</td>
<td>Attention Deficit Hyperactivity Disorder</td>
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<tr>
<td>AES</td>
<td>Associate in Engineering Science</td>
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<td>AQIP</td>
<td>Academic Quality Improvement Program</td>
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<tr>
<td>AS</td>
<td>Associate in Science</td>
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<td>AS</td>
<td>Academic Support</td>
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<td>ASC</td>
<td>Academic Support Center</td>
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<tr>
<td>BNEA</td>
<td>Bloomington-Normal Education Alliance</td>
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<tr>
<td>CAREER</td>
<td>Comprehensive Agreement Regarding the Expansion of Educational Resources</td>
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<tr>
<td>CAS</td>
<td>Curriculum and Academic Standards</td>
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<td>CCSSE</td>
<td>Community College Survey of Student Engagement</td>
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<td>CCTV</td>
<td>Closed Circuit Television</td>
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<tr>
<td>Cert</td>
<td>Certification</td>
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<tr>
<td>CIA</td>
<td>Council of Instructional Administrators</td>
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<td>CO</td>
<td>Communication student learning outcome</td>
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<tr>
<td>CORE</td>
<td>Drug and Alcohol Survey</td>
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<td>CQI</td>
<td>Continuous Quality Improvement report</td>
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<td>CT</td>
<td>Critical Thinking student learning outcome</td>
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<td>CTE</td>
<td>Career and Technical Education</td>
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<tr>
<td>DECT</td>
<td>Developmental Education Coordination Team</td>
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<td>DI</td>
<td>Diversity student learning outcome</td>
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<tr>
<td>EAV</td>
<td>Equalized Assessed Valuation</td>
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<tr>
<td>MS</td>
<td>Emergency Medical Services</td>
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<tr>
<td>Abbreviation</td>
<td>Description</td>
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<tr>
<td>ENGL:</td>
<td>English</td>
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<tr>
<td>ERP:</td>
<td>Enterprise Resource Planning software system/PeopleSoft</td>
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<tr>
<td>ESL:</td>
<td>English as a Second Language</td>
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<tr>
<td>FISAP:</td>
<td>Fiscal Operations Report and Application to Participate</td>
</tr>
<tr>
<td>FYEP:</td>
<td>First-Year Experience Program</td>
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<tr>
<td>GED:</td>
<td>General Equivalency Diploma</td>
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<tr>
<td>GE/Gen Ed:</td>
<td>General Education</td>
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<tr>
<td>GENS:</td>
<td>General Studies</td>
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<tr>
<td>GPA:</td>
<td>Grade Point Average</td>
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<tr>
<td>HALO:</td>
<td>Heartland Academy for Learning Opportunities</td>
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<td>HCC:</td>
<td>Heartland Community College</td>
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<td>HEN:</td>
<td>Heartland Employee Newsletter</td>
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<td>HLC:</td>
<td>Higher Learning Commission</td>
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<tr>
<td>HR:</td>
<td>Human Resources</td>
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<tr>
<td>IAI:</td>
<td>Illinois Articulation Initiative</td>
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<tr>
<td>IBHE:</td>
<td>Illinois Board of Higher Education</td>
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<td>ICCB:</td>
<td>Illinois Community College Board</td>
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<tr>
<td>IDC:</td>
<td>Instructional Development Center</td>
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<tr>
<td>IPEDS:</td>
<td>Integrated Postsecondary Education Data System</td>
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<tr>
<td>IR:</td>
<td>Institutional Research</td>
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<tr>
<td>IT:</td>
<td>Information Technology</td>
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<tr>
<td>ISAC:</td>
<td>Illinois Student Assistance Commission</td>
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<td>ISU:</td>
<td>Illinois State University</td>
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<td>JAWS:</td>
<td>Screen reading software for the blind</td>
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<td>KPIs:</td>
<td>Key Performance Indicators</td>
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<tr>
<td>LEED:</td>
<td>Leadership in Energy and Environmental Design</td>
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<tr>
<td>LPN:</td>
<td>Licensed Practical Nurse</td>
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<tr>
<td>NACADA:</td>
<td>National Academic Advising Association</td>
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<td>NASPA:</td>
<td>National Association of Student Personnel Administrators</td>
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<tr>
<td>NCCBP:</td>
<td>National Community College Benchmark Project</td>
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<tr>
<td>NJCAA:</td>
<td>National Junior College Athletic Association</td>
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<tr>
<td>NLN:</td>
<td>National League for Nursing</td>
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<tr>
<td>OSR:</td>
<td>Office of Student Recruitment</td>
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<tr>
<td>PN:</td>
<td>Practical Nurse</td>
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<td>PS:</td>
<td>Problem Solving student learning outcome</td>
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<tr>
<td>READ:</td>
<td>Reading</td>
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<tr>
<td>Project RISE:</td>
<td>Respect, Integrity, and Success through Education</td>
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<tr>
<td>RN:</td>
<td>Registered Nurse</td>
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<tr>
<td>SOAR:</td>
<td>Student Orientation, Advisement and Registration</td>
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<tr>
<td>SPOC:</td>
<td>Single Point of Contact program</td>
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<tr>
<td>SS:</td>
<td>Student Services</td>
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<tr>
<td>SSI:</td>
<td>Student Satisfaction Inventory</td>
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<tr>
<td>SSS:</td>
<td>Student Support Services</td>
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<tr>
<td>SYTP:</td>
<td>Second-Year Transition Program</td>
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<tr>
<td>VARK:</td>
<td>Visual, Aural, Read/write, Kinesthetic learning styles</td>
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<tr>
<td>WDC:</td>
<td>Workforce Development Center</td>
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Index to Evidence for the Criteria for Accreditation

Criterion One: Mission and Integrity.
The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

Core Component 1a. The organization’s mission documents are clear and articulate publicly the organization’s commitments.
- Our mission and values are published in major College publications. [Overview: Vital Characteristics]
- Our mission and values are periodically reviewed by the BOT and President. [5P1]

Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.
- Our mission stresses access to education. [Overview: Vital Characteristics]
- Academic Support Center staff recognize demographic diversity within the student body, including special needs students, and diversity in learning styles [Q3, 1P5, 1P8, 1P9, 1P10]
- Respect for Diversity in a Global Context in a key General Education learning outcome. [1P18]
- Community and Adult Education programs strive to insure both diversity and access. [2P1]
- Our international programming affords all members of the HCC community opportunities to experience diversity. [9P5]

Core Component 1c. Understanding of and support for the mission pervade the organization.
- Our mission and values clearly and visibly drive programs at the College. [Q5, 1P2, 1I2, 2P3, 2I2]
- Our mission and values are a part of the hiring process for prospective employees. [4P2, 4P4]
- Our mission and values inform our leaders and leadership systems. [5P2]
- Our mission and values inform our planning processes. [8P1]

Core component 1d. The organization’s governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.
- Collaboration leads to innovative programming. [Overview: Q3]
- Our leadership team encourages partnerships both in and out of the College [Overview: Q9]
- Administrative leadership has resulted in a series of process maps in the Student Services Area [3I2]
- Our leadership team has supported new programs designed to enhance cross area communication within the College. [5P2, 5P3]
Core component 1e. The organization upholds and protects its integrity.
- Professionalism, collegiality, and responsibility are among the College’s core values. [5I2]
- Hiring practices help ensure hiring based upon an applicant’s qualifications. [4P1, 4P2]
- Employee training emphasizes ethics in the workplace. [4P7]
- The College communicates its academic expectations to students clearly. [1P6, 1P11]
- The College takes its responsibility to prepare student for success seriously. [1P5]

Criterion Two: Preparing for the Future.
The organization’s allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.
- The College builds relationships with multiple partners in order to diversify its perspectives. [9P1, 9P2, 9P3]
- The College emphasizes faculty and staff development to help prepare its workforce for the future. [6P2]
- Planning processes monitor current trends. [8P1, 8P2]
- Planning projects are realistic given current and future constraints. [8R3]

Core component 2b. The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.
- The College is working to address the positive and negative aspects of expected growth. [Overview: Q8]
- The College uses data to help inform decisions about resource allocation. [7R2]
- Planning processes are sensitive to resources. [8P1, 8P2]

Core component 2c. The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.
- The College assesses the benefits of its partnerships. [9R1]
- The College has a culture of comparing itself with other institutions. [1R5, 6R5, 7P5]
- The College routinely collects data connected to performance indicators. [7R1]
- Our Community and Adult Education programs practice assessment. [2P4]

Core component 2d. All levels of planning align with the organization’s mission, thereby enhancing its capacity to fulfill that mission.
- The College has a planning system aligned with its mission. [8P1, 8P2]
- Data is collected that can inform the planning process. [7P2, 7R1]
Criterion Three: Student Learning and Effective Teaching.
The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core component 3a. The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.
- The College has implemented a standard syllabus for all credit courses which requires that the syllabi be reviewed by the Assessment Committee and Curriculum and Academic Standards. [1P1, 1P2, 1P3, 1P18]
- Heartland has designed a course embedded approach to assessment of student learning at the classroom level. [1P18, 1R2]
- The Cornerstone Project is designed to ensure that general education outcomes are taught and assessed in those freshman year courses which generate the largest enrollments. [1P11, 5P6]
- The Gradebook Project is designed to assist with assessment across all courses specific and general education learning outcomes. [1P11, 1P18, 1R2, 1I1]

Core component 3b. The organization values and supports effective teaching.
- Heartland’s values strongly support effective teaching and learning. [Overview, 4P2, 4P8, 4P9, 5I2]
- The Promotion and Review Process is design to promote excellence in teaching. [1P11, 4I2]
- The WebCT faculty certification process is design to promote excellence in teaching. [1P12, 5P9]

Core component 3c. The organization creates effective learning environments.
- The Faculty Academy is designed to ensure that faculty design effective learning environments. [1P11, 1I1, 5P9, 6R3, 6I1]
- The Nursing Program has a strong tradition of creating effective learning environments [1P2, 1P6, 1R4]

Core component 3d. The organization’s learning resources support student learning and effective teaching.
- The new Student Orientation Advisement and Registration (SOAR) process supports student success [Overview, 1P6, 1P7, 1I1, 3P2, 3R1, 3I2]
- GENs 100, 101 and 102 courses are designed to assist student with their academic career and personal success [1P7, 1P9]
- Heartland’s mandatory assessment practices supports student success. [1P5, 1P8]
- Academic Support Center services support student learning. [Overview, 1P8, 1P9, 1P10, 1P15, 1R5, 3P1, 3R4, 3I1]
Criterion Four: Acquisition, Discovery, and Application of Knowledge.
The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a. The organization demonstrates, through the actions of its Board, administrators, students, faculty, and staff, that it values a life of learning.
- Our values were created to guide our actions in create educational offerings that exemplify life-long learning [Overview, 1I2, 2I2, 3I2, 4P2, 4P4, 4P9, 5P1, 5P8, 5R3, 5I2, 7P6, 8P1, 9P5]

Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.
- The College has designed four areas of learning outcomes that are vital to the general education of our students. [Overview, 1R2]

Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.
- The College has international students at our main campus and has relationships with institutions in other countries. [Overview, 8P2, 9P3, 9P6, 9P7, 9I1]

Core component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.
- The Instructional Development Center provides strong support for faculty development. [1P11, 1P12, 4P9, 6P2, 6P5, 6R3, 6I1, 8P8]
- The College strongly supports the professional development of all employees. [Overview, 1P11, 1P13, 4P3, 4P13, 4R1, 5P9, 8P1, 8P8]

Criterion Five: Engagement and Service.
As called for by its mission, the organization identifies its constituencies and serves them in ways that both value.

Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.
- Our community, corporate and adult education areas have taken advantage of opportunities. [2I1]
- The College reviews the results and benefits of partnerships. [9R1, 9R2]

Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.
- Our college can support partnerships. [9I2]
- The College documents processes with stakeholders and collects data to evaluate its constituency services. [6R1, 6R2]
Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- The College has worked with important stakeholders in both extension centers in Pontiac and Lincoln to become more responsive to their unique needs. [Overview, 1R5, 3P3, 9P5]
- The College utilizes community input and advisory committees when designing occupational and community education offerings. [1P4, 1P13, 1R4, 1P2, 5P3, 5P4]

Core Component 5d. Internal and external constituencies value the services the organization provides.

- The College regularly uses surveys or other means to assess internal and student stakeholders’ satisfaction. [2R1, 3P1, 3R1, 3R2, 3S4, 5I4, 6P1, 6R1, 6R2, 6R5]
- The College regularly uses surveys or other means to assess external stakeholders’ satisfaction [2P3, 2R2 3R5, 4R3, 6P1, 9P6]