

Systems Portfolio
Heartland Community College

7/30/2018

1 - Helping Students Learn

1.1 - Common Learning Outcomes

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P1: PROCESSES

Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)
- Determining common outcomes (3.B.2, 4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)
- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)
- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R1: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I1: IMPROVEMENT

Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

IP1 Describe the processes for determining, communicating and ensuring the stated common learning outcomes, and identify who is involved in those processes.

In its last Systems Portfolio submitted in 2013, the College's processes for common learning outcomes were appraised as a strength. Since that time, the College has worked to further integrate those outcomes across campus, resulting in more mature processes.

Aligning common outcomes to the mission, education offerings, and degree levels of the institution (3.B.1, 3.E.2); and Determining common outcomes (3.B.2, 4.B.4); and Articulating the purposes, content, and level of achievement of the outcomes (3.B.2., 4.B.1); and Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

During a two-day retreat in 1993, faculty and academic administrators developed Heartland's common outcomes (initially named General Education Outcomes). They were renamed Essential Competencies (ECs) in 2014, and included twenty measurable student learning outcomes in four main areas: communication, diversity, problem solving and critical thinking. (3.B.2, 3.B.3.) During the writing of this portfolio (Fall 2017), the College revised its [Essential Competencies](#), reducing the number of outcomes from twenty to five, with one outcome for each of the following areas: communication, diversity, problem solving/critical thinking, ethics/social responsibility, and technology.

The College ensures its shared learning outcomes remain aligned to the mission, education offerings, and degree levels of the institution through the work of two complementary shared governance committees: the Curriculum and Academic Standards Committee (CAS) and the Assessment Committee (AC). These committees oversee the development, implementation, assessment and systematic review of the College's common learning outcomes. (3.B.2) The Committees' rationale for the name change from General Education Outcomes to Essential Competencies was to underscore the importance of development of these skill sets across the College's curriculum and programs, including in applied courses, certificates, and degree programs. Specifically, these outcomes had been validated as essential for successful employment by employers across community industries and organizations. (3.B.1 and 3.B.2)

Faculty, staff and administration spanning all areas of learning and student support services comprise the membership of these two committees and are ultimately responsible for maintaining the common learning outcomes of the College. The work of these two committees is divided: the Assessment Committee (AC) plays the primary role in determining, regularly reviewing, and providing faculty training on assessing outcomes, while CAS ensures the outcomes appear on all College syllabi and are integrated with other course-specific and program-wide outcomes through its function of curriculum approval (see section of [CAS master syllabus template](#) requiring inclusion of ECs). The AC systematically reviews the outcomes every five years as part of the College's program review process. The outcomes have been significantly revised three times since 1993 as a result of the review process. The AC also plays a role in the College's program review process, reviewing programs on a five-year schedule to ensure the common outcomes are well integrated into all of the College's programs. During the program review process, each program must provide evidence of the integration of the common outcomes into their programs, indicating both breadth and depth of student exposures via courses, and student services and activities. This process is described later in 1P4.

Systematic assessment of the alignment of the College's outcomes with the learning needs identified by local business, industry and education leaders is also built into the process. Departments utilize a variety of means to assess alignment with key external stakeholders including participation on Illinois

Articulation Initiative (IAI) panels, which ensures the outcomes remain aligned to statewide transfer institutions, and the requirement that every career program convene an external advisory committee annually. These committees include local employers and P-20 educational representatives to ensure outcomes align with local workplace and societal needs. (3.B.1)

Ultimately, the College's common learning outcomes represent what the College believes every student should know and what skills they should possess. Further, the outcomes are tied directly to the College's revised Mission Statement. The College's common learning outcomes are [articulated on the College's website](#), in print materials used for marketing and recruitment, in a visual display on the wall of the main instructional building on campus, and in all College syllabi. (3.B.2, 3.B.4)

Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

Heartland's common outcomes are not limited to general education courses and programs. In practice, the outcomes are intentionally embedded across the College's entire curriculum and various programs since they are competencies that were developed and are revised and reviewed in consultation with external stakeholders, including local employers and educational partners. Recently, the Assessment Committee affirmed this process by requiring that all new and revised courses that pass through CAS must address the common learning outcomes. All courses must contain at least two common outcomes and degree programs must assess all five. (3.B.3, 3.B.5)

Recent initiatives have also focused on integration of learning goals and programming between credit programs and continuing education. For example, the College has created stackable career technical curriculum with embedded industry certification that connects curriculum in academic credit programs with continuing education vocation courses and programs. The Advanced Truck Driving Training Certificate was the first example of this. The connection of our curriculum requires further alignment of outcomes, including embedding of common learning outcomes in continuing education vocational curriculum. These new process developments will help further ensure that students across our learning environments (traditional academic and continuing education) have opportunities for exposure to and achievement of the College's common learning outcomes.

Designing, aligning, and delivering co-curricular activities to support learning (3.E.1, 4.B.2)

At the writing of our last systems portfolio, the College was just beginning an initiative to develop its processes for designing and aligning co-curricular activities to support the common learning outcomes (Essential Competencies).

This effort began with a Learning and Student Success Division retreat in the Fall of 2015. Leadership across co-curricular units such as the library, advising, tutoring services, disability supports, student clubs and organizations, athletics and the fitness and rec center, explored ways their areas already had activities that exposed students to the common learning outcomes and developed students' skill sets across those competencies. (4.B.4)

Following that Retreat, in Spring 2016, the Assessment Committee led a project to engage in a process of common outcomes mapping in the co-curriculum. Co-curricular program leaders identified which of the twenty common outcomes their areas covered and completed documentation of the numbers of students exposed to each competency in an academic term (see [form](#) used for data collection). The work on co-curricular activities was halted when the Assessment Committee began revising the common learning outcomes.

The College remains in the reacting stage for this process. The next step in process development is to go beyond the inventory map, to actually setting a process by which the co-curricular areas will design, align, deliver, and assess co-curricular activities to support the new Essential Competencies and then deploy that process and gather results to drive improvement.

Selecting tools/methods/instruments used to assess attainment of common learning outcomes (4.B.2); and Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

The process for selecting the tools/methods/instruments used to assess the common learning outcomes (ECs) is designed by the Assessment Committee and involves multiple processes: faculty professional development and training, course design and EC selection, outcome coverage analysis and data collection, outcome data review, outcome discussion and continuous improvement feedback. (4.B.1, 4.B.2, 4.B.4)

Professional development and training: In order to promote a culture of assessment, the College developed its processes for professional development, evaluation, and recognition of learning assessment. The College provides extensive training on assessment of student learning through a variety of sources including the College's Instructional Development Center, department and division meetings, and support for travel to external assessment workshops and conferences. Internal trainings focus on helping faculty document assessment of student learning through the College's [Assessment Form](#). Supervisors review those forms. All faculty complete a form for two different learning outcomes each year during the annual evaluation process, and the College's promotion structure rewards development of expertise in assessment through a section of the promotion portfolio that focuses exclusively on documenting learning assessment. In recent years, trainings have focused specifically on developing an understanding of the shared learning outcomes and completing Assessment Forms for those competencies. (4.B.4)

Course redesign and outcome selection: Starting in 2008, the College began an intensive course redesign process to ensure that the appropriate common learning outcomes are embedded on each master syllabus. Beginning with the four highest enrolled General Education courses (Composition I, Speech, Introduction to Psychology, and Introduction to Sociology), course coordinators were assigned, met as a group to develop a common understanding of the competencies, and then worked with faculty in their areas to determine appropriate common learning outcomes for each of their courses. Each course was required to include at least one competency from each of the then four main areas:

- Communication (CO)
- Critical Thinking (CT)
- Diversity (DI)
- Problem Solving (PS)

While common outcomes were already included on many master syllabi, this process ensured current faculty collaboration and consensus in determining which competencies were placed on course syllabi. (4.B.4) Course coordinators developed sample assessments faculty could use in a course guidebook distributed to all faculty members teaching the course. This process was replicated in subsequent years for 20 of the College's highest enrolled courses spanning general education (each IAI grouping) and career technical courses. Additionally, to ensure appropriate selection of common outcomes for courses across the curriculum, CAS makes this a major focus of its review of all new and revised courses to ensure each course contains not only the appropriate number of common outcomes, but also that they are integrated into the wording of course-specific outcomes.

Common outcomes coverage analysis: A database calculates numbers of exposures to the College's common outcomes in College syllabi and data are collected on graduating students' exposure to the competencies. From course and student-level data, the College is able to determine the common outcomes with the most coverage, and those that may need to be mapped to more courses to ensure sufficient exposure. (4.B.1, 4.B.2)

Assessing common outcomes: In AY13-14, the Assessment Committee began a systematic process for student achievement data collection on the common outcomes, starting with the Critical Thinking 2 (CT2) competency, which is the competency that appears on more master syllabi than any other competency. All faculty teaching a course containing the CT2 competency completed an Assessment Form documenting student learning on that outcome. Professional development and information sessions throughout the year culminated in the collection of data via the Assessment Form at the conclusion of the academic year. The AC then completed a detailed analysis of that data and shared the results with the campus community via various modes of communication (a session at the College's Fall Kick-off session, a newsletter, discussions at the division and departmental levels). This process was repeated in AY14-15 for the Diversity 3 (DI3) outcome and again in AY15-16 for the Communication 1 (CO1) outcome. Each year's reporting process focused on improving validity of assessment and improving student learning on each competency. (4.B.3)

IR1 What are the results for determining if students possess the knowledge, skills, and abilities that are expected at each degree level?

The College collects data to determine how well students are achieving its common learning outcomes (ECs). Specifically, the College collects data to ensure sufficient student exposure to each EC. The table below was utilized by the Assessment Committee to review exposure rates of the competencies.

Essential Competency (EC)	# of Courses Containing EC
CO1	130
CO2	130
CO3	73
CO4	56
CO5	40
CO6	19
CT1	182
CT2	157
CT3	96
CT4	64
DI1	75
DI2	80
DI3	65
DI4	43
DI5	38

PS1	91
PS2	102
PS3	93
PS4	82
PS5	25

CO - Communication; CT - Critical Thinking; DI - Diversity; PS - Problem Solving

The College also maps the number of exposures to common outcomes in each degree program. Since students completing the College's largest degree program (Associate of Arts) can take a variety of different courses, the College examined the average number of exposures by students graduating with the AA degree. A course revision process started in 2008 involving the College's highest enrolled General Education courses resulted in an increase in the average number of exposures by AA graduates from 28 to 41.4 average exposures by 2014.

In 2014-15, the College began a project to embed its common outcomes throughout the co-curriculum. Service areas and programs such as advisement, career services, and the Fitness and Recreation Center reported on the percentage of HCC students they expose to each common outcome through their service protocols.

[Co-Curriculum Mapping Results](#)

As indicated above, before moving on to assessing achievement of common outcomes in the co-curriculum, this project was placed on hold pending revision of the College's common outcomes.

The College did collect student achievement data for common outcomes from courses through the process described above. A summary of those data is as follows:

EC (Year Data Collected)	# of Assessments Received	Validity of Assessments	% of Students Performing at A/B Level (Green)	% of Students Performing at C Level (Yellow)	% of Students Performing at D/F Level (Red)
<u>CT2 (2014)</u>	71	39%	64%	22%	14%
<u>DI3 (2015)</u>	28	43%	75%	16%	9%
<u>CO1 (2016)</u>	48	31%	73%	22%	5%

Summary reports for each common outcome (EC) are published (see reports linked in the table), distributed to faculty, and discussed in sessions at the College's semester kick-off events.

After year one of the data collection showed only 39% of assessments submitted were actually valid

assessments of the EC, the Assessment Committee worked to develop rubrics and sample valid assessments and it conducted multiple informational sessions to improve faculty understanding of the EC and increase assessment validity. Validity in year two was only 43% and in year three it declined to 31%. After much discussion, the AC determined this revealed a lack of shared understanding of the College's ECs and that developing a shared understanding for 20 outcome statements would be a daunting task. Therefore, the AC determined that simplification of the College's common outcomes was in order (see description in Improvements section).

The College also administers the Community College Survey of Student Engagement (CCSSE) on a three-year cycle and has identified questions on the survey tied to students' perceptions of achievement of the College's common outcomes. This allows the College to benchmark students' perceived exposure to and achievement of our common outcomes to students at other community colleges.

CCSSE Survey Item (HCC EC)	2014 Cohort Mean	2014 HCC Mean	2017 Cohort Mean	2017 HCC Mean
4b. Made a class presentation. (CO1)	2.15	2.20	2.20	2.19
4d. Worked on a paper or project that required integrating ideas or information from various sources. (CT2)	2.82	3.03	2.86	2.93
4s. Had serious conversations with students of a different race or ethnicity other than your own. (DI1; DI2)	2.44	2.35	Not on 2017 Survey	
4t. Had serious conversations with students who differ from you in terms of their religious beliefs, political opinions, or personal values. (DI1; DI2)	2.36	2.43	Not on 2017 Survey	
4r. Had serious conversations with students who differ from you. (DI; DI2)	Not on 2014 Survey		2.06	1.99
5c. Synthesizing and organizing ideas, information, or experiences in new ways. (CT3)	2.79	2.74	2.88	2.86
5d. Making judgments about the value or soundness of information, arguments, or methods. (CT2)	2.62	2.70	2.66	2.62
5e. Applying theories or concepts to practical problems or in new situations. (PS2)	2.73	2.80	2.75	2.77
12c. Writing clearly and effectively. (CO2)	2.79	2.72	2.71	2.57
12d. Speaking clearly and effectively (CO2)	2.72	2.53	2.64	2.42

12e. Thinking critically and analytically. (CT1-4; PS3-4)	2.97	2.96	2.94	2.78
12h. Working effectively with others. (DI1-2)	2.81	2.64	2.78	2.57
12j. Understanding yourself. (DI3)	2.69	2.44	Not on 2017 Survey	
12i. Understanding people of other racial and ethnic backgrounds. (DI1-2)	2.47	2.24	Not on 2017 Survey	

Source: Community College Survey of Student Engagement. Items are on a 4-point Likert scale with 4 being the highest; 2014 n = 625; 2017 n = 643.

The College scored highest in terms of student perceptions on its critical thinking outcomes (Items 4d, 5c and 12e); however, in faculty submission of outcomes achievement data, critical thinking achievement (64% at A/B level) was lower than diversity (75% A/B level) or communication (73% A/B level).

The College scored higher than others in our cohort in both 2014 and 2017 in two areas: CT2 (Item 4d) and PS2 (Item 5e). The CT2 and PS2 outcomes are also in the top five of competencies exposures by class.

While the College has worked to ensure integration of the outcomes across courses and has increased the average number of exposures students receive, no diversity outcome is embedded in 100 or more courses at the College, while all other competency areas (CO, CT and PS) reach 100 or more course exposures in at least one outcome. The College also scores below our cohort in student perceptions of exposure on four of the five diversity items.

1I1 Based on 1R1, what improvements have been implemented or will be implemented in the next 1-3 years?

The College has invested a tremendous amount of time in developing an authentic assessment process for its common outcomes (Essential Competencies). The results of the assessments of three competencies revealed the need to increase understanding of the common outcomes in order to produce valid assessment results. As a result, the AC worked over the course of the last year to revise and simplify the ECs to ensure they are better understood. Beyond attaining faculty input, the AC sought input from those who will implement in the co-curriculum and in continuing education vocational courses, from students, from key external constituents, and from all College employees. The result is a reduction from twenty ECs to five and the requirement that all courses at the College contain at least two ECs and degree programs contain all five.

Additionally, the AC created an [EC Bloom's chart](#) to guide faculty and staff in seeing how to level assessments for each outcome from lower-order to higher-order thinking. Instead of collecting data on each EC annually, data on all of the ECs will be collected at the program level, during the program review process. Programs (academic and student services and supports) will be expected to provide representative assessments for each EC which will be reviewed by the Assessment Committee to continue to check for validity. Programs will also be required to submit student achievement data for each of the ECs to be reviewed by the AC. This should allow the AC to set internal targets and move toward more integrated processes and aligned results.

Sources

- Assessment Form
- CAS Master Syllabus Template
- CAS Master Syllabus Template (page number 5)
- Essential Competencies
- Essential Competencies Achievement Data CO1Report 2016
- Essential Competencies Achievement Data CT2Report 2014
- Essential Competencies Achievement Data DI3 Report 2015
- Essential Competencies CoCurricular Mapping Form
- Essential Competencies CoCurricular Mapping Results 2015
- Essential Competencies with Blooms Domains
- Heartland About - Essential Competencies

1.2 - Program Learning Outcomes

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

1P2: PROCESSES

Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)
- Determining program outcomes (4.B.4)
- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)
- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)
- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)
- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)
- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

1R2: RESULTS

What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)
- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of assessment results and insights gained

1I2: IMPROVEMENT

Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

Responses

1P2 Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes.

In its last Systems Portfolio, Heartland's processes for program outcomes were appraised as a strength based on faculty involvement in the process and the balancing of academic learning objectives with the needs of the marketplace as determined by systematic involvement of local employers. Key processes have continued to mature as evidenced by descriptions below.

Aligning program learning outcomes to the mission, educational offerings, and degree levels of the institution (3.E.2); and Determining program outcomes (4.B.4); and Articulating the purposes, content, and level of achievement of the outcomes (4.B.1)

Faculty program coordinators, working in conjunction with all faculty teaching in the program, have primary responsibility for determining specific program learning objectives. (4.B.4) Program coordinators consult various constituents in the development of program learning objectives (e.g., external advisory teams consisting of local employers and area experts, P-20 educational partners for curricular alignment, state, national and regulatory accrediting bodies, and Illinois Articulation Initiative (IAI) guidelines) and must provide that rationale to the College's internal approving body, the Curriculum and Academic Standards Committee (CAS).

Specifically, when a new program is developed, program-level outcomes are identified and mapped throughout the program and embedded on master course syllabi. (4.B.1) Those outcomes are reviewed by CAS for rigor, relevance, and measurability as well as alignment with the College's mission and common learning outcomes. (3.E.2) The CAS Program Submission Forms for [new](#) and [revised](#) programs require program submissions to identify program outcomes and course mappings, and the [CAS Program Approval Process](#) is described and mapped in committee documents.

Once developed and approved, program learning outcomes are reviewed systematically to ensure continued appropriateness and effectiveness during the program review process described in 1P3 and 1P4.

Ensuring the outcomes remain relevant and aligned with student, workplace, and societal needs (3.B.4)

Academic program outcomes are reviewed by faculty on a five-year rotation to ensure continued alignment with student, workplace and societal needs (see, for example, program objectives/achievement questions in the [CTE Program Review Template](#)). Specifically, program outcomes are reviewed for alignment to local employer needs, accrediting standards, and/or four-year college and university transfer learning outcomes. Career technical programs undergo regular review by employer advisory groups on an annual basis. (3.B.4)

Designing, aligning, and delivering co-curricular activities to support curriculum (3.E.1, 4.B.2)

While the College has a variety of co-curricular activities to support the general curriculum, there are also activities and supports designed to align specifically with programs (e.g., Agriculture Club, Comm Club, Nursing Club, Phi Beta Lambda business organization, Radiography Club, TEACH Association, Women in Technology Club, etc.). (3.E.1) Additionally, program-specific supports are provided such as program-based scholarships and funding (e.g., Perkins IV funds funds support materials and supplies for students enrolled in career-technical programs). Academic supports are also provided based on assessed needs (e.g. embedded tutoring in identified "gatekeeper" courses). (4.B.2) These activities result more from faculty identified need and general best practices than from a very clearly defined process to design, align, and deliver co-curricular activities to support program curriculum. The College has an opportunity to become more systematic in this sub-process.

Selecting tools/methods/instruments used to assess attainment of program learning outcomes (4.B.2); and Assessing program learning outcomes (4.B.1, 4.B.2., 4.B.4)

Faculty select the tools/methods/instruments for assessing program learning outcomes. As with the College's common learning outcomes, curriculum mapping is used to visually depict the courses that cover each outcome. Once faculty have determined there is adequate coverage of outcomes across a program (introduction, reinforcement, and mastery of outcomes), faculty work to design rubrics and/or common in-course and end-of course assessments to measure attainment of learning outcomes. (4.B.1) Selection varies by program. The College's curriculum committee (CAS) also reviews assessment tools listed on syllabi for appropriateness.

Faculty share the results of assessment through the College's [Assessment Form](#). The Assessment Form requires faculty to reflect on assessment methods chosen, effectiveness, and considerations for re-design of instruction based on results. Additionally, the College's Assessment Committee provides regular training on assessment methods at the course and program levels. (4.B.2., 4.B.3, 4.B.4)

1R2 What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs?

Each program reports its student outcomes assessment through the College's program review report, which is submitted to the Assessment Committee for feedback and to the Vice President for Learning and Student Success and Associate Vice President for Academic Affairs for program continuation determination. Program completions and course success data are also reported through the program review process (see [template for a career technical program](#)).

Overall levels of deployment of the program review process is detailed in 1R3, which shows dramatic increases under a new process. Report completions in FY 2017 reached 100%.

Additional program-level assessments for applied certificates and applied associates degrees vary by program. Program Coordinators are responsible for collecting the data and sharing the results with program faculty. Formal results are produced for Assessment Committee and Vice President review through the Program Review Process described in 1P3 and 1P4. Below are some examples, with results indicating Heartland graduates perform higher than state and national averages on external licensure and certification exams:

Program Licensure and Certification Exam Pass Rates Compared to State and National Rates

Program (n for HCC)	Exam	<u>2014 Pass Rates</u> HCC State of IL National	<u>2015 Pass Rates</u> HCC State of IL National	<u>2016 Pass Rates</u> HCC State of IL National	<u>2017 Pass Rates</u> HCC State of IL National
RN (n = 30, 25, 29, 26)	NCLEX-RN	70% 83% 83%	96% 86% 82%	97% 85% 85%	88% 86% 87%
LPN (n = 16, 19, 13, 11)	NCLEX-PN	94% 86% 82%	100% 88% 82%	100% 91% 84%	100% 86% 84%

CNA (n = 00, 00, 00, --)	IDPH NACE	94%*	99%*	99%*	--
RAD (n = 00, 00, 00, --)	ARRT	100% 90% 89%	92% 88% 88%	100% 90% 87%	--
PTA (n = --, --, --, 00)	NPTE	--	--	--	100% 85% --
EMT-B (n = 00, 00, 00, 00)	EMT-B State of IL	74% -- --	33% 76% --	90% 78% --	-- 77% --
Truck Driver Training (n = 18, 16, 14, 19)	Class A CDL	99% -- --	99% -- --	100% -- --	100% -- --

* Benchmark is 80% or higher pass rate

PODS Employment Data

The Illinois Community College Board (ICCB) has developed the Perkins Online Data System (PODS) to assist colleges in tracking the success of their Career and Technical Education (CTE) programs and in meeting their federal reporting requirements for the Perkins Program. One of the outcome measures provided in the PODS system is the percentage of CTE program completers who were employed (or doing military service) in the second quarter following completion of that program. The table below shows that Heartland CTE program completers are employed or in military service at a higher rate than those of our peers and the statewide average.

ICCB Peer Group IV Colleges	FY 2013	FY2014	FY 2015	FY 2016
Black Hawk	62.3%	62.0%	59.1%	60.8%
Heartland	80.5%	82.1%	80.7%	81.7%
Illinois Central	76.9%	77.6%	77.3%	80.5%
Lincoln Land	79.3%	80.3%	80.0%	82.3%
Parkland	77.7%	79.2%	76.2%	75.3%
Richland	66.5%	71.0%	77.8%	69.9%
Rock Valley	75.5%	77.3%	78.9%	77.4%
Southwestern	60.1%	60.8%	65.3%	65.9%
State of Illinois	68.0%	67.7%	68.9%	70.1%

SOURCE: Perkins Online Data System (PODS) data based on ICCB Annual Enrollment and Completion (A1), Illinois Department of Employment Security Unemployment Insurance Wage Records (UI)

1I2 Based on the results of 1R2, what process improvements have been implemented or will be implemented in the next 1-3 years?

Through the Program Review Process described in 1P3 and 1P4, programs identify future SMART Actions based on program assessment results. As an example, the Nursing Program implemented several improvement measures based on declining NCLEX pass-rates in 2014:

- Full curriculum revision based on frameworks from the QSEN Institute, National Patient Safety Goals, NCLEX Test Plan, and the Institute of Medicine Future of Nursing Report: The new curriculum better reflects contemporary nursing practice, and is aligned with state and national trends in healthcare.
- Five new full-time faculty and two new part-time faculty were hired. All faculty attended a professional development conference related to curriculum or accreditation.
- New admissions criteria are in place to better identify students prepared for the rigors of the program.
- A dedicated success coach was hired for the nursing program to meet individually with struggling students and work on study skills, test-taking strategies, and managing stress.
- A NCLEX 3-day review course is now built into the program and required for all students.

In the next three years, the College has an opportunity to set internal targets for these results and assess our progress against them. The College also has an opportunity to improve its graduate preparedness and employee data collection through more systematic administration of graduate surveys for all work-ready programs.

Sources

- Assessment Form
- CAS New Program Submission Form
- CAS Program Approval Process
- CAS Revised Program Submission Form
- Program Review Template CTE Programs

1.3 - Academic Program Design

Academic Program Design focuses on developing and revising programs to meet stakeholders' needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

1P3: PROCESSES

Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)
- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)
- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)
- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs
- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

1R3: RESULTS

What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I3: IMPROVEMENT

Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P3 Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders.

In its last Systems Portfolio, Heartland's processes for academic program design were identified as an opportunity for improvement. Since that time, the College has developed and refined processes related to developing and improving responsive programming to meet all stakeholders' needs. Further, the College initiated an AQIP Action Project to further develop our academic program

review processes, with specific focus on developing a process for program evaluation and determination of continuation or termination. As a result, our processes in this area are much more defined and systematic.

Identifying student stakeholder groups and determining their education needs (1.C.1, 1.C.2); and Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2); and Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

Since submission of its last Portfolio, the College revised its processes for identifying student and other stakeholder groups and their education needs to include a more systemic review of input/data and analysis from several internal and external sources. This includes creation of a new internal group, the Academic Planning Council (APC), to serve as the origin for all consideration of new program development. Additionally, a new process was developed to outline how the various inputs work together to result in responsive outputs. That process is outlined in the College's [program input development and implementation process map](#).

Once it is determined that a new academic credit course or program should be developed, the developer completes documentation following a process outlined by the Curriculum and Academic Standards (CAS) Committee to ensure the College is developing rigorous and relevant courses and programs that take into account student educational needs as well as the needs of other stakeholders within our community. That process includes the following steps:

1. **Statement of Rationale:** Developers address how the course/program enhances the current curriculum; how it compares with offerings at other institutions; how it will align with transfer and employment needs (labor market data is presented); rationale for any required prerequisites (to ensure we are meeting student educational needs) and alignment with the College's common learning outcomes, IAI, accrediting body standards, workforce needs, etc. The process focuses on ensuring not only the quality of the program, but also the need for the program with assurance that it will be competitive and successful. Labor market data along with focus group or advisory council input are essential components to determining community need, along with analysis of surrounding offerings and College district student enrollments in programs we do not offer in order to ensure the College is developing competitive programs.
2. **Presentation of Course and Program Curriculum:** Developers must present complete copies of the program curriculum and outcomes along with any new master syllabi (a template and directions are provided). Courses and programs must contain the College's common learning outcomes and demonstrate coverage of those outcomes. This ensures programs at the College address the College's diversity outcome, including that students recognize their own attitudes and values as well as those of others and demonstrate respect for others with diverse perspectives, behaviors, and identifies. (1.C.1, 1.C.2)
3. **Internal Review and Approval:** Developers meet with CAS following their review to discuss any needed revisions before final CAS vote on approval.
4. **External Approval:** Approved programs are submitted to the College's Board of Trustees for review and approval before being forwarded to the Illinois Community College Board and Illinois Board of Higher Education for state-level approval.

Non-credit courses and programs are designed by program and training coordinators working closely with instructors (practitioners), area employers, professional organizations, and licensing bodies. Staff members developing these short-term training and enrichment courses scan the local, regional and national environment to remain competitive with other providers.

To ensure that academic credit, vocational credit, adult education and non-credit courses and programs are developed systemically across the College, the Continuing Education and Adult Education Divisions are represented on the College's curriculum committee. Additionally, a Work Ready Programs Committee contains members from all areas to share and discuss program research and plan program development.

Selecting the tools/methods/instrument used to assess the currency and effectiveness of academic programs; and Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

Heartland ensures that its programs and courses remain up-to-date and effective through the program review process. Program and course data are generated on an annual basis to monitor progress and full reports are due on a five-year cycle. (4.A.1)

The program review process includes some external reviews/validation, but in addition to those processes, the College relies on program accreditations and advisory team consults to ensure programs remain up-to-date and effective.

The College has enhanced its program review process since its last Systems Portfolio through an AQIP Action Project that: 1) developed program review templates aligned with Illinois Community College Board (ICCB) processes as well as the College's own strategic operational planning processes (see sample template for an Academic Discipline and a [CTE Program](#)); 2) developed data reports on the College's Business Intelligence site and linked those reports to the program review templates; 3) developed a process for annual training of faculty and staff involved in program review; 4) developed [standard dates](#) for program review reports to be reviewed by the College's Assessment Committee and a process for delivering that feedback to program review leads; 5) developed a process for reviewers to meet with the Vice President for Learning and Student Success, Vice President for Continuing Education and Associate Vice President for Academic Affairs to evaluate the results of program review and determine program continuation or termination; 6) developed a process for terminating a program that includes the official program cull process through CAS and the State, as well as catalog changes and records office notification to students. (4.A.1)

1R3 What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders?

Results for our new process to identify stakeholders and develop responsive programming to meet their needs are limited as this is a brand new process for the College (implemented in Fall 2017). However, at the writing of this Portfolio, the College had held its first Visioning Meeting (Healthcare Industry), and several new program ideas have been vetted using this process and one program resulting in a curriculum focus group (industrial cooking).

The College's curriculum committee (CAS) continues to play an important role in providing a shared governance approach to ensuring the College's courses and programs remain current and meet the needs of our stakeholders. Results for curriculum development/revision through CAS is as follows:

Courses approved by CAS, AY 2014-2017

	AY14-15	AY15-16	AY16-17
New Courses	13	6	11
Revised Courses	67	126	91

Culled Courses	7	167	140
Total	87	167	140

Programs approved by CAS, AY 2014-2017

	AY14-15	AY15-16	AY16-17
New Programs	1	2	2
Revised Programs	1	28	13
Culled Programs	6	5	25
Total	8	35	40

The College's new program review process was implemented in FY16. In terms of internal satisfaction, program reviewers report a high level of satisfaction with data availability and overall ease of the process. Criticisms include confusion over how to report/analyze the data and lack of relevance of some of the questions. Subsequent revisions were made to the process in both FY17 and FY18 to improve connection of data to questions, provide assistance with analysis of data, and improve relevance of questions through linkage to the College's new strategic operational planning process (the two processes are now one in the same).

The new program review process resulted in: 1) higher completion rates of program reviews due to clearer timelines, training/formative review by the Assessment Committee, and accountability to Vice Presidents; 2) standardization of program review data and analysis levels as previous reviews were often sprawling narratives with little to no data and questions as to validity of data always arose as each department collected their own; and 3) more systematic review of program viability by the departments, the AC, and the Vice Presidents as the previous program review process resulted in departments making those determinations with no other evaluations.

Program Review Results

	FY14	FY15	FY16	FY17
Programs Completing Review Documentation	12/22	11/15	24/29	27/27
Programs Reviewed by Assessment Committee, VPs	0/22	11/15	24/29	27/27
CTE Programs Continued	10/11	3/3	15/19	11/21
CTE Programs Placed on Further Review Status	1/11	0/3	0/19	3/21
CTE Programs Discontinued	0/11	0/3	4/19	7/21

1I3 Based on 1R3, what improvements have been implemented or will be implemented in the next 1-3 years?

Program review results indicated a need to improve our processes for considering the development of vocational technical courses and programs, and to ensure those programs are developed systemically,

with an emphasis on involving both the academic and continuing education/vocational credit staff in those processes. The result is the development of a new Work Ready Programs Committee which is developing robust processes for joint vetting and development of programs. As of the writing of this Portfolio, this new [Work Ready Program Development Process](#) is mapped and ready to deploy.

Program review results also indicated the need for more consistency in the processes for obtaining employer input to assess the currency and quality of our programs. One process improvement will be to systematize the process for convening and utilizing employer advisory committees (see 2I3).

Sources

- Program Input Development and Implementation Process
- Program Review Template CTE Programs
- Program Review Timeline
- Work Ready Program Process 2018.pdf

1.4 - Academic Program Quality

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

1P4: PROCESSES

Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)
- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)
- Awarding prior learning and transfer credits (4.A.2, 4.A.3)
- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)
- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)
- Selecting the tools, methods and instruments used to assess program rigor across all modalities

1R4: RESULTS

What are the results for determining the quality of academic programs? The results presented should be for the processes identified in 1P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I4: IMPROVEMENT

Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P4 Describe the processes for ensuring quality academic programming.

Determining and communicating the preparation required of students for the specific curricula, programs, courses, and learning they will pursue (4.A.4).

In its last Systems Portfolio, Heartland's processes for determining the preparation required of students was appraised as an opportunity for improvement. The College has since undertaken several initiatives to improve its process for determining the preparation required of students and then communicating those requirements (see 1I4).

The College's improved process for determining the required preparation of students is now aided by documentation of the competencies required in reading, writing and math for each level of developmental coursework (e.g., [Developmental English Competencies](#)). Course developers consult the competency documents to determine the placement level in reading, writing and math required for each course prior to establishing course placements/prerequisites. (4.A.4) Those placements/prerequisites are then reviewed and approved by the College's curriculum committee (CAS) as outlined in 1P3.

The College pursues a multi-modal process for communicating those requirements to students. Placement requirements are detailed on the College's website, and upon admission, students receive the Student Success Guide, which provides details on the College's common learning outcomes, programs of study, assessment/placement requirements, and student supports and services. Communication becomes even more specific in Heartland's [Course Catalog](#) and [Student Handbook](#), which outline admissions, placement, and course and program requirements. Each program has a print and web document that identifies what students can expect to learn in the program, the occupational outlook, and a detailed curriculum guide containing specific course descriptions. Requirements are further specified in master course syllabi, which include the course description, course prerequisites, course learning outcomes, College common learning outcomes and program learning outcomes.

While print and web information serve as one venue of communication, the College also incorporates extensive in-person communication regarding required preparation and learning objectives. This begins at information nights, recruitment open houses and campus visits, and is furthered during a required student orientation and the New Student Day appointment where students meet with an advisor to discuss their academic goals, program, and course selections and requirements. Additionally, high school counselors are trained to ensure they effectively communicate to their students how high school transition courses, aligned to Heartland preparation requirements, meet the College's placement requirements.

The College requires the same preparation levels for students enrolling in its dual credit or dual enrollment courses. Those requirements are clearly communicated to high school staff, parents and students, and are included in the dual credit course selection guide high schools use to select courses. These are also included on our dual credit website listing of courses. (4.A.4)

Evaluating and ensuring program rigor for all modalities, locations, consortia, and when offering dual credit programs (3.A.1, 3.A.3, 4.A.4).

The College offers courses in various modalities and locations and through contractual and dual credit agreements with partners. The College evaluates and ensures rigor for alternative modalities through a new position, the Director of Online Learning and Instructional Technologies. The Director oversees a process for certifying new instructors to teach alternative modalities, including completion of a [certification course](#) and approval of course design, assessment and evaluation methods, and tools. All faculty are required to complete the certification prior to teaching in an alternative modality. Instructional chairs, who are responsible for reviewing online course quality, complete the course as well. Additionally, the College's Promotion Evaluation Review Team (PERT) reviews course evaluation instruments such as the classroom observation form and student course evaluations to ensure they are appropriate for monitoring rigor in online courses. (3.A.1, 3.A.3)

The College offers courses, taught by its faculty, at three locations (main campus, Heartland Pontiac Center and Heartland Lincoln Center). Instructional chairs assign faculty to teach at each location and review courses and faculty performance at each location using the same processes outlined in 3P2.

For College courses taught through contractual arrangement (e.g., the College's EMT programs) or through appointment of secondary teachers for dual credit, the College approves and schedules courses through the same processes used for all other courses and selects and evaluates faculty and programs using the same standards. The College aligns its dual credit program, College NOW, with the National Alliance for Concurrent Enrollment Partnerships (NACEP) criteria for accreditation. Those processes are outlined and aligned to NACEP criteria in the [College NOW Instructional Services Processes document](#). All dual credit faculty go through an appointment process that involves the same [academic credential audit](#) as completed for all other faculty. Dual credit instructors receive a [standard orientation](#), submit their syllabus for department review and approval, attend curriculum alignment meetings with department faculty, administer [student course evaluations](#), and are observed by department personnel. The College has both an [administrative handbook](#) and a [faculty handbook](#) for dual credit outlining all processes and procedures. When necessary, these processes are used by the College to identify courses or instructors not in compliance with the College's standards for all courses. In those cases, the administrator of the College's dual credit program notifies the administrator of the secondary school, and a plan for improvement is identified or the partnership is terminated. (3.A.3, 4.A.4)

Providing prior learning and transfer credits (4.A.2, 4.A.3)

The College has developed a [Prior Learning Policy](#) that spells out the process for providing prior learning credits. For example, for Advanced Placement (AP) courses and the College Level Exam Program (CLEP), course equivalencies are determined by academic departments and documented and communicated in the [Student Handbook](#). Through its participation in the "Making Military Credits Count" initiative, academic departments reviewed courses and identified course-to-course articulation for 32 credits. Additionally, the College accepts the International Baccalaureate (see [Student Handbook](#)). The College has also identified several courses for which prior learning is likely and thus proficiency exams and credit are available. Proficiency exams are developed and assessed by the academic departments and credit is awarded through the Records Office. (4.A.2, 4.A.3) The College has identified an opportunity to expand prior learning credits by developing a process for evaluating learning gained in the workplace and awarding appropriate credit.

The College's process for providing transfer credits is well established. Statewide transfer credit is clearly documented through the Illinois Articulation Initiative (IAI). For transfer requests outside of the IAI, the Records Office reviews the course catalog description for equivalency and submits the catalog description and syllabus to the department for review when necessary.

Selecting, implementing, and maintaining specialized accreditation(s) (4.A.5)

The processes for selecting, implementing, and maintaining specialized accreditations occurs both at the programmatic level (by department faculty and administrators) and at the College level (through determination by the Academic Planning Council). In either case, the College selects specialized academic accreditations based on requirements from employers, state agencies and professional organizations as well as based on our assessment of benefit to the program and students. For example, the College considered accreditation for its dual credit programs from the National Association of Concurrent Enrollment Programs (NACEP). In this case, the accreditation is not required by state agencies or by universities to articulate the credit. The College then sought to determine whether the specialized accreditation would provide benefit to our programs and ultimately our students. After consideration, the College decided not to pursue formal accreditation at present due to the financial costs associated with the accreditation. However, the College has aligned its dual credit programs with all of the requirements for NACEP accreditation as they represent best practices.

When implementing a specialized accreditation, the approval of course content, course sequencing, total number of hours in the degree, and program outcomes are based on the requirements of the particular accrediting agency.

The College currently maintains the following specialized accreditations:

Program	Accrediting Body
Emergency Medical Technician Paramedic	CoAEMSP: Committee on Accreditation of Education Programs for the Emergency Medical Services Professions
Nursing	ACEN: Accreditation Commission for Education in Nursing
Physical Therapy Assistant	CAPTE: Commission on Accreditation in Physical Therapy Education
Radiography	JCERT, Joint Review Committee on Education in Radiologic Technology

The processes for maintaining specialized accreditation are set by accreditors, thus programs are updated as required by the accreditor. All of the College's accredited programs are currently in good standing. (4.A.5)

Assessing the level of outcomes attained by graduates at all levels (3.A.2, 4.A.6)

Certificate and degree program outcomes are articulated clearly in the program plan submitted to the Curriculum and Academic Standards (CAS) Committee and in individual course syllabi, where course learning outcomes are linked to program outcomes. (3.A.2) Faculty design assessments and evaluation methods that ensure course and program learning outcomes are met in order to successfully complete courses. The College has invested in professional development for faculty in the area of outcomes development, measurement and evaluation, and mapping. Faculty complete Assessment Forms reviewed by instructional chairs. The Assessment Committee performs checks on the validity of learning outcomes assessment (see discussion in 1P1 and 1P2) to ensure course grades awarded are aligned with achievement of the learning outcomes. (4.A.6)

The College also relies on external sources of validation. Objective data on success of transfer students, pass rates on licensure exams and industry certifications, and employer satisfaction surveys, along with qualitative data from representatives of advisory teams, employers engaged in internships, job shadowing, service learning, clinicals, and practicums, all work to validate appropriate alignment of the requirements for completion of certificates and degrees with the learning outcomes. (4.A.6)

Selecting tools/methods/instruments used to assess the program rigor across all modalities

Program rigor across all modalities is ensured by the College's curriculum committee (CAS) through its [approval process for master course syllabi](#). All instructors of a course are required to use the course master syllabus, which contains course learning outcomes (linked to program outcomes and College

common learning outcomes), course topics, and methods of evaluation. (3.A.3, 4.A.4)

Assessment of rigor is accomplished in several ways. First, departments conduct evaluation norming sessions wherein faculty gather to discuss standards of grading and review each other's grading for norming purposes. Second, assessment of program rigor occurs during the program review process described in 1P3. Program reviews include an analysis of student success data by modality, including comparison of success rates in face-to-face/hybrid/online sections, main campus/Lincoln/Pontiac sections, and main campus/dual credit sections. Additionally, special attention is paid to assessing and ensuring rigor in dual credit sections. Departments review sample graded student work throughout the academic year, and department faculty meet with dual credit instructors each year for a curriculum alignment workshop. During this workshop, norms of grading are discussed and faculty review each other's grading for norming purposes. (3.A.3, 4.A.4)

1R4 What are the results for determining the quality of academic programs?

The College routinely reviews the quality of its academic programs through examination of the following data points at both the college and program levels:

Note: For the following tables of grade distributions, "passing" includes A, B, C, P, "non-passing" includes D, F, NP, and "other" includes audits and incompletes.

Success Rates: Overall and by Delivery Mode

		FY2014	FY2015	FY2016	FY 2017
Overall	Passing	74.0%	73.9%	75.0%	75.3%
	Non-Passing	15.4%	15.5%	14.8%	15.0%
	Withdrawals	10.2%	9.5%	9.9%	9.4%
	Other	0.4%	1.2%	0.3%	0.2%
In-Person	Passing	74.6%	74.6%	76.2%	76.2%
	Non-Passing	15.8%	15.6%	15.0%	15.4%
	Withdrawals	9.1%	8.3%	8.4%	8.2%
	Other	0.5%	1.5%	0.4%	0.3%
Hybrid	Passing	73.1%	74.5%	72.3%	75.8%
	Non-Passing	14.1%	14.5%	15.5%	14.2%
	Withdrawals	12.7%	10.7%	11.7%	9.9%
	Other	0.0%	0.2%	0.5%	.01%
Online	Passing	71.2%	70.1%	70.3%	71.6%
	Non-Passing	14.2%	15.1%	13.6%	13.8%
	Withdrawals	14.6%	14.7%	16.1%	14.5%
	Other	0.0%	0.1%	0.1%	0.1%

Success rates are similar across modalities, with the biggest difference in 2017 between online (71.6%) and in-person (76.2%).

Success Rates: Recent high school graduates enrolled in the fall after graduation

		FY2014	FY2015	FY2016	FY2017
Overall	Passing	73.0%	75.0%	75.2%	75.4%
	Non-Passing	19.4%	18.0%	17.9%	17.8%
	Withdrawals	7.6%	6.9%	6.9%	6.7%
	Other	0.0%	0.2%	0.0%	0.0%

Success Rates: Recent high school graduates with College Now Credit enrolled in the fall after graduation

		FY2014	FY2015	FY2016	FY2017
College Now	Passing	88.5%	82.3%	81.0%	83.0%
	Non-Passing	7.7%	13.8%	13.6%	13.1%
	Withdrawals	3.8%	3.1%	5.4%	3.8%
	Other	0.0%	0.8%	0.0%	0.1%

Success rates of recent high school graduates who completed dual credit courses in the College NOW program are higher than recent high school graduates who did not.

Success Rates: By Location (includes in-person and hybrid classes)

		FY2014	FY2015	FY2017	FY2017
Pontiac	Passing	78.3%	77.2%	78.6%	79.1%
	Non-Passing	14.6%	15.9%	16.1%	14.8%
	Withdrawals	7.0%	6.9%	5.3%	6.2%
	Other	0.1%	0.0%	0.0%	0.0%
Lincoln	Passing	77.6%	73.7%	77.6%	78.8%
	Non-Passing	17.1%	17.3%	15.8%	15.6%
	Withdrawals	5.3%	9.0%	6.7%	5.6%
	Other	0.0%	0.0%	0.0%	0.0%
Main Campus	Passing	73.7%	73.7%	74.5%	74.1%
	Non-Passing	16.0%	16.6%	15.9%	16.7%
	Withdrawals	9.9%	9.4%	9.5%	9.2%
	Other	0.4%	0.3%	0.1%	0.1%

Success rates of students who complete classes at the Pontiac and Lincoln Centers are higher than those who complete classes on main campus. More detailed analysis of this result is warranted as the Centers offer largely introductory general education courses, whereas campus courses include higher

level courses and CTE program courses such as Nursing, Radiography, and Physical Therapy.

The College also reviews persistence and completion data as a measure of program quality. Persistence rates are high and rising and College students complete degrees at a much higher rate than the national average.

[Fall-to-Fall Persistence Rates](#)

[Fall-to-Spring Persistence Rates](#)

The College's completion rates exceed national averages across all metrics. This is an indicator of quality of the College's programs in preparing students for completion.

Six-Year Outcomes and First Completions for Students Who Started at HCC by Enrollment Intensity

		2008		2009		2010	
		Heartland	National	Heartland	National	Heartland	National
First Completion	Overall	50.4%	39.1%	49.7%	38.1%	45.6%	39.3%
	Exclusively Full-time	78.1%	57.0%	79.2%	54.6%	67.7%	54.5%
	Exclusively Part-time	24.7%	18.8%	22.0%	18.3%	12.6%	20.3%
	Mixed Enrollment	42.3%	35.9%	41.7%	35.2%	43.2%	36.9%
4-Year Completion	Overall	28.2%	16.2%	27.5%	15.1%	23.2%	16.0%
	Exclusively Full-time	58.3%	27.6%	61.5%	24.7%	50.4%	26.0%
	Exclusively Part-time	9.1%	2.3%	4.6%	2.2%	1.8%	2.8%
	Mixed Enrollment	17.9%	14.3%	16.6%	13.5%	16.8%	14.5%

Source: National Student Clearinghouse StudentTracker Postsecondary Completions reports for new student cohorts starting at Heartland in the given fall semester.

Measures of Student Perception of Academic Quality

The College also assesses the quality of its programs based on student perception through routine administration of the Ruffalo Noel Levitz Student Satisfaction Inventory (SSI) and Community College Survey of Student Engagement (CCSSE). The following measures have been identified at the writing of this Portfolio:

Student Satisfaction Inventory	2011		2015	
Measure	HCC	National Cohort	HCC	National Cohort

SSI #3: The quality of instruction in the vocational/technical programs is excellent.	5.21	5.39	5.69	5.47
SSI #18: The quality of instruction I receive in most of my classes is excellent.	5.36	5.59	5.87	5.63
SSI #70: I am able to experience intellectual growth here.	5.69	5.74	6.16	5.84
SSI #53: The assessment and course placement procedures are reasonable.	5.13	5.34	5.66	5.47
SSI #89: Academic reputation as a factor in my decision to enroll.	5.58	5.85	5.95	5.91

Source: *Ruffalo Noel Levitz Student Satisfaction Inventory (SSI)*. HCC Respondents: $n = 676$ (2011); $n = 485$ (2015); 7-point Likert scale.

Community College Survey of Student Engagement Measure	2012		2014		2017	
	HCC	CCSSE Cohort	HCC	CCSSE Cohort	HCC	CCSSE Cohort
CCSSE #7: Extent to which examinations challenged you to do your best work.*	4.82	4.99	4.96	4.97	4.80	4.90
CCSSE #12a: Acquiring a broad general education. (Question removed in 2017)**	3.01	2.96	2.97	3.00	-	-
CCSSE #12b: Acquiring job or work-related knowledge and skills.**	2.44	2.58	2.48	2.60	2.31	2.48
CCSSE #27: How would you evaluate your entire educational experience at this college? **	3.16	3.14	3.18	3.14	3.15	3.18

*Items are on a 7-point Likert scale with 7 being the highest.

**Items are on a 4-point Likert scale with 4 being the highest.

Source: *Community College Survey of Student Engagement*. HCC Respondents: $n = 421$ (2012); $n = 625$ (2014); $n = 643$ (2017).

1I4 Based on 1R4, what process improvements have been implemented or will be implemented in the next one to three years?

As noted above, the College's processes for determining the preparation required of students was appraised as an opportunity for improvement in the last Systems Portfolio and therefore the College has focused improvements on ensuring students are set-up for success in its courses and programs.

Following an internal review by the College's Development Education Coordinating Team (DECT) revealing that the College's placement requirements were higher than those of most community colleges in the State, DECT recommended that the College's curriculum committee undertake a prerequisite project in which academic departments were asked to identify the levels of basic skills in

math, reading and writing needed in all of their courses and then align those to the appropriate developmental course prerequisites or college-level placements. To aid in this determination, for each placement level in reading, writing and math, faculty were provided with a list of competencies that could be expected of a student at this level. This process change resulted in a more intentional approach to determining the level of preparation necessary for enrolling in courses.

Having improved its process for assigning the correct preparation level to its courses, the College is now working on improving its processes for ensuring students are placed into the appropriate level of coursework. In addition to the standard methods of placement such as ACT, SAT, and Accuplacer scores, the College is piloting the use of high school course grades and will also look at combining multiple measures into a composite placement score.

Reviewing the results of success rates across modalities, the College has identified an opportunity to improve success rates and reduce withdrawal rates in online courses. The College is working on developing an informational survey that will be required prior to a student's first enrollment in online courses at the College. The survey will help students understand the nature of online courses and it will prompt an assessment of their aptitude for online learning.

Finally, across all measures, the College has an opportunity to set internal targets based on the baseline data we have been collecting and the external benchmarks we use for comparison.

Sources

- Academic Audit Qualifications Form
- Alternative Delivery Training Course Syllabus Fall17
- CAS Course Approval Process
- College NOW Administrative Handbook 2017-18
- College NOW Faculty Handbook
- College NOW Faculty Orientation Agenda 2017
- College NOW High School Faculty Student Course Eval
- College NOW Instructional Services Processes
- Developmental English Competencies
- Fall-to-Fall Persistence and Completion Rates.pdf
- Fall-to-Spring Raw Persistence Rate.PDF
- PLA Policy

1.5 - Academic Integrity

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

1P5: PROCESSES

Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)
- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)
- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)
- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

1R5: RESULTS

What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

1I5: IMPROVEMENT

Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

1P5 Describe the processes for supporting ethical scholarly practices by students and faculty.

In our 2013 Systems Appraisal, our processes for ensuring academic integrity were cited as a strength. The College has continued to develop these processes.

Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

The College's Board policies work to ensure freedom of expression, specifically, [Section 4.3](#) of the College's Board Policy states that “All members of the professional staff are entitled to academic freedom. The Board of Trustees believes that academic freedom is necessary for the advancement of

truth and is a fundamental protection of the rights of the teacher and the student. However, professional staff must employ restraint, good judgment, and professional ethics in the exercise of this vital freedom.” Additionally, in [Heartland's Values Statements](#), the College further indicates its assurance of freedom of expression while promoting an environment characterized by professionalism: “We respect all individuals; civility, collegiality, and the highest standards of professionalism characterize Heartland’s daily environment. (2.D) Further, for faculty, the College's commitment to freedom of expression is detailed in [Section 11.2](#) of the Collective Bargaining Agreement for Full-Time Faculty and in [Section 9.2](#) of the CBA for Adjunct Faculty. Board policy also ensures students freedom of expression in [Section 5.4.1](#).

In ensuring integrity of research and scholarly practice, the College is guided by the ethical principles set forth in the Belmont Report and by the requirements of the Code of Federal Regulations (45 CFR 46). Under the federal regulations, certain types of research are exempt from formal review unless the institution chooses such a review. As such, the College has an active Human Subject Research and Review Board (HSRRB) that provides oversight to ensure the integrity of research conducted on campus by faculty, staff, students, and external constituents. All members of the HSRRB have access to training through the Collaborative Institutional Training Initiative (CITI), and they are strongly encouraged to complete this training. (2.D, 2E.1, 2.E.3)

Ensuring ethical learning and research practices of students (2.E.2, 2.E.3); and Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

The Student Code of Conduct and Academic Integrity Policy are spelled out in the [Student Handbook](#). There, it is declared that: "Integrity in academics is a fundamental principle at Heartland Community College and the world in which we live; therefore, it is essential to the credibility of the College’s educational programs. It is important that all credit and recognition earned at this institution reflect the honest work of each individual. Academic Integrity protects the value of your educational achievement at Heartland Community College. Integrity, respect and honest achievement are necessary principles for an educated person, and the College is committed to helping students achieve these ideals through development and growth. The College therefore views any act of academic dishonesty as a serious offense against the HCC community, which includes all students and staff."

The College’s Academic Integrity Policy and processes were enhanced through an AQIP Action Project that further defined the meaning of integrity, how to cultivate integrity, resources available at the College, and ramifications of a violation of integrity. Although the policy and related video on the website describe academic integrity in particular, the policy notes that integrity encompasses more than merely academic work and is relevant to all members of the College community in their work and actions at the College and beyond. (2.E.1, 2.E.2, 2.E.3) As part of the Action Project, the College also developed a standing Academic Integrity Committee (AIC) and became a member of the Center for Academic Integrity (CAI).

College Board Policy also outlines employees’ and students’ responsibility to practice ethical behavior as well as the disciplinary sanctions for failure to do so in [Section 3.7](#) and [Section 5.4](#). (2.E.2, 2.E.3)

The College also ensures ethical learning and research practices of its students through efforts within the classroom. The College's Essential Competencies (ECs) are embedded across the curriculum and include outcomes measuring students’ ability to acquire, discover, and apply knowledge responsibly. During the writing of this Portfolio, the College furthered its commitment to promotion of ethical learning by adding an EC for Ethics and Social Responsibility: "Students ethically engage with and respond to academic, civic, social, environmental, technological or economic challenges at local,

national or global levels." Faculty are also encouraged to deploy Safe Assign as both a formative tool allowing students to check their own work against plagiarism, as well using it as a summative tool allowing faculty to assess for possible violations.

The College promotes the ethical teaching and research practices of faculty through background checks, ethics surveys, annual audits, policies, and training. The College also ensures, through our Records Office, that employees engage in the appropriate collection and transfer of student information. This includes having FERPA information and training sessions available to employees as well as requiring mandatory training for all College Records staff on the guidelines of FERPA and College policies. In addition, students are provided FERPA information each semester. (2.E.1)

Selecting the tools/methods/instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity.

Based on the protocols established by the Academic Integrity Committee (AIC), the Director of Student Success selects the tools/methods/instruments used to evaluate the effectiveness of our academic integrity efforts. The College utilized a survey instrument developed by the Center for Academic Integrity to measure the College's academic integrity environment (behaviors, perceptions, and attitudes of students and faculty). Based on the results, the College developed an Academic Integrity Action Plan, which included, for example: an informational campaign; environmental art; an academic integrity video for use in the classroom; and a faculty guidebook for academic integrity that was distributed to all faculty and continues to be distributed during new faculty orientation. (2.E.1) Unfortunately, due to changes at the Center for Academic Integrity, that instrument is no longer available to track changes over time. The College has recently adopted Maxient, a conduct tracking and management software, to monitor academic integrity violations and resolutions.

1R5 What are the results for determining the quality of academic integrity?

The College tracks violations of academic integrity in Maxient. Violations are submitted to the Director of Student Success via a standard reporting form.

	AY14-15	AY15-16	AY16-17
Misrepresentation of Data	0	0	0
Falsification of Academic Records or Documents	0	2	1
Cheating	14	21	16
Aiding Cheating or Other Acts of Academic Dishonesty	0	1	1
Plagiarism	0	3	10
Unauthorized Access to Computerize Academic or Administrative Records or Systems	0	0	0

The College also examines students' perceptions regarding development of their integrity at the College.

CCSSE Item	2014	2017
121. How much has your experience at this college contributed to development a personal code of values and ethics.	2.22	[See note]

Note: This measure is no longer part of the CCSSE. Scale: 4-point Likert with 4 being the highest.

Source: Community College Survey of Student Engagement. HCC Respondents: n = 625 (2014).

1I5 Based on 1R5, what process improvements have been implemented or will be implemented in the next one to three years?

The College increased emphasis over the last two years on the reporting of violations so that they can be tracked centrally by the Director of Student Success. This is accomplished by presenting information during faculty meetings and new faculty orientations. The presentations demonstrate how to submit reports as well as how the reports are processed and the importance of reporting violations. While many violations of academic integrity are resolved by the faculty member, there is opportunity to improve the reporting of those incidents so that they can be tracked and taken into account should other violations occur.

The College will continue to focus on education as a means to prevent potential violations and to improve the quality of academic integrity. Improvements planned include developing co-curricular supports for educating students about plagiarism through the Writing Center, Tutoring Services and the Library, and educating violators through creation of an online module on academic integrity to be completed as a part of sanctioning.

The College has an opportunity to develop new measures of its academic integrity environment (behaviors, perceptions, and attitudes of students and faculty) that can be benchmarked, given that its existing measures no longer exist.

Sources

- Board Policy Manual 10-10-17
- Board Policy Manual 10-10-17 (page number 20)
- Board Policy Manual 10-10-17 (page number 27)
- Board Policy Manual 10-10-17 (page number 29)
- Collective Bargaining Agreement Adjunct Faculty 2017-2019
- Collective Bargaining Agreement Adjunct Faculty 2017-2019 (page number 26)
- Collective Bargaining Agreement Fulltime Faculty 2016-2018
- Collective Bargaining Agreement Fulltime Faculty 2016-2018 (page number 29)
- Strategic Plan 2017
- Strategic Plan 2017 (page number 2)

2 - Meeting Student and Other Key Stakeholder Needs

2.1 - Current and Prospective Student Need

Current and Prospective Student Need focuses on determining, understanding and meeting the academic and non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

2P1: PROCESSES

Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)
- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)
- Ensuring faculty are available for student inquiry (3.C.5)
- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)
- Determining new student groups to target for educational offerings and services
- Meeting changing student needs
- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)
- Deploying non-academic support services to help students be successful (3.D.2)
- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)
- Communicating the availability of non-academic support services (3.D.2)
- Selecting the tools, methods and instruments to assess student needs
- Assessing the degree to which student needs are met

2R1: RESULTS

What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I1: IMPROVEMENT

Based on 2R1, what process improvements have been implemented or will be implemented in the

next one to three years?

Responses

2P1 Describe the processes for serving the academic and non-academic needs of current and prospective students.

In its 2013 Systems Portfolio, the College's processes for identifying and monitoring student needs were appraised as an opportunity for improvement. Since that time, Heartland has worked to further define those processes, gather results, and identify further needed improvements.

Identifying under-prepared and at-risk students, and determining their academic support needs (3.D.1)

The College identifies students who are under-prepared and at-risk during the entry phase of the student experience and determines their academic support needs. The College determines students' readiness for college-level work through one of the following placement measures: ACT, SAT, PARCC, GED, or Accuplacer scores; high school grades in identified English and math courses; or transcripts of previous college-level credit. Those scores are processed through the Records Office and maintained in the College's student information system. Students who do not demonstrate college-readiness through one of these measures are considered to be academically under-prepared.

Academically under-prepared students are required to complete remediation coursework in literacy and/or math prior to progressing into college-level coursework requiring competencies in those areas. Trained faculty teaching developmental coursework also assess students' non-cognitive support needs and deploy the On Course methodology, which focuses on development of eight essential skills of highly effective students. (3.D.1)

Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

The College has a well-developed process for deploying academic support services to help students select and successfully complete courses and programs. Once a student's placement is determined, the student is required to schedule an appointment to attend a New Student Day session with an academic advisor. At this appointment, the student is advised on their academic needs and assisted in selecting appropriate coursework, including remedial coursework if required, as well as any recommended student success coursework. Students who have demonstrated high levels of academic unpreparedness through the placement process may also be offered success coaching services. (3.D.2)

Students are next instructed to make an appointment for their New Student Day 2 advisement session. At this session, students develop a full course of study and select courses for their second semester. Following this appointment, students are instructed to meet back each semester with an academic advisor to ensure progress in their academic course of study. (3.D.3)

Ensuring faculty are available for student inquiry (3.C.5)

[Section 7.2](#) of the Collective Bargaining Agreement with Full-time Faculty requires that each full-time faculty member teaching a full load schedule keep a minimum of five office hours each week of the academic year. Instructional chairs review and approve office hour schedules to ensure student access. Each faculty member's office hour schedule is posted electronically on the student syllabus as

well as on or near the faculty member's office door no later than the first day or classes for each semester or session. [Section 7.1](#) of the CBA with Adjunct Faculty requires that all faculty maintain reasonable accessibility for students. (3.C.5)

College faculty are also scheduled for availability to students in the Writing Center as well as the Math Success Center. (3.C.5)

Additionally, the College recently deployed new technologies to allow faculty to be available virtually to students to increase access. The College provides the equipment as well as training in the use of such technologies. (3.C.5)

Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

The College has several processes for determining and addressing the learning support needs of students. First, during the intake process, academic deficiencies are identified in the placement process. As described above, during academic advising, students are encouraged to utilize the College's learning supports alongside academic remedial coursework. (3.D.3) For example, students placing into remedial coursework are encouraged to enroll in the College's student success course or workshops and to take advantage of success coaching. Students completing the Accuplacer placement test also have the option to select learning supports they may need, and any student can self-select learning support needs such as tutoring, disability supports, and counseling services. College staff also work directly with high school staff for students with Individual Education Plans (IEPs) to ensure those supports are transitioned. (3.D.1)

Faculty are also key in determining and addressing the learning support needs of students. Faculty complete Early Alert Forms for students demonstrating need of additional learning supports. Those trigger an individualized response based on the issues identified. Faculty also complete Progress Reports for students with specialized learning needs (TRiO, athletes, and international) and supports are deployed by staff in those areas. Finally, faculty effectively utilize library research and information services either through direct library instruction within the classroom, requiring that students make a research appointment with a librarian, or through referrals to library services. (3.D.5)

Routine student surveys also help the College determine and address student learning needs. Every two years, the College administers two standardized instruments to measure student satisfaction with current services and supports: the Student Satisfaction Inventory (SSI) and the Community College Survey of Student Engagement (CCSSE). The College reviews the results to target needed improvements in addressing student learning support needs.

The College's process for identifying students not in good standing and deploying appropriate supports has improved. Satisfactory progress/good standing checks are completed every term. Students found not to be in good standing are placed on probation and are required to see the Academic Standing Program (ASP) Advisor for educational planning and academic support. Individualized strategies are developed to assist the student in identifying the root causes of academic difficulties and to achieve a satisfactory grade point average. Students who fail to see the ASP Advisor or complete required support work are not allowed to register for subsequent classes.

The College also supports in the learning needs of its faculty. Faculty professional development and training, research, facilities or technology needs are identified through the annual evaluation process, ad hoc requests, faculty professional development advisory team input (individual needs); the program review process (programmatic needs); or the annual budgeting process (additional fiscal

resource needs). See 3P3 for a description of the process for faculty training/professional development. (3.D.4)

Determining new student groups to target for educational offerings and services

As an open admission comprehensive community college, the College's mission is to serve the needs of the District, including the needs of key student groups. Admission student groupings for undergraduate programs are identified in Board Policy [Section 5.1.1](#). In determining new student groups to target for educational offerings and services, the College utilizes several key processes. First, the College's [strategic planning process](#) implements SWOT analysis at the college-wide planning level as well as the operational level. Through SWOT analyses, new student groups may be revealed through weaknesses, opportunities, or threats identified by internal and external stakeholders. Additionally, the College's Academic Planning Council (APC) has developed a new process for routinely gathering and analyzing input regarding new program needs from internal and external stakeholders (see [Program Input Development and Implementation Process Map](#)). This may also reveal new student groups to target based on programmatic needs.

The College also meets bi-annually with District high school superintendents regarding how to best target their student population for educational offerings and services. These meetings have resulted in, for example, discussions on how the College can meet the needs of high school students at-risk for drop-out through such offerings as embedded short-term vocational certificates. Additionally, the College has strong partnerships with local chambers of commerce, economic development councils, and workforce services providers such as Career Link to quickly respond to changes in the local environment that create new student groups to target (e.g., the College responded quickly when the local Mitsubishi Motors Plant closed in order to provide dislocated worker training and education opportunities).

Meeting changing student needs

The College consults several sources to ensure it is meeting the changing needs of students. Routine administration and analysis of student perception surveys (CCSSE and SSI) provide the College with aggregated feedback. Additionally, College leadership meets regularly with student leadership to listen to any concerns and jointly develop strategies to address those concerns. The College's program review process includes analysis of student success data, with emphasis on noting trends and opportunities for improvement.

The College also has several teams and committees on campus with functions related to ensuring student needs are met. The Development Education Coordinating Team (DECT) monitors students enrolled in developmental coursework, the Facilities Use and Technology steering committees ensure students' space and technology needs are met, the Committee for Diversity and Inclusion seeks to meet the needs of minority and underrepresented groups, and the APC, as mentioned above, ensures students' programming and service needs are met.

Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

The College identifies special populations of students during the admissions application process (first generation, underrepresented, veterans, adult learners, seniors, international, ESL, athletes); the financial aid application process (economically disadvantaged); the enrollment process (distance learners); and through self-identification processes (students with disabilities, single parents, displaced homeworkers, homeless). That information is coded in the College's student information

system and is used to monitor the progress and success of these student subgroups and to deploy specific supports. (3.D.1) Academic advisors and staff overseeing areas such as Disability Support Services and TRiO utilize the College's identification information to target students for their services.

For example, the College's Veterans Center provides a dedicated space where an assigned academic advisor and VA work-study students assist veterans with processing forms for education benefits, disability compensation, medical services, home loans, etc. The Center provides a welcoming and secure gathering spot and hosts campus programming targeted to veterans. The College also partners with a local food bank to bring food supplies to campus to address self-reported food insecurity and homelessness. The College's Adult Education department supports students pursuing a high school equivalency and non-native English speaking students by meeting with students in weekly Connections classes, in workshops, or individually at key momentum points during their program. (3.D.1)

Deploying non-academic support services to help students be successful (3.D.2)

The College offers several non-academic support services including financial planning, scholarships and financial aid, counseling services, international student services, student engagement programming and success coaching. A multi-faceted process is used to deploy these services to help students be successful. During the entry phase of the student's experience, all new students completing placement testing can elect to receive information about non-academic support services available on campus. Also, when attending a New Student Day appointment, all new students receive a Student Success booklet that lists the contact information for all non-academic support services available on campus. First-semester students also attend a Student Success Orientation where they learn about available non-academic support services. Once new students complete these on-boarding activities, those enrolled in developmental education also learn about non-academic support services via class visits conducted by staff. (3.D.2)

Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

The College has a systematic process for ensuring all staff are qualified, trained and supported, including those who provide non-academic support services (see 3P1 and 3P3). Additional processes for hiring of non-academic support services staff include determining appropriate licensure requirements (e.g. Clinical Professional Counselor), providing consideration of qualifications set forth by professional organizations governing each area (e.g. National Association of Student Financial Aid Administrators), and ensuring knowledge/experience in compliance with certain federal laws and guidelines (e.g., Title IX, Clery Act, Civil Rights Act, FERPA, ADA, etc.). Once the job description is approved by Human Resources and the Cabinet has approved posting of the position, the Coordinator of Human Resources works with the hiring manager to draft and post a position announcement. The College requires the compilation of an applicant review team to screen, interview and recommend candidates for hire. Applicant review teams ensure all candidates interviewed hold the required qualifications. (3.C.6)

All new employees participate in new employee orientation. In addition, hiring managers are expected to provide additional position-specific training and support to supervised employees. Professional development and training for non-academic support staff is provided by the College for such things as utilizing College information systems and databases, providing customer service, meeting student learning and support needs, etc. Non-academic support staff also are required to complete an annual self-evaluation in which they identify additional professional development and training needs and work with their supervisor to ensure those are met (e.g. academic advisors routinely attend the

National Academic Advising Association (NACADA) annual conference). The College also provides employees funding for maintenance of required licenses and certifications, professional memberships, and needed reference and research materials. (3.C.6.)

Communicating the availability of non-academic support services (3.D.2)

A multi-faceted approach is used to communicate the availability of non-academic support services. The College website provides a safe avenue for students or the community to approach the College's services in an anonymous way and without the need to make a commitment. The College also provides information about support services through New Student Days, Ask Me tables during the first week of each new term, Spring Fest and Fall Fest, and through classroom visits by staff. Each course syllabus contains a section detailing available support services. Students also receive email reminders of available support options. The College is also making use of social media platforms and the student newspaper. (3.D.2)

Additionally, the Student Communication Team has developed a systematic communication campaign to support student persistence and completion spanning each semester to deliver appropriate messages to students during key momentum points. A focal point of these communications is ensuring students are aware of the support resources and services available. The College has also developed Student Support 211, a comprehensive web page and texting program designed to provide students with information on the wealth of campus and community resources available to help them navigate academic and personal barriers. Examples of resources include supports for basic living needs, finances, counseling and crisis, engagement/connection/recreation, health and wellness, family and child services, etc. The 211 information is added as a resource in the learning management system deployed in every course at the College.

Selecting the tools, methods and instruments to assess student needs; and Assessing the degree to which student needs are met

The Institutional Effectiveness Council and Academic Planning Council determine the tools, methods, and instruments to assess students needs. As previously noted, the College regularly conducts institutional surveys to assess student needs and the degree to which they are being met. The CCSSE and SSI surveys are two of the key institutional surveys utilized to assess the effectiveness of the academic and non-academic services provided to students.

These aggregate instruments are supplemented with information collected through department/program specific student surveys, focus groups, meetings with student leadership, or even random student interviews outside high traffic areas such as the cafe or library. Departments and programs work with institutional research staff to determine the appropriate tools, methods and instruments to meet their assessment needs.

Departments and programs work with institutional research staff to identify items on the CCSSE and SSI instruments that will provide key performance indicators (KPIs) for their area. The College has an opportunity to improve the degree to which KPIs are routinely monitored and utilized to drive improvements as well as to set internal targets.

2R1 What are the results for determining if current and prospective students' needs are being met?

The SSI is administered every three years and was last conducted in 2015 with a sampling of 485 student participants. When asked how satisfied they were with the College, 84% of respondents

indicated somewhat satisfied to very satisfied, 8% responded neutral, and 4% responded that they were either somewhat dissatisfied or not satisfied. 92% of respondents indicated their college experience either met or exceeded their expectations and 87% indicated they would enroll at the College again.

Results shown in the following tables included data from the SSI satisfaction survey. *.05, **.01, ***.001 indicate that the difference to the national mean is statistically significant.

SSI Scales	HCC (n = 485)	National Mean	Difference
Campus Support Services	5.81	5.11	0.70***
Safety and Security	5.79	5.23	0.56***
Academic Services	6.13	5.62	0.51***
Academic Advising/Counseling	5.82	5.32	0.50***
Concern for the Individual	5.82	5.34	0.48***
Service Excellence	5.88	5.40	0.48***
Campus Climate	5.90	5.43	0.47***
Admissions and Financial Aid	5.75	5.30	0.45***
Student Centeredness	5.93	5.48	0.45***
Registration Effectiveness	5.95	5.53	0.42***
Responsiveness to Diverse Populations	6.02	5.60	0.42***
Instructional Effectiveness	5.88	5.51	0.37***

Students indicate satisfaction across the board as it relates to all major indicators from the SSI survey. Each category has been rated significantly above the national mean. Academic services, responsiveness to diverse populations, campus climate, and campus student support services are strategic areas of focus and our students confirm the effectiveness of efforts in these categories.

SSI Question	HCC (n = 485)	National Mean	Difference

Child care facilities are available on campus.	5.82	4.44	1.38***
Personnel in the Veterans' Services program are helpful.	5.73	4.82	0.91***
This campus provides effective support services for displaced homemakers.	5.68	4.90	0.78***
Security staff respond quickly in emergencies.	5.87	5.16	0.71***
Parking lots are well-lighted and secure.	6.03	5.33	0.70***
The career services office provides students with the help they need to get a job.	5.77	5.10	0.67***
Counseling staff care about students as individuals.	5.98	5.34	0.64***
My academic advisor helps me set goals to work toward.	5.73	5.13	0.60***
There are a sufficient number of study areas on campus.	6.19	5.59	0.60***
Admissions counselors respond to prospective students' unique needs and requests.	5.91	5.31	0.60***

Looking through specific areas of strength, the table above highlights the major supporting factors students considered when determining their satisfaction. Support of non-traditional learners, including parents, veterans, and individuals returning to work, were our most significant strengths. This is followed by student safety, academic and career supports, and mental health and facilities design.

Although there were no measures where the College was below the national mean, we remain committed to continuous improvement. The table below indicates the questions that were closest to the national mean.

SSI Question	HCC (n = 485)	National Mean	Difference
Institution's commitment to part-time students?	5.99	5.69	0.30***

Bookstore staff are helpful.	5.96	5.67	0.29***
Institution's commitment to evening students?	5.85	5.57	0.28***
Classes are scheduled at times that are convenient for me.	5.69	5.52	0.17*
Adequate financial aid is available for most students.	5.49	5.37	0.12

The major trends in this area surround the needs of individuals for more flexibility and recognition when participating in classes and activities on campus, especially outside of the standard campus business hours.

As mentioned previously, departments and programs also conduct their own research to assess how well the College is meeting student needs. One such example is in determining how to best serve prospective students taking the placement exam. Testing center staff deployed a survey to determine how many students were taking advantage of preparation materials and how that affected their performance. The results of that survey can be viewed [here](#).

2I1 Based on 2R1, what improvements have been implemented or will be implemented in the next one to three years?

Using the Achieving the Dream Loss Momentum Framework as a guide, the College has made significant improvements in meeting the needs of prospective and current students. Utilizing department level feedback as well as analysis from the SSI, major adjustments have been implemented or planned.

- Support for student subgroups begins with a new admissions process that better identifies student demographics and allows for the College to direct individual students to specific supports. The College has implemented an Early Alert system that allows faculty to link students with a variety of supports through referrals.
- The College engages in both passive and active marketing for Disability Support Services, the Veterans Center and the Child Development Lab. The College has made a substantial commitment to our Adult Education and Academic English Language Programs, despite the uncertainty in funding from the state for these programs.
- Through a contract with Connect Transit, anyone with a valid student or employee ID can ride the public transit system for free, eliminating the transportation barriers recently identified through a community needs assessment as the greatest barrier to school and employment in our community. (3.D.1)
- The College has invested a great deal in developing in-house professional development and in supporting external professional development opportunities for faculty and staff. More than 50 of our faculty have taken part in training in Universal Design in Learning, a methodology that focuses on inclusion of all learners. Our Instructional Development Center also supports intensive training in alternative delivery methods, On-Course principles, and best practices in teaching. All of these help our faculty and staff to better serve students with distinctive needs.
- The Testing Center implemented several processes to help students prepare for their placement

testing at the College. Initially, a full webpage of recommended study resources was developed to help students access this information. Additionally, a brochure of preparation information/study resources is sent to all first-time new students who apply to the College. Based on results reported in 2R1, an ACCUPLACER preparation workshop has been developed, as well as a study plan process delivered to students who are interested in retesting. Through the study plan process, Testing Center staff help students create ACCUPLACER practice test accounts and utilize recommended study resources in conjunction with practice testing.

The College has an opportunity to ensure systematic provision of supports and services to all student groups, beyond undergraduate (namely students in vocational courses provided by continuing education).

Sources

- Board Policy Manual 10-10-17
- Board Policy Manual 10-10-17 (page number 28)
- Collective Bargaining Agreement Adjunct Faculty 2017-2019
- Collective Bargaining Agreement Adjunct Faculty 2017-2019 (page number 20)
- Collective Bargaining Agreement Fulltime Faculty 2016-2018
- Collective Bargaining Agreement Fulltime Faculty 2016-2018 (page number 17)
- Placement Test Preparation Survey Results
- Program Input Development and Implementation Process
- Strategic Planning Process

2.2 - Retention, Persistence, and Completion

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

2P2: PROCESSES

Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)
- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)
- Analyzing information on student retention, persistence and completion
- Meeting targets for retention, persistence and completion (4.C.1)
- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

2R2: RESULTS

What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I2: IMPROVEMENT

Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

Responses

2P2 Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion.

The College determined its processes in this area were in need of development following its last Systems Portfolio. As a result, the College developed an AQIP Action Project and participated in the HLC Academy on Student Persistence and Completion to develop its data structures and processes for analyzing and distributing data to appropriate stakeholders for decision-making.

Collecting student retention, persistence, and completion data (4.C.2, 4.C.4)

The College now has a systematic process for collecting student retention, persistence and completion data. All student course enrollment, grade, and program completion information is entered and stored in PeopleSoft, the College's student information system. Data related to student retention, persistence, progress and completion are also collected through the routine reporting cycles for the Integrated Postsecondary Education Data System (IPEDS), the Illinois Community College Board (ICCB), the Illinois Board of Higher Education (IBHE), and the National Community College Benchmarking Project (NCCBP). The College also continuously collects this information for the purpose of internal program review.

These data serve as inputs to reports compiled by the Office of Institutional Research on student retention, persistence and completion. Detailed reports are available on the College's business intelligence (BI) site. The homepage of this site features a persistence and completion [dashboard](#) so that all employees can easily monitor the College's progress on improving student persistence and completion. (4.C.2, 4.C.4)

Determining targets for student retention, persistence, and completion (4.C.1, 4.C.4)

The College's process for determining targets for student retention, persistence and completion is in the early stages of maturity. With the launch of the newly developed integrated strategic planning process, targets for student retention, persistence, and completion are included in the process of setting key performance indicators (KPIs). A sub-committee of the Institutional Effectiveness Council, which oversees the strategic plan, is responsible for overseeing the development of KPIs. Under this model, the KPI targets are routinely checked against outcomes and adjusted accordingly. The newly established Academic Planning Council (APC) is charged with overseeing the Academic Plan, which includes monitoring baseline data and conducting comparison analysis in order to set future persistence and completion targets. The Council recently completed its first analysis and set targets for AY18-19. (4.C.1)

Analyzing information on student retention, persistence, and completion

Retention, persistence, and completion data updated on the BI site and the KPI dashboard are monitored and analyzed by the APC. Results are benchmarked against IPEDS and NCCBP data as well as longitudinally against previous results. Individual programs are provided with annual outcomes and are charged with undertaking a robust program review at least once every five years. As a result, the College has expanded the focus from retention, persistence, and completion to include measurements of progress. The analyses have brought to light a gap between persistence and completion that indicates some students persist from term to term but are not making progress towards completion. Programs are asked to identify gateways or bottlenecks in the curriculum that appear to be hindering progress.

Meeting targets for retention, persistence, and completion (4.C.1)

There are several College sub-processes aimed at meeting targets for retention, persistence and completion. The College has deployed an early alert system in an effort to identify students who need additional supports or interventions to overcome obstacles to persistence, progress and completion. The College also employs periodic progress checks for special populations of students, including those involved in our TRiO Program, student athletes, international students, students receiving subsidies, and others. Staff in Academic Affairs, Enrollment Services and Student Support Services divisions are undertaking a project to apply the Loss/Momentum Framework developed by Completion by Design to identify critical points for intervention to foster persistence and progress across all learning areas (e.g. Continuing Education 1.6 vocational programs, Adult Education,

College NOW Dual Credit, and Undergraduate Transfer and CTE programs). (4.C.1)

Selecting tools/methods/instruments to assess retention, persistence, and completion (4.C.4)

The College utilizes established data sets and definitions to assess retention, persistence, progress and completion. The College uses the IPEDS definitions of retention, persistence, and completion and also employs the U.S. Department of Education definition of Satisfactory Academic Progress to measure student progress towards completion. The College also participates in the National Community College Benchmarking Project, which compares similar institutions across the nation in terms of developmental education enrollments, success, and retention trends. The ICCB Data and Characteristics Report provides demographics comparisons for all Illinois community colleges. (4.C.4)

2R2 What are the results for student retention, persistence, and completion?

Fall-to-Spring Persistence and Completion

The fall-to-spring combined persistence and completion rates have been steadily increasing over the last four years. This rate includes all undergraduate students who were enrolled in the given fall semester and were then either also enrolled in the following spring semester or completed.

	Fall 2014 - Spring 2015	Fall 2015 - Spring 2016	Fall 2016 - Spring 2017	Fall 2017 - Spring 2018
Persistence & Completion	70.3%	71.4%	72.1%	74.4%

Fall-to-Fall Raw Persistence and Completion

The fall-to-fall persistence and completion rates have also seen steady increases over the last four years. This rate includes all undergraduate students who were enrolled in the initial fall semester and were then also enrolled in the following fall semester or completed.

	Fall 2013 - Fall 2014	Fall 2014 - Fall 2015	Fall 2015 - Fall 2016	Fall 2016 - Fall 2017
Persistence & Completion	53.2%	53.1%	53.5%	53.8%

Internal Targets

The Academic Planning Council has set the following targets for Persistence and Completion in AY18-19 based on analysis of baseline data, benchmark data, and IR modeling of anticipated future gains:

	Fall 2018-Spring 2019	Fall 2017-Fall 2018
Persistence & Completion Targets	74%	54%

Program Completions

There does not appear to be a consistent trend across [program completions data](#). In these data, the

number of certificates awarded rose significantly (613%) in 2016 due to the College adopting the practice of automatically awarding Certified Nursing Assistant and Emergency Medical Technician-Basic certificates. Since 2014, the number of Associate of Applied Science (AAS) degrees awarded has increased by 18%. The awarding of Associate in Science (AS) degrees was roughly level through 2016 but dropped 15% in 2017 which corresponded to a change in the Associate in Science degree at the state level to better tailor it for students planning to transfer in science and math programs. From year to year, there does not appear to be a trend in the awarding of Associate in Arts (AA) degrees.

	FY 2014	FY 2015	FY 2016	FY 2017
Associate in Arts	465	430	469	432
Associate in Science	143	136	140	119
Associate in Engineering Science	7	33	2	2
Associate in Applied Science	89	72	85	105
Certificates	57	62	380	430
Total	761	703	1076	1088

IPEDS Graduation and Transfer Rates - HCC Compared with the statewide average for Illinois Community Colleges

The National Center for Education Statistics provides an annual data feedback report based on federal compliance reporting to the Integrated Postsecondary Education Data System (IPEDS). Among the statistics that we track using these data are the percentage of full-time, first-time, degree/certificate students (FTFT) who complete their programs of study within the normal time, 150% of normal time, and 200% of normal time expected for completion. Heartland's graduation rates are roughly on par with statewide averages. We expect to see some improvements in our graduation rates over the next few years as the College has resumed the practice of auto-awarding short certificates in select allied health programs (e.g., CNA, LPN, and EMT basic) that are earned credentials along the way to completing the Associate in Applied Science degrees in Nursing and EMT Paramedic -- a practice that was discontinued in 2010. We have found that students in these programs often do not bother to apply for these credentials earned along the way unless they leave the program before completing the AAS.

Cohort (HCC n value)	Fall 2009 (n = 691)		Fall 2010 (n = 636)		Fall 2011 (n = 662)		Fall 2012 (n = 563)	
Measure	HCC	State	HCC	State	HCC	State	HCC	State
Normal time	9%	9%	9%	10%	8%	10%	9%	12%
150% of normal time	26%	23%	23%	23%	25%	24%	26%	27%
200% of normal time	31%	28%	28%	28%	29%	29%	29%	31%

Source: IPEDS Data Feedback Reports which are available five years after the cohort year (e.g, 2017 Report was for Fall 2012 Cohort).

Other statistics we track using IPEDS data are the graduation and transfer rates for the cohort of full-time, first-time, degree/certificate-seeking students (FTFT) entering in the Fall term. The benchmark comparison group includes the 47 other community college districts in the state of Illinois. The FTFT

cohort graduation rate fell somewhat below the state average in 2017, while the transfer-out rate increased. It appears that many students are transferring to 4-year institutions before completing their programs at Heartland.

Cohort (HCC n value)	Fall 2010 (n = 636)		Fall 2011 (n = 662)		Fall 2012 (n = 563)		Fall 2013 (n = 511)	
	HCC	State	HCC	State	HCC	State	HCC	State
IPEDS Graduation Rate	23%	23%	25%	24%	26%	27%	24%	29%
IPEDS Transfer-out Rate	26%	25%	23%	23%	24%	20%	28%	20%
% Graduated or Transferred	49%	48%	48%	47%	50%	47%	52%	49%

Source: IPEDS Data Feedback Reports which are available five years after the cohort year (e.g, 2017 Report was for Fall 2012 Cohort).

Program Completions Compared with State Goal

In 2009, the state of Illinois established the "60 by 25" campaign with the goal of ensuring that 60% of Illinois high school graduates go on to complete a college degree or career credential by 2025. As part of this campaign, the Illinois Community College Board (ICCB) set goals for each college based on district population and community profile to increase completions each year in order to achieve the statewide goal. Heartland is currently on target to meet or exceed the 2025 goal in 2018, seven years ahead of schedule.

	FY 2009 Baseline Completions	FY 2014 Completions	FY 2015 Completions	FY 2016 Completions	FY 2017 Completions	FY 2025 Target Completions
60 by 25 Goal	655	791	818	845	872	1090
Actual Completions		761	703	1076	1088	
Actual vs Goal		-30	-115	231	216	

SOURCE: [Illinois Community College Board \(ICCB\) Complete College America \(CCA\) data](#)

Adult Education Level Gains

Heartland tracks [Adult Education Level Gains](#) through the statewide adult education data system (DAISI). The state of Illinois sets a target rate for each institution. The College has exceeded the state target in each of the past 4 years.

	FY 2014	FY 2015	FY 2016	FY 2017
HCC Level Gains/Total Students	301/800	344/758	267/618	248/520
HCC Level Gains Percent	38%	45%	43%	48%

State Target	37%	39%	40%	43%
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SOURCE: Illinois Community College Board (ICCB) DAISI data

2I2 Based on 2R2, what improvements have been implemented or will be implemented in the next one to three years?

The analyses of retention, persistence and completion data have brought to light a gap between persistence and completion that indicates some students persist from term to term but are not making progress towards completion. Programs are now asked in the program review process to identify gateways or bottlenecks in the curriculum that appear to be hindering progress.

Additionally, as identified in 2P1 and 2R1, general improvements geared at helping all students persist and complete have been targeted in such areas as: 1) development of a student persistence and completion communication plan that targets messages regarding support services available at key momentum points; 2) Enrollment Services efforts and programs to promote and reward early enrollment based on data indicating students who enroll early are more likely to be successful; 3) Early Alerts for struggling students and progress checks for key students groups at the 5-week point of the semester to address early problems; 4) degree audits at 15, 30, and 45 credit hours to target messaging and supports to help students complete.

Finally, systematic review of program completion data in the program review process indicated several programs in industrial technology were not completing students. As a result, programs were redesigned in a stackable format to increase completions and also utilize a core set of courses to support several program tracks. This should result in higher course enrollments and certificate and program completions.

Sources

- Adult Education Level Gains
- BI Site Dashboard
- CCA Completion Goals
- Fall-to-Fall Persistence and Completion Rates.pdf
- Fall-to-Fall Raw Persistence Rates.pdf
- Fall-to-Spring Persistence and Completion.PDF
- Fall-to-Spring Raw Persistence Rate.PDF
- Program Completions by Type.pdf

2.3 - Key Stakeholder Needs

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

2P3: PROCESSES

Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Determining key external stakeholder groups (e.g., alumni, employers, community)
- Determining new stakeholders to target for services or partnership
- Meeting the changing needs of key stakeholders
- Selecting the tools, methods and instruments to assess key stakeholder needs
- Assessing the degree to which key stakeholder needs are met

2R3: RESULTS

What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I3: IMPROVEMENT

Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P3 Describe the processes for serving the needs of key external stakeholder groups.

Determining key external stakeholder groups (e.g. alumni, employers, community)

The College employs a variety of formal and informal environmental scanning techniques to determine key external stakeholder groups. Two formal processes used to determine key employers include the College's regular schedule of industry visioning groups and advisory committee membership (see [process flowchart](#) depicting the interaction of these groups). Each of the Career and Technical Education programs has an advisory committee made up of community and industry stakeholders that meets at least once per year. Another key external stakeholder is K-12 partners. The Executive Office maintains a current list of District superintendents, principals, and counselors and a Superintendents Advisory Committee meets twice each year to share information across the P-14

spectrum.

The College is engaged in a number of educational forums that provide insights. These include the IBHE Academic Leadership Group, the Illinois Transfer Coordinators for Colleges and Universities, and a number of commissions under the Illinois Council of Community College Administrators (ICCCA). Other formal scans include data from Economic Modeling Specialists Incorporated (EMSI) and the Illinois Department of Employment Security (IDES).

The College is also involved in a number of partnerships that inform efforts. Among these are the Economic Development Council (EDC), the Chamber of Commerce, and BN Advantage. The College works with numerous local and regional organizations, including local Community Action Agencies, the United Way, the YM/YWCA, and local municipalities and social service organizations, just to name a few. Each of these interactions provides for either formal or informal ongoing environmental scanning.

Determining new stakeholders to target for services or partnerships

Throughout the ongoing environmental scanning process, the College is introduced to emerging or expanding areas of development in our communities. The College always looks to these areas as potential drivers for the development of programs or services. Civic engagement by faculty and staff of the College offers additional insights. The College's involvement in economic development councils and chambers of commerce keep the administration well informed of developments across the district.

Meeting the changing needs of key stakeholders

Key stakeholders are involved in many types of formal and informal environmental scanning. Feedback from industry visioning meetings and advisory committees is key to identifying the changing needs of our stakeholders. Advisory committees provide timely information that directs curriculum development and revision, internships, and career advising. The Continuing Education and Advancement (CEA) division of the College is involved in community education, continuing education, and customized training efforts that provide a rapid response to needs that surface among our key stakeholders. The President and his Cabinet are engaged with state and local elected officials as well as other community and industry leaders who provide valuable insights. The College's Foundation Board is comprised of over forty community members representing diverse segments of the District and provides insight on regional needs and funding priorities. The Foundation also convenes an alumni advisory quarterly for input on issues and priorities from an alumni perspective.

As described in 2P1, the College's Academic Planning Council (APC) developed a new process for routinely gathering and analyzing input regarding new program needs from internal and external stakeholders (see [Program Input Development and Implementation Process Map](#)). This will also ensure the College is meeting the changing programmatic needs of employers and other external stakeholders.

Selecting tools/methods/instruments to assess key stakeholder needs

Many of the formal environmental scanning methods, such as the program advisory committees, are mandated by the ICCB. However, the utilization of informal scans is neither mandated nor systematic. In some cases, the College is expected to take part in specific organizations, such as the ICCCA commissions, the EDC, and the Chamber. In other cases, the College's engagement is entirely voluntary. In the latter cases, engagement is driven by a perception of benefit. For instance, the

College is currently heavily engaged in the BN Advantage initiative. This is a local development initiative that the College contributes to and benefits from.

Assessing the degree to which key stakeholder needs are met

Assessment of efforts to meet stakeholder needs can best be described as a continuous process of environmental scanning and strategic plan SWOT analysis. Program advisory committees provide feedback on how well our programs are meeting stakeholder needs as well as inform any changes that the College should anticipate in stakeholder needs.

2R3 What are the results for determining if key stakeholder needs are being met?

As detailed in 4P1, during the Integrated Strategic Planning Process, a SWOT Survey is sent to business and community partners along with several other stakeholders. The [2016 SWOT Survey](#) details results by stakeholder category. Results for [business and community partners](#) reveal the College's strengths lie in being an affordable, accessible community resource and collaborator with community partners. The top weaknesses identified are program offerings, fundraising, and career counseling/job placement for students. The greatest opportunities lie in capitalizing on workforce demands for trained/skilled workers for existing and emerging industries/companies, dual credit programs, and expanding/strengthening partnerships with business and community partners. Funding reductions, faculty shortage in some disciplines, political and financial aid changes are identified as the biggest threats.

2I3 Based on 2R3, what improvements have been implemented or will be implemented in the next one to three years?

In response to SWOT data, the College is working to better align its Career Technical Education (CTE), or work ready program offerings with student and business and industry stakeholder needs as well as workforce demands. One key improvement is development of a systematic and systemic process for collecting stakeholder program ideas, vetting those ideas, and ultimately developing work ready programs. The [Work Ready Program Idea Submission Form](#) and the [Work Ready Program Development Process](#) are key improvements the College is initiating in this area.

Additionally, local advisory committees are one of the most effective methods of establishing and strengthening these partnerships. The College plans to modify the structure and function of existing advisory committees and identify new vocational programs where an advisory committee should be formed. The new structure is designed to promote and assist in maintaining programs that span from K-12 to baccalaureate degrees, to provide communication links between CTE and the local business/industry community, to provide for curriculum review and revision, to assist in identifying work-based learning experiences and placement opportunities, and to inform both short-term and long-term planning. The new committee structure will include representation drawn from the College cabinet, universities and secondary schools, program faculty, adult education, business and industry content experts, business and industry human resource experts, and academic and career advising staff.

Sources

- Industry Visioning to Advisory Flowchart
- Program Input Development and Implementation Process
- SWOT Results by Category - ALL paginated.pdf

- SWOT Results by Category - ALL paginated.pdf (page number 12)
- Work Ready Idea Submission Form.pdf
- Work Ready Program Process 2018.pdf

2.4 - Complaint Processes

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

2P4: PROCESSES

Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students
- Collecting complaint information from other key stakeholders
- Learning from complaint information and determining actions
- Communicating actions to students and other key stakeholders
- Selecting the tools, methods and instruments to evaluate complaint resolution

2R4: RESULTS

What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I4: IMPROVEMENT

Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P4 Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups.

Collecting Complaint Information from Students and Other Key Stakeholders

Students, staff and community members have several avenues for lodging complaints, such as speaking with frontline staff, faculty members, instructional chairs, directors, deans, and Board members. Complaints can be submitted via email, social media, in person or over-the-phone. The Associate Director of Public Information is charged with monitoring social media for information concerning complaints and, when appropriate, providing a response or routing them to the relevant department as an informational item.

Opportunities for student feedback also include end-of-course evaluations of faculty and other student surveys administered by the Academic Affairs office and by individual departments and programs. Students can also find specific policies and directions for formally addressing academic and non-academic disputes in the [Student Handbook](#) available on the College's website.

Article IV of the Collective Bargaining Agreements with [full-time faculty](#) and [adjunct faculty](#) outline the grievance procedures they can deploy for any claimed violation, misinterpretation, misapplication or inequitable application of the terms or provisions of the CBAs.

Analyzing Complaint Information and Determining Actions

Complaints are usually directed first to the office of authority. This office offers the most direct point of contact and has initial responsibility for seeking resolution. The office of authority collects information from all involved parties and gathers any other supporting evidence or information. For example, for a Title IX complaint, the Title IX Coordinator will assign trained investigators to interview the involved parties and collect additional evidence. This information is used in determining whether a violation of college policy occurred and if actions can be taken to remedy the situation. The office of authority in any matter on campus is responsible for collecting all relevant details and using this information to determine next actions in resolving the matter. This path is followed regardless of whether the complaint involves a student, employee or other key stakeholder.

Responding to Students and Other Key Stakeholders

The office of authority is responsible for communicating the outcome of any complaint in writing to the person making the complaint and to anyone impacted by the decision. At the time the outcome is communicated, all parties are provided information on how the decision may be appealed. The timeframes for responding, communicating outcomes and filing appeals vary among the different types of complaints.

Selecting Tools/Methods/Instruments to Evaluate Complaint Resolution

The method of tracking complaint resolution varies depending upon the nature of the complaint. The College uses Maxient software to track complaints involving students. Complaints involving employees are tracked by the Office of Human Resources. At this time, resolution tracking simply notes the process has come full-circle. A complaint was filed, the details were analyzed, any decision was communicated to all involved parties, and any party involved in the complaint is informed of the process to appeal the decision. This tracking does not take into consideration such measures as satisfaction with the process or outcome on the part of either party. An opportunity may exist for the College to develop a systematic process that both closes the loop and measures satisfaction.

2R4 What are the results for student and key stakeholder complaints?

The combination of providing training to responsible employees and students has significantly increased reporting at the College. The College also hired a full-time Title IX Coordinator to help increase the visibility of the complaint processes on campus. In 2016, two grievances were submitted by responsible employees. In 2017, there were 22 total cases, 14 submitted by responsible employees and 8 reported by the complainant or non-staff source.

There were 8 complaints received where the aggrieved party did not wish to participate in a formal conflict resolution process; 13 were processed through the Title IX office, though many included a non-HCC respondent or there was a lack of evidence to move forward. Two cases completed the full

conflict resolution process with sanctions submitted.

While reports increased, many of the reports were shared by phone or email, indicating a lack of comfort with or desire to utilize the Maxient software for initial reporting. Although the complaint processes ultimately filtered through Maxient, increased utilization of this system will continue to increase the efficiency of the grievance staff when processing complaints.

2I4 Based on 2R4, what improvements have been implemented or will be implemented in the next one to three years?

The conflict resolution and grievance processes at the College were developed before the Maxient software was implemented on campus and before the hiring of the Title IX Coordinator. This causes some confusion for individuals reporting as to the process they should follow. During the next year, the College will work to update the policies and procedures to match the current processes. Once completed, the modified practices will be shared campus-wide to highlight the benefits of utilizing the online forms in supporting the aggrieved parties.

Sources

- Collective Bargaining Agreement Adjunct Faculty 2017-2019
- Collective Bargaining Agreement Adjunct Faculty 2017-2019 (page number 15)
- Collective Bargaining Agreement Fulltime Faculty 2016-2018
- Collective Bargaining Agreement Fulltime Faculty 2016-2018 (page number 13)

2.5 - Building Collaborations and Partnerships

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

2P5: PROCESSES

Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)
- Building and maintaining relationships with partners
- Selecting the tools, methods and instruments to assess partnership effectiveness
- Evaluating the degree to which collaborations and partnerships are effective

2R5: RESULTS

What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

2I5: IMPROVEMENT

Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

2P5 Describe the processes for managing collaborations and partnerships to further the mission of the institution.

In its last Systems Portfolio, the College's processes for building collaborative partnerships were appraised as a strength, noting that an opportunity existed to develop outcomes to measure success of those partnerships. The College has since established metrics to measure the effectiveness of partnerships, has collected data, and has developed improvement projects.

Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses).

A community effort, the Central Illinois Regional Collaborative Effort (CIRCLE) was absorbed under

the umbrella of the College in 2011. CIRCLE brings research on collaborative best practices and assists college and community constituents with identifying opportunities and moving toward collective action when appropriate. Through research, five key criteria have been identified that provide a framework for the College to prioritize relationships and strategic partnerships. These five criteria are Mission Relevance, Impact, Resource Needs and Availability, Key Partners, and Sustainability.

Building and maintaining relationship with partners.

The College builds and maintains relationships with partners through a variety of informal and formal means. Formal agreements, such as transfer and articulation agreements, dual degree agreements, Memoranda of Understanding, and contracts, help define the framework for collaboration, delineate responsibilities, and establish outcomes and key performance indicators (KPIs). Less formal means include the College’s priority of serving as a community resource. The College hosts a number of events at our facilities that serve the community. An example of this is the Unit 5 School District laptop distribution event that attracts thousands of families to the campus.

Selecting tools/methods/instruments to assess partnership effectiveness.

KPIs are established for each collaboration or partnership based on the intent of the effort. These may be formally included in a contract or MOU, or may be informally established at the outset. Examples of KPIs for primary external partnerships is as follows:

Measures of Effectiveness for Key External Partnerships

Collaborative Relationship	Measures of Effectiveness
K-12 Partners (District 540)	Dual credit partnerships; dual credit enrollments; matriculation of dual credit students; high school penetration rates; informal feedback from superintendents; SWOT Survey results
Transfer Partners (colleges and universities accepting HCC student transfers)	Number of student transfers by state university and college; Course Articulations; Number of transfer agreements; SWOT Survey results
Community Partners	Projects launched and managed with partners; funding secured; SWOT Survey results
Donors and Alumni	Number of donors; number of registered alumni; number of cultivation activities; contributions; number of active scholarships

Evaluating the degree to which collaboration and partnerships are effective.

When entering into a formal agreement, the College seeks to identify KPIs of success in reaching the

partnership’s goals. These will vary from partnership to partnership. Each partnership will be assessed prior to any renewal. When considering less formal collaborations, it is still critical to establish intended outcomes and measures of success. While these may not be included in a contract or MOU, they are still assessed as the College decides whether or not to continue or renew an informal arrangement.

2R5 What are the results for determining the effectiveness of aligning and building collaborations and partnerships?

K-12 Partnerships

The SWOT Data from K-12 partners indicate that the College's greatest strengths are affordability, accessibility and collaboration with our K-12 partners. Cited weaknesses are all single digits, but opportunities include expansion/strengthening of dual credit programs and partnerships.

Dual credit is a key partnership important to both high schools and the College. The effectiveness of the College's dual credit partnerships is reported annually to the Board, tracking courses offered, student enrollments, and partnership growth. [The AY16-17 Board Report](#) notes expansion of the partnership across all metrics. Specifically, from 2013-2017, partnering schools increase from 7-16; courses offered increase from 23 to 128; credit hours increase from 1,139 to 5,710 and the percentage of high school graduates attending the College within 1 year of graduation with dual credits has grown from 10% to 33%. Additionally, as reported in 1R4, students who complete HCC dual credit coursework and then enroll in courses on campus after graduation have success rates almost 10% higher than the overall student population.

Transfer Partnerships

The College is a full member of the Illinois Articulation Initiative (IAI). Under the IAI, the College's general education core curriculum transfers seamlessly to over 100 colleges and universities across the state and is accepted by a number of colleges and universities in neighboring states. The College's Associate of Arts and Associate of Science degrees are part of a compact agreement with all of the state's public universities that mandates the degrees be accepted in full and that transferring students be granted junior status.

In addition, the College has a number of specific programmatic transfer agreements with universities across Illinois as well as several out-of-state schools. A complete list can be found [here](#).

The [2016 SWOT Survey results](#) indicate that collaboration with other colleges and universities is a top strength of the College. Top opportunities identified also include expanding articulation (transfer) agreements with four-year institutions and expanding/strengthening partnerships with four-year colleges/universities.

Credit Students Enrolled Fall who were Enrolled in a 4-Year Institution the Following Fall Semester

	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Count	947	987	1019	1012
Raw percentage from total fall enrollment	17.4%	17.8%	19.0%	20.8%
Count of transfer/receiving 4-yr institutions	173	156	158	165

Source: National Student Clearinghouse Student Tracker Report

Top five transfer institutions with average rate: Illinois State University (9.8%), Lincoln College (0.5%), University of Illinois at Urbana-Champaign (0.5%), Methodist College (0.4%), Southern Illinois University at Carbondale (0.3%).

Community Partnerships

The [2016 SWOT Survey results](#) detail results by stakeholder category. Results for [business and community partners](#) reveal the College's strengths lie in being an affordable, accessible community resource and collaborator with community partners. The top weaknesses identified are program offerings, fundraising, career counseling/job placement for students. The greatest opportunities lie in capitalizing on workforce demands for trained/skilled workers for existing and emerging industries/companies, dual credit programs, and expanding/strengthening partnerships with business and community partners. Funding reductions, faculty shortage in some disciplines, political and financial aid changes are identified as the biggest threats.

Customized Training Partnerships	FY14	FY15	FY16	FY17
Customized Training Clients	53	48	35	22
Customized Training Contracts	92	89	57	29

In FY16, the Continuing Education Division underwent a major restructuring of its Division and reexamined all of its prior practices and partnerships. The result of this exercise was to terminate some practices and partnerships that were not efficient, effective, or within the strategic mission of the College. Developing quality training experiences that operate at cost-recovery or revenue generating levels is an improvement focus that during this time-frame is yielding fewer partnerships, but partnerships that are at a higher level of quality and strategic alignment.

Donor and Alumni Partnerships

Partnership Activity	FY14	FY15	FY16	FY17
Number of Donors	1233	1306	1498	1593
Registered Alumni	1443	1678	1883	2137
Cultivation Activities	13	14	17	18
Contributions	\$2,461,943	\$992,929	\$3,224,153	\$786,318
Active Scholarships	127	169	194	247

Given the College's age, the HCC Foundation has been in relative infancy. The Foundation raised almost \$6.5 million through the first major gifts campaign in the College's history, which wrapped up in 2015. This success spawned ongoing growth in scholarships, endowments, and overall assets. In 2017 the Foundation strategically expanded support targets to include institutional and programmatic support while maintaining a focus on increasing scholarships.

2I5 Based on 2R5, what improvements have been implemented or will be implemented in the next one to three years?

Based on low numbers of dual credit partnerships and enrollments, in 2013 the College focused on expanding and improving its K-12 partnerships for dual credit. The College added a position to coordinate dual credit, developed a formal program called College NOW, developed partnership processes, and began to expand its partnerships, growing the program from 6 to 16 partnering schools. The program now serves over 1,000 students per year and grew 28% in credit hours in just the last year. The partnership requires a systemic and systematic approach in order to effectively collaborate with 16 different partnering schools to process a high volume of students each year.

Strengthened relations with K-12 partners is resulting in new opportunities for partnerships including the development of transitional courses for English and math and the development of dual degree programs (e.g., the College recently developed a dual associates degree in computer science with two high schools).

As described in 2R5, the College dramatically revised and reinvented its Continuing Education Division in FY16. The College is now poised to develop new partnerships with business and industry for work ready customized trainings and vocational programs that are aligned to the College's strategic mission and goals.

The College has experienced a growing number of donors and scholarships. Targeting donor support to non-scholarship areas of need, including programmatic and specific student support needs beyond tuition, is a good next step as the College's fundraising efforts continue to grow.

In 2016, the College revisited its institutional priorities as an early step in strategic planning resulting in two priorities specifically related to building and maintaining effective partnerships and collaborations:

- Serve as a Community Resource
- Model Effective Communication, Collaboration, and Transparency

The next phase in planning is to identify specific actions across operational units that will address the goals related to these priorities. The College is also working on improving its KPIs for partnerships and collaborations through the strategic planning process, which will include establishing targets.

Sources

- College NOW Fact Sheet AY16-17
- SWOT Results by Category - ALL paginated.pdf
- SWOT Results by Category - ALL paginated.pdf (page number 12)
- SWOT Results by Category - ALL paginated.pdf (page number 13)
- Transfer Agreements - Heartland Community College

3 - Valuing Employees

3.1 - Hiring

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

3P1: PROCESSES

Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)
- Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs (3.C.1, 3.C.2)
- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)
- Ensuring the acquisition of sufficient numbers of staff to provide student support services
- Tracking outcomes/measures utilizing appropriate tools

3R1: RESULTS

What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I1: IMPROVEMENT

Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1 Describe the process for hiring faculty, staff and administrators.

Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

Heartland's processes for hiring were appraised as a strength in its last Systems Portfolio. Specific opportunity was cited to increase the frequency of organizational orientation processes to more closely coincide with employee onboarding dates. The College is working toward an online, on-demand orientation format, some components of which are already operational.

The College maintains [Hiring Guidelines](#) to provide detailed guidance for recruitment and employment processes. These guidelines are regularly reviewed and updated by Human Resources to facilitate an effective hiring process that complies with employment regulations and results in the hiring of qualified employees who share values aligned with the College's mission.

The recruitment and hiring processes for full-time and regular part-time positions begin with identification of a staffing need and the position approval process. The approval process for new positions occurs as part of the annual budget process. The approval process for filling position vacancies occurs through an affirmation of position need when vacancies occur. Supervisors identify and monitor staffing needs through formal and/or informal needs analysis, depending on the function and populations served by the position, and present position needs to the supervising vice president. With the vice president's preliminary approval, the supervisor collaborates with HR staff to finalize the job description. Job descriptions are developed using a standard template that includes required and desired qualifications and skills, general responsibilities, and essential functions and duties. (3.C.6)

The proposed job description and rationale for filling any new position or vacancy are submitted to the full Cabinet for formal consideration. The Cabinet assesses the staffing need addressed by the position in consideration of the College's mission, strategic plan, and budget and must grant approval to proceed with the announcement of any new or vacant position. Cabinet approval is documented in the [Position/Job Announcement Approval Form](#).

After a position is approved for announcement, HR staff collaborates with the supervisor to develop the job announcement and identify appropriate advertising. The job announcement reflects the qualifications and skills outlined in the job description. Consideration is given to recruiting nationally, regionally, locally, and/or internally depending on the nature and level of the position and the availability of qualified talent.

The College values obtaining multiple perspectives as it evaluates candidates for potential employment and therefore utilizes Applicant Review Teams made up of a cross-section of employees to assist in the review of applicant qualifications and to participate in the interview process. The position supervisor typically serves as the Team Chair and the liaison to Human Resources staff throughout the review process. All Review Team members receive training regarding the College's [Hiring Guidelines](#), employment laws and other considerations for conducting the recruitment process. Since the College's last portfolio submission, College staff developed an online version of this training for those involved in hiring processes, resulting in a more efficient and standardized delivery of training content.

Job applicants submit an employment application, a cover letter, and résumé. Applicants for full-time faculty positions must also submit transcripts, a statement of teaching philosophy and a description of teaching and assessment practices. The team screens all applicant materials using the job description as the primary basis of criteria and any special College or departmental needs identified by the Team Chair. Review and consideration of applicant materials is a critical first step in determining whether the candidates possess the qualifications, skills and values sought by the College and required for the position. (3.C.6.)

Following the screening of application materials, the Team identifies candidates for interviews. On-campus interviews are always conducted as part of the interview process. Depending on the search requirements, timeline, and size of the applicant pool, telephone or video interviews may also be used for preliminary screening. During the campus visit, the Team formally interviews candidates using questions approved by Human Resources staff that are designed to assess candidate qualifications and alignment with the College's mission, values and strategic plan. Teaching demonstrations and/or other presentations or skills assessments are included in the interview process to further assess candidates' suitability for employment. Following campus interviews, the Team develops a summary identifying perceived strengths and any concerns for all interviewed candidates, which is subsequently presented by the Team Chair to the appropriate Cabinet member. The Cabinet member, in consultation with the Team Chair, identifies an individual from the interviewed candidates for further consideration and possible hire. Alternatively, the search may be voided and re-advertised or the Review Team may be asked to interview additional candidates.

When a finalist is identified for further hiring consideration, the finalist's credentials, skills, and values are explored using employment reference checks, degree verifications, and criminal background checks. (3.C.6.) Barring any unforeseen considerations, HR staff prepares a tentative salary placement considering the candidate's education and work experience. After final approval by the Cabinet member, the Team Chair extends a job offer to the identified finalist. Offers of employment to faculty and administrators are also contingent upon approval by the College's Board of Trustees.

After a finalist has accepted an offer of employment, employee onboarding commences. Formal orientation typically takes place on the first day of employment and is delivered by HR staff. This orientation includes face-to-face interaction and provides a formal welcome and information regarding organizational structure, College policies and procedures, employee benefits, the performance evaluation process, the College's vision, mission, values, and strategic plan, and other college resources and services. New employees also receive formal training and information regarding computer network access, email and related resources from IT staff. Additional IT orientations are offered on a regular schedule and walk-in assistance is available as needed.

Supplemental to formal orientations delivered by HR and IT staff, additional orientation activities are held in August to coincide with typical hiring patterns. Highlights include overviews of the College's history, structure, and strategic plan and the Illinois Community College System; tours of Enrollment Services and Student Support Services; and presentations concerning faculty performance, evaluation, tenure and promotion as well as student conduct. To complement formal orientation programming, supervisors continue on-boarding processes with introductions, tours, and meetings within the new employee's department.

Candidates being considered for part-time positions, including but not limited to Part-time Faculty and Continuing Education Instructors, are subject to a similar review of skills and credentials as described above, but with some differences acknowledging the nature of part-time employment. Rather than using applicant review teams to screen candidates, the supervisor reviews the application materials, conducts the face-to-face interview, assesses the credentials, skills, and values of the candidate and makes the hiring determination, in consultation with the next-level supervisor as appropriate. Instructors teaching in the College's dual credit/dual enrollment program are often teachers employed at the host high school. These instructors are subject to the same screening processes and qualification requirements as other Part-time Faculty employed by the College. (3.C.2.)

Formal orientations customized for new Part-time Faculty, including a specific orientation day for

dual credit instructors, are held every term as warranted by the number of new Part-time Faculty. This mandatory orientation includes presentations and tours from staff representing Learning and Student Success, Human Resources, Instructional Development, and IT. The College considers the orientation of Part-time Faculty to be highly important to their success and engagement and pays for orientation attendance.

Developing and meeting academic credentialing standards for faculty, including those in dual credit, contractual and consortia programs. (3.C.1, 3.C.2)

Academic credentialing standards for faculty are determined in accordance with standards set by the Illinois Community College Board (ICCB) and the Higher Learning Commission.

- Faculty teaching academic transfer courses are required to possess a minimum of a master's degree from a regionally accredited institution of higher education and 18 graduate hours in the teaching discipline.
- Faculty teaching Career and Technical Education courses are required to possess a minimum of a bachelor's degree in the field of instruction or 2000 hours of demonstrated work experience in the field.
- Faculty teaching developmental courses are required to possess a minimum of a bachelor's degree in the teaching discipline, or, a minimum of a bachelor's degree in a closely related field and at least nine (9) credit hours in the teaching field.

The academic qualifications specified above must be met by any faculty teaching for the College. Faculty are required to submit academic transcripts as part of the hiring process to ensure appropriate academic preparation. Transcripts are further verified by HR staff using the National Student Clearinghouse. In 2015, the College implemented a process whereby faculty supervisors also document their review of the transcripts and assessment of teaching qualifications by completing an [Academic Audit of Minimum Faculty Qualifications](#). The Academic Audit form documents the primary teaching field and, if applicable, a secondary teaching field. Audits were completed for all incumbent faculty and are completed for new faculty at the time of hire and updated when an incumbent faculty earns new degrees or sufficient relevant credits. The Academic Audit is similarly conducted, documented, and maintained in College records for all faculty. (3.C.2.)

Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

Ensuring the acquisition of sufficient numbers of staff to provide student support services

The number of faculty needed to carry out classroom and non-classroom programs and activities is monitored by instructional supervisors. Consideration is given to:

- Overall College enrollment trends
- Discipline/subject area enrollment trends
- High school class sizes and matriculation rates
- State Board or accreditor requirements for instructor/student ratios (for certain programs, such as those in allied health)
- Ratio of full-time faculty to part-time faculty
- Succession planning
- Unique/new college initiatives and strategies
- Recommended class size ranges as determined through the Program Review process

The College is committed to maintaining a core of tenured and tenure-track faculty positions based on the criteria identified above. As existing faculty positions come open, instructional administrators determine whether criteria support filling the position in the same discipline, shifting the position to another academic department, delaying the filling of the position, or eliminating the position. The same criteria is applied when determining the need for additional faculty positions. Resulting recommendations for faculty staffing are subject to the College's regular position approval processes as previously outlined.

In addition to full-time faculty, the College relies on part-time faculty to help carry out the teaching mission of the College. Maintaining a part-time faculty workforce affords the College flexibility to adjust to fluctuating student enrollment by adjusting teaching loads of part-time faculty, in accordance with provisions of the applicable Collective Bargaining Agreement.

The number of staff needed to provide student support services is also monitored by supervisors across the College, with significant input from Enrollment Services and Student Support Services personnel. Consideration is given to most of the same factors that influence the number of faculty needed to carry out classroom and non-classroom programs and activities. In addition, consideration is given to grant requirements or State of Illinois mandates as well as student feedback from the Community College Survey of Student Engagement (CCSSE) and the Student Satisfaction Inventory (SSI).

Tracking outcomes/measures utilizing appropriate tools

The College uses human resources data and employee feedback surveys to consider the effectiveness of the College's hiring processes. Specific measures and tools include the number of successful/unsuccessful searches, employee retention/turnover, and exit interview feedback.

The following tools assist in tracking outcomes for hiring faculty, staff and administrators. These are administered by the group or individual indicated:

- Higher Education Interest Survey (HEIS) – Institutional Research staff
- Degree Distribution of Employees – Human Resources staff
- Employee Exit Feedback Forms – Human Resources staff
- Employee to Student Ratios – Institutional Research staff
- Employee Recruitment Metrics – Human Resources staff

3R1 What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services?

The College's hiring processes result in a workforce of qualified individuals with appropriate academic credentials, as reflected in the table below. The College utilizes appropriate processes to determine staffing levels for faculty, student support services, and other College functions and maintains a general balance in instruction provided by full-time and part-time faculty. Although staffing levels have fluctuated during the past five years, a large majority of students consistently report their college experience has either met or exceeded their expectations (see 2R1 for detailed analysis of student satisfaction).

Employee Degree Distribution - Fall 2017				
Education Level	FT Faculty	PT Faculty	FT Other	Total
HS Diploma/HS Equivalency	0 (0%)	3 (1%)	19 (10%)	22 (4%)

Certificate/Some College/Associate	1 (1%)	10 (5%)	22 (11%)	33 (7%)
Bachelor's	5 (6%)	26 (12%)	80 (41%)	111 (22%)
Master's	57 (67%)	148 (67%)	69 (35%)	274 (54%)
Professional	1 (1%)	5 (2%)	0 (0%)	6 (1%)
Doctoral	21 (25%)	29 (13%)	7 (4%)	57 (11%)
Total	85	221	197	503

Source: ICCB/IPEDS Annual Submission - Collected/Prepared by HR and IR Staff

Credit Hours Taught by Instructor Type

The percentage of courses taught by Full-time Faculty has declined in recent years as the College relies more on Part-time Faculty to teach courses.

	FY 2014	FY 2015	FY 2016	FY 2017
Instructor Type	Credit Hours	Credit Hours	Credit Hours	Credit Hours
Full-time Faculty	55,950.0 (56.5%)	51,637.0 (52.8%)	52,887.0 (53.5%)	49,478.0 (49.9%)
Part-time Faculty	39,783.0 (40.2%)	43,771.0 (44.7%)	43,833.0 (44.3%)	47,362.5 (47.8%)
Other Employees	3,351.0 (3.4%)	2,442.0 (2.5%)	2,195.0 (2.2%)	2,290.0 (2.3%)
Total	99,084.0	97,850.0	98,915.0	99,130.5

Source: BI Credit Hours by Faculty Type Data - Collected by IR Staff

Student-to-Employee Ratios

Using the October 15 Employee Census and official IPEDS Fall Enrollment survey, the College tracks the ratio of students-to-employees across the different job classifications. The overall student-to-employee ratio has remained remarkably stable over the past four years even as the College has undergone some strategic realignment of HR.

	Fall 2014		Fall 2015		Fall 2016		Fall 2017	
Employee Category	Head count	Ratio	Head count	Ratio	Head count	Ratio	Head count	Ratio
Faculty	278	19:1	269	20:1	277	19:1	275	19:1
Administrators	69	77:1	67	79:1	65	81:1	65	80:1
Classified	55	96:1	52	102:1	44	120:1	49	106:1
Pro/Tech	93	57:1	95	56:1	83	64:1	90	58:1
Overall Student-to-Employee Ratio	495	11:1	483	11:1	469	11:1	479	11:1

IPEDS Student Headcount	5,286	-	5,298	-	5,282	-	5,193	-
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Source: HCC Board of Trustees Personnel Report, October 15 Personnel headcounts by job classification; IPEDS Fall Enrollment Submission, student headcount.

3I1 Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

The introduction of the Academic Audit of Minimum Faculty Qualifications in 2015 facilitates a thorough review and standardized documentation of appropriate faculty qualifications.

The College developed an online version of training for employees involved in the hiring process, resulting in more efficient and standardized delivery of content.

A new employee portal was introduced in January 2017 that will be leveraged to provide an improved onboarding experience for new employees.

A continuous improvement project will be deployed to develop processes for systematically checking in with new employees and their supervisors at specified intervals to identify and provide needed supports quickly to ensure employee effectiveness and retention.

Sources

- Academic Audit Qualifications Form
- HiringGuidelines.pdf
- Position/Job Announcement Approval Form

3.2 - Evaluation and Recognition

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

3P2: PROCESSES

Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees
- Soliciting input from and communicating expectations to faculty, staff and administrators
- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services
- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)
- Establishing employee recognition, compensation and benefit systems to promote retention and high performance
- Promoting employee satisfaction and engagement
- Tracking outcomes/measures utilizing appropriate tools

3R2: RESULTS

What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I2: IMPROVEMENT

Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P1: Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution.

In the 2013 Systems Portfolio, Heartland's process for performance evaluation was appraised as a strength based on the system's design, with feedback obtained from supervisors and employees. This

system identifies strengths and areas in need of improvement regarding job performance, and links individual goals with departmental goals and the College's Strategic Plan. The key processes of the College's performance evaluation system that were in place in 2013 have been retained and continue to be performed.

Designing performance evaluation systems for all employees

Soliciting input from and communicating expectations to faculty, staff and administrators

Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

College administration and the Associations representing full-time faculty and part-time faculty collectively bargain details of faculty evaluation processes on a regular cycle. The Promotion and Evaluation Review Team (PERT) is a shared governance structure responsible for facilitating and ensuring the integrity of the annual faculty evaluation and promotion processes, consistent with collective bargaining provisions. PERT is led by two co-chairs, a faculty member and an instructional administrator, and has membership that spans full-time and part-time faculty and instructional administration. PERT regularly reviews the faculty evaluation process and instruments. Details of the faculty evaluation processes are conveyed in the collective bargaining agreements for [full-time faculty](#) and [part-time faculty](#), the [Faculty Handbook](#) and the online PERT site as well as verbally during faculty orientation, in meetings led by the PERT co-chairs with all new faculty, and in meetings that occur between faculty and their supervisors.

The College designs the [evaluation instrument](#) and associated guidelines for other employee groups (Classified and Professional/Technical employees and Administrators) using feedback from supervisors and employees gained through surveys, forum meetings and group discussions. A general overview of the evaluation process is provided to new employees during their orientation and in the [Employee Handbook](#). Additional details of the evaluation timeline and process are conveyed annually to employees at the beginning of the evaluation period and further guidance is provided by supervisors as they communicate details to employees for evaluation conferences.

The core components of the College's performance evaluation process include self-assessment and supervisory assessment of job performance, goal achievement and other accomplishments, identification of professional development needs and interests and goal setting for the next evaluation period. Supervisors and employees are guided to align individual goals with departmental goals and priorities and the College's Strategic Plan as appropriate. In addition to these core components, the evaluation process for faculty also includes a review of [student evaluations](#) and a [classroom observation](#) component to aid in the assessment of teaching effectiveness. While the evaluation instruments used for faculty differ somewhat from those used for other employee groups, the core process of reviewing performance and setting goals is consistent across all groups.

The College's performance evaluation process for faculty places a premium on high quality teaching practices, instructional design and assessment practices, and professional development aimed at continuous improvement in each of those areas. The performance evaluation process and instrument is also aligned with the goals and objectives of the faculty promotion process. Full-time faculty must submit a [self-evaluation](#) and their goals at the conclusion of each academic year along with two [assessment forms](#) documenting evidence of assessment of student learning. Supervisors then

review and consider the materials submitted by the faculty member along with any classroom observation documentation and student course evaluations. This process occurs for all full-time faculty members and Tier 1 part-time faculty on an annual basis and all part-time faculty in Tier 2 and above on a rotating basis. (3.C.3)

The evaluation process includes a required annual meeting, except as noted above for part-time faculty, to discuss performance evaluation and goal-setting and emphasizes conveying expectations, exchanging perceptions, and encouraging future growth and development of the employee. While the formal, written evaluation and goal setting process occurs on an annual basis, the College encourages frequent dialogue between the supervisor and supervisee on a less formal basis throughout the year to discuss ongoing progress toward identified goals. The written evaluation and goal setting is the culmination of this ongoing process. The evaluation conference with the employee occurs prior to the written evaluation becoming a part of the employee's personnel file, leaving the opportunity for the supervisor and employee to share and discuss perceptions of performance, and to adjust the written evaluation as appropriate. Regardless of whether the written evaluation is adjusted, the employee always has the right to file a written response to the final evaluation, which is kept with the evaluation record.

The employee's position description is also reviewed by the supervisor and employee during the annual evaluation process. The job description review facilitates the evaluation of the employee's performance of specific job duties and reinforces job expectations. The job description review also provides the opportunity to identify any needed updates, thus ensuring that the job description remains current and reflects the actual duties and corresponding qualifications and skills necessary for the position. (3.C.6)

Establishing employee recognition, compensation and benefit systems to promote retention and high performance

The College provides recognition, compensation, and benefit programs designed to support employee recruitment, retention, and high performance. HR personnel and representative employee teams make recommendations regarding the structure of these programs using employee feedback. Employee feedback is obtained from formal and informal surveys, individual and employee forum dialog, and [exit feedback forms](#) from departing employees used to gauge employee satisfaction and understand factors influencing separation trends. Some details for employee recognition, compensation, and benefits are collectively bargained between representatives of the full-time faculty and part-time faculty associations and College administration.

HR personnel, the Heartland Employee Activities and Recognition Team (HEART), and the Award Selection Team facilitate the College's employee recognition program, which recognizes employees in formal and informal ways. The features of the employee recognition program are informed by [employee survey feedback](#). All employees are encouraged to participate in the [recognition program](#) by nominating other employees in various award categories. The categories are currently under review using employee feedback. The Recognition Awards have included an Outstanding Performance Award for a classified employee and a professional/technical employee. In addition, an Outstanding Faculty Award is given annually to a full-time faculty member and a part-time faculty member to recognize excellence in teaching, based on student-submitted nominations.

As part of the recognition program, the College recognizes employees at incremental service intervals ranging from 5 to 25 years. The awards are presented during an Employee Recognition Ceremony. To complement the formal awards program, and in the spirit of encouraging a culture of praise, the College provides the HCC Award (Heartland Commends Your Contribution), which facilitates instant

recognition to notice and commend extra efforts that occur on a daily basis. The HCC Award can be given at any time by any employee to any other employee through an electronic submission process that sends the Award notice to the receiving employee and supervisor. The names of all employees receiving the HCC Award are publicized monthly and placed into a gift certificate drawing. During the annual Employee Recognition Ceremony, another gift certificate drawing occurs from the names of all employees nominated throughout the year.

The College works to attract and retain a well-qualified workforce by providing compensation that is competitive within the educational sector and internally equitable, and a comprehensive benefits program that compares favorably with other employers. The compensation (salaries) and benefits work in combination to attract and retain employees, with the College's benefits package providing especially significant value. The benefits program includes health (medical, dental, vision), life, and disability insurance, a retirement program, generous paid leave, educational benefits in the form of tuition waivers and reimbursement, an employee assistance program, access to fitness and wellness opportunities, and more. The College seeks to provide benefits equitably across employee groups. While insurance benefits are offered only to full-time employees, most other benefits are available to full-time and part-time employees to varying degrees.

HR personnel and the Insurance Review Team (IRT), a standing team comprised of employee representatives, specifically monitor insurance benefits and consider employee feedback using annual employee survey results and informal dialogue. The IRT also checks market conditions by obtaining provider proposals (quotes) at regular intervals to ensure competitive insurance pricing and makes recommendations regarding the design and cost of insurance benefits to the Cabinet, with final approval determined by the Board of Trustees.

Promoting employee satisfaction and engagement

The College encourages employee engagement through involvement in standing teams and committees, and in ad hoc groups formed to focus on shorter term initiatives. A [Teams and Committees Index](#), with links to charters and member rosters is easily accessible via the Employee Portal. Administrators and supervisors also work to involve employees in departmental and unit initiatives that allow employees to grow professionally and build connections with colleagues. Employee interaction and engagement with colleagues is further promoted by HEART through activities held throughout the year, such as employee potlucks and the Holiday Social.

Campus conversations are held typically twice per year and are used to communicate, strategize, and problem-solve with employees on continuous improvement initiatives, strategic planning and important issues facing the College. Campus Conversations are recognized as exceptional opportunities for employees to collaborate with all levels of personnel at the College regarding strategic planning and other matters of significance. Resulting from campus conversations and strategic planning, the College identified a goal to improve employee satisfaction based on feedback and measures in the Higher Education Insight Survey (HEIS). Various strategies and sub-strategies have been developed to support and meet this goal. As part of these efforts, employee forums have been rejuvenated to foster greater communication and understanding between employees and senior leadership while also serving to promote employee satisfaction and engagement with activities occurring at the College.

Tracking outcomes/measures utilizing appropriate tools

The following tools assist in tracking outcomes for assessing and recognizing faculty, staff and administrators' contributions to the institution. These are administered by the group or individual

indicated:

- Higher Education Insight Survey (HEIS) – College Institutional Research staff
- HR ERP Data – Human Resources staff
- Faculty Promotion Results – Promotion and Evaluation Review Team
- Employee Recognition Results – Human Resources staff
- HCC Teams and Committees Index – Vice President of Business Services

3R2 What are the results for determining if evaluation processes assess employees' contributions to the institution?

The evaluation processes help facilitate documentation of employee performance, contributions to the College, and efforts to maintain currency in their fields of expertise, while apprising employees of overall strengths and specific opportunities for improvement. The faculty evaluation and promotion processes also recognize and reinforce currency in pedagogical processes, service to the institution and commendable instructional practices, including continued engagement in thinking critically about teaching, student learning, and participation in scholarly activities. There is broad participation in the College's recognition programs with employees from all employee groups receiving recognition in various categories.

Turnover rates are tracked regularly and provide useful measures relating to employee retention and satisfaction. Heartland's turnover rates were higher in 2016 as a result of position eliminations associated with a realignment of human resources. The turnover rate for Classified (non-exempt) employees has also trended higher relative to other employee groups. The return rate of exit interviews (20%) makes it difficult for the College to understand the higher turnover rate of Classified employees, though job advancement followed by salary enhancement are the two leading reasons given by separating employees for leaving.

Promotion and Recognition Statistics	2015	2016	2017
# Employee Recognition Award Recipients/Nominations (formal)	120	44	na
# HCC Award Nominations (informal)	304	355	252
# HCC Length of Service Awards	92	92	87

Source: HR ERP and Other Data - Compiled Annually by HR Staff

2017 Turnover - Comparison of Full-time Employee Turnover to CUPA-HR Benchmarks		
Employee Group	HCC	CUPA-HR Benchmarks
Full-time Faculty	5.90%	5.00%
Exempt Staff (Administrators and Professional/Technical)	11.36%	13.00%
Non-Exempt Staff	22.56%	12.00%

Source: HR ERP Separations Data and CUPA-HR Benchmark Data - Compiled Annually by HR Staff

Turnover rates are calculated by taking the number of separations in the past year divided by the number of employees in that category.

Full-time and Regular Part-time Employee Turnover Rates (Retirements and

<i>Resignations)</i>			
Employee Group	FY15	FY16	FY17
Administrators	2.92%	11.96%	10.91%
Classified	5.81%	11.71%	21.70%
Faculty	3.30%	6.74%	5.90%
Professional/Technical	11.87%	11.72%	12.37%
Total	6.90%	10.30%	11.62%

Source: HR ERP Separations Data - Compiled Annually by HR Staff

3I2 Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

HR staff are changing processes related to exit surveys with the goal of increasing the response rate. An immediate change implemented in 2018 includes having the employee complete the exit survey during the exit meeting with HR rather than returning it via U.S. mail. HR staff are also developing an electronic exit survey with reminder prompts to encourage survey completion. Increased response rates for the exit survey is anticipated to give the College a greater understanding of the reasons influencing an employee's decision to depart from College employment.

Under the strategic priority, "Ensure Resource Stewardship," the College has identified the goal, "Improve Employee Satisfaction" along with related strategies to achieve the goal. Carrying out the strategies will be a major undertaking as we strive to achieve results with major, positive impacts for employees across the College.

One example will involve HEART, the Award Selection Team, and others pursuing an action project to review the recognition program and make recommendations consistent with the identified strategy:

- Provide multiple and timely means of recognizing, appreciating and celebrating all employees' contributions. (96% of employees agreed that this strategy was appropriate for the College to pursue as part of the current Strategic Plan.)

Another example includes revitalizing employee forums, which aligns with multiple aspects of the College's Strategic Plan, including to:

- Intentionally obtain and incorporate employee input.
- Improve internal dissemination of information.
- Provide flexible opportunities for employee engagement that build awareness of each other's efforts and each employee's connection to the larger college community.

Sources

- Collective Bargaining Agreement Adjunct Faculty 2017-2019
- Collective Bargaining Agreement Adjunct Faculty 2017-2019 (page number 20)
- Collective Bargaining Agreement Fulltime Faculty 2016-2018
- Collective Bargaining Agreement Fulltime Faculty 2016-2018 (page number 24)
- Employee Handbook.pdf

- Employee Handbook.pdf (page number 26)
- Employee Recognition Survey Nov 2016
- Evaluation Assessment Form
- Evaluation Classroom Observation Form
- Evaluation Faculty Self Evaluation
- Evaluation Faculty Supervisor Form
- Evaluation PT Faculty Self Evaluation Form
- Evaluation PT Faculty Supervisor Form
- Evaluation Staff Form
- Evaluation Student Course Evaluation Questions
- Exit Feedback Form
- Faculty Handbook Sp 2015
- Faculty Handbook Sp 2015 (page number 15)
- Recognition Awards 2017
- Teams and Committees Index.pdf

3.3 - Development

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

3P3: PROCESSES

Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)
- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)
- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)
- Aligning employee professional development activities with institutional objectives
- Tracking outcomes/measures utilizing appropriate tools

3R3: RESULTS

What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

3I3: IMPROVEMENT

Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

3P3: Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

The College provides and supports regular professional development for all employees through budgetary allocation processes that support a wide range of internal and external professional development activities and through sponsorship of a Professional Development Council (PDC). The

budgetary allocations supporting individual activities are collectively bargained for full-time and part-time faculty while the allocations for other employees are determined through requests from departmental budget managers and the PDC. As a fiscal management tool, the Cabinet also manages a limited, pooled budget to support additional requests from staff for other professional development not already budgeted.

The PDC's charter includes responsibilities for systematically and holistically coordinating professional development for Heartland employees. PDC representatives include stakeholders with specific job responsibilities related to professional development and training. Efforts of the PDC were previously led by a Director of Professional Development and Training and a Director of the Instructional Development Center. Budgetary constraints resulted in the elimination of both of these positions in 2016 as part of a multi-year College plan and as a result, the PDC is in the process of clarifying its role and operations.

The PDC leverages the Professional Development and Training Registration System (PDT System) to communicate professional development and training opportunities to employees on a weekly basis and to track enrollment and completion data. The PDT System can also be used by employees to request specific professional development offerings, but requests are more typically generated through advisory teams, especially for faculty-oriented offerings. College-wide surveys are also used to determine professional development interests and needs.

Supervisors and employees are encouraged to jointly discuss professional development needs, interests and potential avenues for addressing these needs and interests during the performance evaluation process (see 3P2). The PDC piloted a [professional development questionnaire](#) in 2017 for use during performance evaluation discussions. Feedback regarding the piloted questionnaire resulted in adding a prompt on the staff evaluation form to reflect the importance placed on professional development by the College, to ensure dialogue between supervisors and employees regarding professional development, and to provide information for PDC and budgetary planning.

Institutional and departmental priorities identified during the College's strategic planning process also inform professional development activities. Examples of professional development avenues supported by the College include on-campus and online training classes, webinars and workshops, professional association memberships, trade journal subscriptions, professional conference attendance, sabbaticals, etc. Additionally, the College supports employees pursuing formal higher education by offering tuition waivers and tuition reimbursement and recognizes achievement of degree completion through salary enhancement. The College has also offered a College-wide Kick-off event one to two times per year that included a keynote address and breakout sessions presented by employees showcasing ideas, best practices, and other information. Using employee survey feedback regarding the Kick-off, the breakout sessions have been discontinued as the PDC explores other avenues to meet employee interests and needs for professional development and training.

Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

The College expects faculty to maintain currency in their disciplines and pedagogical processes and supports them in doing so through:

- professional development allowances
- faculty training academies
- alternative delivery certifications
- online certifications related to specific pedagogical concepts (Universal Design for Learning,

instructional design, assessment, etc.)

- compensation for part-time faculty attendance at on-campus professional development and training offerings, instructional initiatives, and departmental meetings
- performance feedback

Each full-time faculty member receives a professional development allowance negotiated through collective bargaining (currently \$1,000 annually). The allowance can be used for registration, materials, and attendance at conferences and workshops, travel, membership in professional organizations, books, subscriptions and publications related to the faculty member's academic discipline, and for other approved professional development. Additional monetary incentives are available for professional development activities that support institutional initiatives, and/or for presenting at a conference or serving as an officer of a state or national professional organization, subject to an approval process.

Part-time faculty are also eligible for a professional development allowance negotiated through collective bargaining (up to \$400 annually from a pool capped at \$12,000) for workshop, conference, or seminar attendance to support professional development. Part-time faculty are also compensated for attendance and participation at specified on-campus professional development opportunities.

Full-time faculty are required to complete Faculty Academy I and Alternative Delivery Certification as minimal requirements to receive tenure. Part-time faculty are required to complete Faculty Academy I to be promoted to Tier 2. Faculty Academy I is specifically designed to more fully orient new faculty to the College's teaching/learning environment. Additional courses offered as Faculty Academy II and III or other specialized courses are regularly made available to faculty and other employees on various instructional and pedagogical topics.

The performance evaluation and [promotion processes](#) for full-time faculty and part-time faculty facilitate documentation of efforts to maintain currency in their disciplines and pedagogical processes (see 3P2). The faculty evaluation procedure is designed to acknowledge and reinforce commendable instructional practices, to maintain instructional excellence, and to apprise faculty members of their strengths and weaknesses. In cases where a faculty member has been identified as not maintaining appropriate currency, the performance evaluation process will result in the identification of goals to achieve currency and consequences for not doing so. The promotion process is designed to help faculty reflect on teaching practices so that they are able to refine, maintain or modify pedagogical processes based on instructional content specific to their discipline. Faculty are required to submit a portfolio to apply for promotion. The portfolio is a cumulative compilation and must include a teaching philosophy upon which other key elements of teaching and pedagogical processes are built (instructional design, assessment, service, and scholarship of teaching and learning).

Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.). (3.C.6)

Student support staff members are afforded opportunities to increase their skills and knowledge in their areas of expertise through budgetary allocations that support:

- Attendance at local, regional, or national professional conferences, workshops, and seminars
- Participation in webinars and online trainings
- Participation in position-specific or subject-matter expert listservs
- Attendance/hosting of roundtable gatherings of peer positions
- Departmental training

The performance evaluation process for student support staff, as well as other staff, facilitates documentation and dialogue between the supervisor and employee regarding goals and efforts of the employee to increase their skills and knowledge in their areas of expertise.

Aligning employee professional development activities with institutional objectives

The strategic and operational planning process often results in the identification of College-wide needs for professional development and training and supporting budgetary allocations that must be met to successfully carry out the strategic and operational plans. The College's Strategic Plan and operational plans are also considered during the annual performance evaluation process, which informs goal setting and planning for professional development at the employee level. Professional development and training needs identified through the strategic planning and performance evaluation processes are reviewed by the PDC to inform planning of professional development and training offerings. The PDC then uses the Continuous Improvement Portal to directly align its planning of professional development and training activities with the Strategic Plan.

Tracking outcomes/measures utilizing appropriate tools

The following tools assist in tracking outcomes and supporting the professional development and training of employees. These are administered by the group or individual indicated:

- Higher Education Interest Survey (HEIS) – College Institutional Research staff
- Professional Development Registration Site – Professional Development Council
- Professional Development Questionnaires – Professional Development Council
- Participant Evaluations of Professional Development/Training – Presenter, PDC or Instructional Development staff
- Faculty Academy Completion – Instructional Development staff

3R3 What are the results for determining if employees are assisted and supported in their professional development?

The College commits significant funding to support professional development for employees and HEIS Survey results indicate that employees generally regard the College's provision for professional development opportunities favorably. However, survey results also suggest that faculty are more satisfied with professional development than other employee groups. This difference is likely influenced by faculty having individual professional development allowances while other employees receive professional development allocations through requests from pooled funding. There was also a noted decline in satisfaction with professional development from 2013 to 2016, reflective of the College's elimination of two positions in 2016 dedicated to promoting and coordinating professional development and training for employees.

HEIS 2013 and 2016 Survey Results

Benchmark Category: Professional Development	2013 Results		2016 Results	
	Positive*	Negative*	Positive*	Negative*
I am given the opportunity to develop my skills at this institution.	76%	5%	69%	11%

I understand the necessary requirements to advance my career.	65%	17%	59%	19%
Professional Development - Average	70%	11%	64%	15%

**Positive and negative represent the the top two and bottom two scaled responses on a five-point Likert Scale, respectively.*

Source: ModernThink Higher Education Insight Survey (HEIS), administered 2013 (n = 176) and 2016 (n = 111).

Professional Development Expenditures

Employee Group	FY2015	FY2016	FY2017
FT Faculty	\$99,682	\$80,412	\$74,847
PT Faculty	\$12,442	\$5,469	\$6,929
Other Employees	\$224,168	\$9,375	\$131,768
Total	\$336,292	\$95,256	\$213,545

Source: PeopleSoft Financial System - Tracked as Incurred by Business Office Staff

Part-time Faculty Orientation and Faculty Academy Completion - FY2017

Event	2016 Summer	2016 Fall	2017 Spring	Total
Part-time Faculty Orientation	0	21	19	40
Faculty Academy I	0	8	15	23
Faculty Academy II	8	10	21	39
Faculty Academy III	21	7	9	37
Total	29	46	64	139

Source: IDC Enrollment/Completion Records - Tracked at Section Level by Coordinator of Faculty Academies

Professional Development Course Enrollment - Summer 2014 Through Spring 2017

	Overall			Meetings by Classification				Meetings by Category	
	Total Distinct Courses	Total Distinct Meeting Times	Total Enrollment (Successfully Completed)	Compliance	On-Boarding	Role Skills	Personal Enrichment	Soft Skill	Technical Skill
Summer 2014	13	25	76	0	4	18	3	8	17

Fall 2014	29	76	541	5	4	49	18	32	44
Spring 2015	44	82	400	5	6	46	22	28	51
Summer 2015	15	47	152	2	7	37	1	8	39
Fall 2015	49	97	725	5	5	59	28	46	51
Spring 2016	36	61	409	1	2	49	9	26	35
Summer 2016	18	31	103	1	4	20	6	7	24
Fall 2016	44	69	572	15	8	42	4	37	32
Spring 2017	61	91	651	1	1	54	35	25	66

Source: Professional Development Registration System Records (Tracked at Section Level by Course).

3I3: Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

The College invested in an online training system, LawRoom/Everfi in 2015, to assist the College in providing training to employees on varied topics. Since its installation, the College has trained over 500 employees on topics such as Title IX, sexual misconduct, and FERPA.

The College's Continuing Education department began piloting professional development opportunities that align with the College's Strategic Plan and are supported by the PDC. Various approaches to offering these are being piloted and as results emerge, more offerings are anticipated. Topics such as Social Media have been offered in an open enrollment format, while other topics, such as Strategic Thinking, have been offered through a customized approach with a community partner.

Beginning with the budget development process for FY2019, the College is identifying specific budgetary requests related to professional development and training of employees through an enhancement of the College's budget development tool. The College will use the results to analyze more broadly all of the activities and expenditures supporting professional development and training across the College.

The College recommitted budget funds in FY2018 to support staff professional development and piloted a Professional Development Questionnaire to inform PDC planning and allocation of the recommitted funds. Feedback regarding the Questionnaire led to a prompt being added to the staff evaluation form to reflect the importance placed on professional development by the College, to ensure dialogue between supervisors and employees regarding professional development and to provide information for PDC and budgetary planning. The PDC developed a smart action and project to integrate information gathered through the performance evaluation process with PDC and budgetary planning.

Sources

- Guidelines for Tenure and Promotion
- Professional Development Questionnaire Pilot Form

4 - Planning and Leading

4.1 - Mission and Vision

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

4P1: PROCESSES

Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)
- Ensuring that institutional actions reflect a commitment to its values
- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)
- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)
- Allocating resources to advance the institutions mission and vision, while upholding the institution's values (1.D.1, 1.A.3)
- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

4R1: RESULTS

What are the results for developing, communicating and reviewing the institution's mission, vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I1: IMPROVEMENT

Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P1 Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes.

Developing, deploying, and reviewing the institution's mission, vision, and values (1.A.1, 1.D.2., 1.D.3).

The College's Vision, Mission and Values statements were revised in 2015-16 in ways that were more inclusive and representative of the culture of the College. This led to the current [Strategic Planning Process](#). (1.A.1)

The Institutional Effectiveness (IE) Council directs the review of the College's Vision, Mission and Values statements in conjunction with the AQIP Coordinating Committee. In 2016, the Committee convened two separate campus conversations to engage all College employees in the latest revision. Over 250 College employees participated in interactive brainstorming activities which led to a number of draft statements. (1D2) After the conversation days, volunteer task teams created focused statements that were then shared with the College community, voted upon, and finalized. During this time, the College's Values statements were also slightly revised using task teams comprised of a cross-section of employees. (1D2) Revised statements can be viewed in 4I1.

During all phases of the planning process, the College conducts targeted SWOT analyses involving key internal and external constituents. Multiple sources of data, including two student surveys (CCSSE and SSI) and an employee climate survey (HEIS) are incorporated to inform results. (1D3) Results from the most recent survey can be found in 4R2.

Ensuring that institutional actions reflect a commitment to its values

Institutional actions are developed during the operational planning process, which is embedded in the College's [Integrated Strategic Planning Model](#) and [Strategic Planning Process](#). Operational Planning includes setting Specific, Measurable, Assignable, Realistic and Time-Bound (SMART) goals that strategically align with the College's Vision, Mission, and Values. The College then deploys an [operational planning guide and entry system](#) to ensure all operational actions are aligned.

Communicating the mission, vision, and values (1.B.1., 1.B.2., 1.B.3)

The College communicates its vision, mission and values in several ways including through [documents](#) prominently featured on its website, an employee portal, Annual Report, and in brochures distributed at various meetings and venues. Vision, mission and values statements are also included in governing documents including the College's [Board Policy Manual](#), [Employee Handbook](#) and [Faculty Handbook](#). The College uses beginning of semester kick-offs to provide updates on the status of the College's progress in meeting its vision, mission and values, and associated strategic plan goals to all employees. (1.B.1., 1.B.2., 1.B.3) The College's commitment to an Integrated Strategic Planning Model and inclusive Strategic Planning Process also ensures that its values are communicated at the very core of decision making processes.

Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

Using the College's [Strategic Planning Model](#) and inclusive [Strategic Planning Process](#), the Vice President for Learning and Student Success and the Vice President for Continuing Education and Advancement routinely convene their staffs to further refine the learning-related goals in the Strategic Plan. Informed by the College's vision, mission and values, these conversations lead to the

development of [Academic Plan](#) strategies, which in turn inform the development of SMART actions at the operational level for departments within academic, student support, adult education, and continuing education. (1.A.2)

Allocating resources to advance the institution’s mission and vision, while upholding the institution’s values (1.D.1, 1.A.3)

Strategic budgeting informs all areas of the College's [Strategic Planning Model](#), assuring resource allocation is aligned to the College's vision, mission values, priorities, and goals. Budget requests are derived from SMART Actions contained in operational plans, and master plans associated with areas such as Facilities and IT. The linkage of the budgeting process to the strategic planning process ensures resource allocation alignment with the College's values, priorities, and goals. (1.D.1, 1.A.3) See 5P2.

Tracking outcomes/measures utilizing appropriate tools

The College uses the following tools to track and measure how it develops, communicates, deploys, and reviews its vision, mission and values. Results are indicated in 4I1 and 4I2.

- Mission and Vision Survey: Sent to all employees to assess familiarity with the existing mission and vision
- SWOT Survey: Sent to all internal and external stakeholders to assess areas of strength, weakness, opportunities, and threats in meeting mission and vision
- Campus Conversations: Engages all College employees to review SWOT data and provide input on setting College vision, mission and values statements, priorities, and goals

4R1 What are the results for developing, communicating, and reviewing the institution’s mission, vision, and values?

The Institutional Effectiveness Council administered a survey in 2016 to assess how connected College employees were to the College's values and strategic plan. This survey will be administered once every two years to benchmark progress.

In 2016, 226 employees responded, representing 43% of full time (FT) and 12% of part-time (PT) employees. The results indicated that most employees were only somewhat familiar with the mission and vision of the College. Full-time employees were more familiar than part-time employees. A Likert scale of 1-5 was used with 1=extremely familiar and 5=not at all familiar.

	Full-time	Part-time
Familiarity with Mission:	mean = 2.80	mean = 3.16
Familiarity with Vision:	mean = 3.01	mean = 3.34

As described above, a more inclusive process was deployed for developing the College's new vision, mission and values statements. One measure for the success of this approach was seen in attendance at the campus conversation focused on mission and vision. About 250 employees attended this conversation, the largest turnout for any campus conversation in the College's history. Responses to draft vision and mission statements sent out to the entire college were also encouraging:

Vision Survey: 273 responses (51%)

Mission Survey: 164 responses (31%)

Value Statements Survey: 87 responses (16%)

4I1 Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

Despite being categorized by reviewers as a strength in our last Systems Portfolio, College leadership knew that its processes for developing, communicating, and reviewing the vision, mission and values, and overall strategic plan for the College, looked good on paper but were not being fully actualized. This was confirmed by the IE Council employee survey (4R1). Therefore College leadership, along with a representative group of employees, developed a new process that was employee driven, prioritized employee input, and resulted in vision, mission and values statements, and a strategic plan that are better understood and lived by all employees.

Through the use of a new integrated [Strategic Planning Model](#) and inclusive [Strategic Planning Process](#), well-attended campus conversations, and universal employee opportunities to create and vote on draft and final versions of the College's vision, mission, and values statements, the entire campus community of Heartland Community College has become the author of its goals and plans for the future.

The College's next charge is to continuously monitor campus engagement with vision, mission, and values through routine administration of engagement surveys. This will gauge how well employees are connecting to these new plans and goals and will allow adjustments as appropriate. This charge is especially important as the College moves to develop SMART-driven, department level operational actions.

Sources

- Academic Plan 2017.pdf
- Board Policy Manual 10-10-17
- Board Policy Manual 10-10-17 (page number 6)
- CI Portal Operational Planning Guide with example
- Employee Handbook.pdf
- Employee Handbook.pdf (page number 5)
- Faculty Handbook Sp 2015
- Faculty Handbook Sp 2015 (page number 7)
- Strategic Plan 2017
- Strategic Planning Model
- Strategic Planning Process
- Strategic Planning Process with Text.pdf
- SWOT Results by Category - ALL paginated.pdf

4.2 - Strategic Planning

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

4P2: PROCESSES

Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)
- Aligning operations with the institution's mission, vision and values (5.C.2)
- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)
- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)
- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)
- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

4R2: RESULTS

What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I2: IMPROVEMENT

Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P2 Describe the processes for communicating, planning, implementing and reviewing the institution's plans and identify who is involved in those processes.

Engaging internal and external stakeholders in strategic planning (5.C.3)

As discussed in 4.1, the College, through the Institutional Effectiveness (IE) Council, designed and

implemented an employee-driven process for engaging internal stakeholders in creating new vision and mission statements, and in revising values statements. This led to a more fully actualized strategic planning process owned by all members of the College community.

External stakeholders have been engaged in the [Strategic Planning Process](#) in many of the same ways. External stakeholders are especially important to the College's strategic planning process since they bring an outside perspective to the process. To obtain those views, the College has administered a SWOT Survey to external stakeholders, including regional partners representing K-12, other higher education institutions, businesses, municipalities, students, trustees, and others.

Other sources of SWOT data include the College's routine administration of two student surveys (CCSSE and SSI), an employee climate survey (HEIS), and qualitative data from routine meetings with external stakeholders, including advisory teams and K-12 Superintendents. (5.C.3)

Aligning operations with the institution's mission, vision, and values (5.C.2)

The [Strategic Planning Process](#) diagram depicts how planning occurs at the College. The outer circle indicates five stages of *institutional* planning at a macro level. These include:

1. Vision/Mission/Values
2. Institutional Priorities
3. Institutional Goals
4. Key Performance Indicators (KPIs)
5. Check and Adjust.

The inner circle of the diagram depicts parallel *operational* planning through similar stages but at a micro level within departments or units. Through the integrated [Strategic Planning Model](#), each phase of planning informs the next. This model assures alignment of operational planning processes and actions, where more specific SMART goals are set, with the College's vision, mission, values, priorities and goals. The College deploys an [operational planning guide and entry system](#) to ensure all operational actions are aligned.

Aligning efforts across departments, divisions, and colleges for optimum effectiveness and efficiency (5.B.3)

The College's operational planning guide and entry portal helps align efforts across all operational units (divisions, departments, programs, committees, working groups, etc.) to log SMART actions from their units. (5.B.3) SMART actions can be aligned on a macro level to College-wide priorities/goals, or on a micro-level to specific strategies. The IE Council monitors the portal system to ensure each strategy/goal is being addressed by a variety of operational SMART actions. The operational planning portal is also embedded in the College's Continuous Improvement (CI) Portal (6P1). This allows units to create portal entries for SMART actions that can be viewed by other units across campus.

Operational planners can enter "unaligned" SMART actions when an action key to their unit does not specifically align to a current strategic plan goal. Should multiple unaligned actions appear, the IE Council determines whether adjustments to the strategic plan are warranted. In this way, the College's strategic planning model allows for iterative and inclusive interaction that is consistent with the College's culture and values.

The process described in 1P3 demonstrates another key way the College ensures alignment. When

academic programs and support areas complete the program review process, the review entry form is directly linked to the operational planning entry form, thereby allowing employees to easily find connections. ([Sample program review template](#))

Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

The College engages in SWOT analyses and reflects on the results throughout its strategic planning process. In 2016, the survey yielded responses from 877 internal and external stakeholders, allowing the College to gather information on workforce and educational needs, scheduling, reputation, technology, and facilities. Respondents could also offer open-ended responses. Constituent groups included employees, students, alumni, Board members, K-12 and transfer partners, business and industry, and other community partners.

The [results of the survey](#) were categorized and reviewed, along with other SWOT data, during campus conversations. This College's [Strategic Planning Process](#) diagram displays this process. (5C4, 5C5) Additional sources of data are available in the College's Business Intelligence site, including data on enrollments, success rates, student demographics, and other factors.

Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

The College's new integrated strategic planning model is key to maximizing current resources as it provides a platform for creating strategies and action plans to meet future needs that have been collectively defined. The model aligns strategic budgeting with the College's vision, mission and values, and priorities and goals, and with measurable KPI's for the Academic Plan and other master plans across the College. (5C1) These plans create SMART actions aligned with the above. The College's electronic budget entry tool is also aligned to this process. (5.C.4)

Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

Key Performance Indicators (KPIs), which are often informed by SWOT data, are developed for each level of planning. The IE Council is charged with developing and monitoring the KPIs for the College's priorities and goals. The College's [strategic plan narrative](#) states: "Heartland's Key Performance Indicators (KPIs) track the College's progress toward achieving College-wide priorities and goals. These targets inform decision making to ensure organizational resources are assigned to the activities and assets most aligned with College-wide goals. How well the organization is doing can then be assessed through quantitative and qualitative measures."

Plan progress is also assessed through tracking the number of SMART actions logged for each priority and goal. CI Portal entries for those actions indicate the stage of the action (Focus, Plan, Do, Check, Adjust), and thereby create a snapshot of the health of a plan through an assessment of activity phases for those actions.

The College will continue to assess employee connection to the plan via routine survey administration to measure employee knowledge and awareness of the College's vision, mission, and values, priorities and plans (see 4R1).

4R2 What are the results for communicating, planning, implementing and reviewing the institution's operational plans?

The College consulted a variety of SWOT data sources in developing its new strategic plan:

1. **SWOT Survey:** This survey was administered in Fall 2016 to identify the College's strengths, weaknesses, opportunities and threats as identified by key stakeholders:

Categories of Respondents:		Number of Respondents
Employees	Administrators	45
	Full-time Faculty	45
	Part-time Faculty	41
	Professional/Technical	55
	Classified	22
Students	Undergraduate	258
	Continuing Education	128
	Adult Education/ESL	91
Community Members	Business/Community Partners and Corporate Training Clients	90
	K-12 Partners and Other Community Members	22
	College Partners	16
Trustees	HCC Board of Trustees and Foundation Trustees	22

This information was organized by category into a graphic representation, with the top five responses in each category indicated in green. A summary of the input from the above sources can be found in the document [SWOT Results by Category](#).

2. **Ruffalo Noel-Levitz Student Satisfaction Inventory (SSI):** This survey is administered every three years. The most recent administration (Spring 2015) had 485 Respondents, and overall results were very positive compared to the national benchmark and to our own previous administrations of this survey.

- Major strengths included campus safety and security; website, portal, and computer resources; quality of instruction in most classes; variety of courses offered; and opportunities for intellectual growth.
- Weaknesses include the quality of instruction in some classes; advisor knowledge of program requirements; registration conflicts; advisor knowledge of transfer requirements; and faculty not providing timely feedback about student performance.

3. **Community College Survey of Student Engagement (CCSSE):** This survey is administered every three years. The most recent administration reviewed for strategic planning (Spring 2014) had 625 Respondents. Overall results were less positive in comparison to other medium-sized colleges and to the national cohort, but did show improvements in the areas of *Active & Collaborative Learning*, *Student Effort*, and *Academic Challenge* when compared to previous performance. The area of greatest decline was *Support for Learners*. The lowest scores in this area included: *Helping students cope with non-academic responsibilities*; *Use of career counseling services*; and *Use of academic*

advising.

As discussed in 4P1, the impetus to revise the College's processes for developing its vision, mission and values and strategic plan was a lack of employee connection to both the process and the outcomes. A survey on mission and vision sent to all employees confirmed this lack of connection (see 4R1). This survey provided benchmark data on employees' familiarity with the strategic planning processes and outcomes and can be routinely administered to track effectiveness of the new processes in engaging employees.

4I2 Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

The processes described in this section are the result of recent improvements, which include the development of a new integrated [Strategic Planning Model](#) and inclusive [Strategic Planning Process](#). At each phase, employees convened in campus conversations and task teams and were surveyed for responses to each draft. Ultimately, employees were given the opportunity to vote for final products. In this way, the entire campus community is now the author of the College's vision, mission and values and strategic plan.

Future improvements include monitoring campus engagement through routine administration of the engagement survey to see how well employees are connecting to the new plan and then making adjustments as appropriate. The IE Council will also monitor how SMART action development and alignment and development of operational actions reflect the College's vision, mission and values and span all areas of the campus.

At the writing of this Portfolio, the College has completed the following phases of strategic planning:

- Initial SWOT analysis
- Revision of College Vision, Mission and Values
- Setting of College Priorities, Goals, and Strategies (including development of Academic Plan)
- Commencement of Operational Planning

The College will now work to develop KPIs for the College plan and develop a systematic status reporting process on the plan to key College constituents.

While the Operational Plan Guide is a good initial resource, the College has an opportunity to develop additional resources to assist employees in the operational planning process.

Sources

- Academic Plan 2017.pdf
- CI Portal Operational Planning Guide with example
- Program Review Template Academic Disciplines
- Strategic Plan 2017
- Strategic Planning Model
- Strategic Planning Process
- Strategic Planning Process with Text.pdf
- SWOT Results by Category - ALL paginated.pdf

4.3 - Leadership

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

4P3: PROCESSES

Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)
- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)
- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)
- Ensuring open communication between and among all colleges, divisions and departments
- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)
- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)
- Developing leaders at all levels within the institution
- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)
- Tracking outcomes/measures utilizing appropriate tools

4R3: RESULTS

What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I3: IMPROVEMENT

Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P3 Describe the processes for ensuring sound and effective leadership of the institution and identify who is involved in those processes.

Establishing appropriate board-institutional relationships to support leadership and

governance (2.C.4)

The Public Community College Act sets the statutory duties and powers of the local board (1965 as amended, 110 Illinois Compiled Statutes 805/3- 21 to 60); they are summarized in the College's [Board Policy 1.2](#). The Board is guided by the College's vision, mission, and values, prominently placed at the outset of the [Board Policy Manual](#). (2.C.4)

Seven Board members are elected by the qualified voters of District 540 and a student member is selected by the College's Student Government Association. The Board and its Finance Committee meet monthly. They also conduct special meetings, including an annual Board Retreat. Meeting business is defined in [Board Policy 2.2.9](#) and includes a report by the President and Cabinet on important matters at the College.

Board members are invited to College activities and professional development opportunities where they can interact with the campus community, support leadership, and engage in shared governance. For example, the student trustee serves on the Textbook Task Force to address the affordability of course materials. Additionally, an annual Board retreat encourages all Board members and College leadership to work collaboratively to examine College priorities and opportunities. (5.B.1)

Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1 5.B.2)

Board policies that guide the operations of the College are captured in the [Board Policy Manual](#). In addition to relevant state and federal statutes, the Manual represents the primary governance document of the College. Board and administrative leadership systematically review and revise the manual with the most recent review occurring in 2014-16. Monthly board meeting minutes reflect dates when decisions relating to specific Board policy are discussed and/or acted upon. Minutes are recorded by the College's Executive Assistant, reviewed by the President and three Vice Presidents, and posted publicly within one week. All Board meeting minutes and the Board Policy Manual can be accessed in the "About" section of the College's website.

Maintaining board oversight while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

While the Board sets the principal policies and strategic direction of the institution, [Board Policy 2.5.3](#) makes clear that such policies serve as guidelines for discretionary action by the administration, faculty, and staff in conducting the affairs of the College. Further, [Board Policy 3.1](#) asserts the executive authority of the President with responsibilities for the operation of the College within the framework of the policies of the Board. The Board conducts an annual evaluation of the president to ensure and support appropriate leadership and governance by the President.

[Board Policy 4.1](#) defines curriculum development as a central concern of faculty and provides an internal curriculum approval process involving the affected departments, programs, administration and ultimately the Board. Further, [Board Policy 4.4](#) asserts the primacy of faculty, in consultation with administration, in selecting course materials and textbooks. (2.C.4)

Ensuring open communication between and among all colleges, divisions, and departments

Monthly College Advisory Council (CAC) meetings bring together approximately twenty-five institution-wide representatives to discuss current and evolving issues. Regular membership includes:

- President

- Three Vice Presidents
- All of their direct reports
- Representatives from faculty and professional/technical and classified staff
- Additional constituencies, based on topics discussed

Any employee may suggest an issue or topic for discussion at CAC. College leadership, in conjunction with CAC members, sets the CAC agenda. Items discussed at CAC are disseminated to the College in the following ways:

- Formal minutes and related documents are posted to a SharePoint site
- CAC attendees share information with colleagues during unit meetings
- the College President sends college-wide emails related to important CAC topics as necessary

Beginning of semester kick-offs provide an opportunity for College leadership to share important information with all employees. Employee group forums also ensure open communication among College divisions and departments. The classified, professional technical and faculty forums meet regularly for discussion of issues important to each group. Cabinet members offer items for the agenda, but any employee can place an item on the agenda for discussion.

The College's structure for standing committees, bylaws, and decision-making processes was cited as a strength in the last portfolio. Three new teams enhance the College's efforts to ensure broad institutional engagement: Institutional Effectiveness Council, a reconstituted AQIP Coordinating Committee, and the Cross Campus Student Communications Team. The College also improved its processes for open communication through development of the following tools:

- [Employee Portal](#)
- Open SharePoint site, including Teams and Committees Index with standardized charters and minutes
- [Continuous Improvement \(CI\) Projects Portal](#)

Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

Board Policy 4.0 identifies the role of administration, faculty, and staff in setting policies for academic program requirements, policy, and processes through effective structures for contribution and collaborative effort. (5.B.3.)The element of student involvement in setting academic policy and processes presents an opportunity for the College.

Two key elements of the College's shared governance structure ensure collaboration to maintain high academic standards: the Curriculum and Academic Standards Committee (CAS) and the Assessment Committee (AC). The role of these committees in developing and maintaining quality academic programs is outlined in 1P2, 1P3 and 1P4. CAS represents the College's instructional community. All meetings are open to the campus community. Voting members are selected from academic departments, adult education, continuing education, advising, and student support services. CAS Bylaws indicate it "discusses and analyzes academic matters related to student learning and approves courses, programs, and academic policies and standards that affect the college community." The AC supports CAS by ensuring the College's learning outcomes are effectively measured in both academic and vocational-technical classes and that programs are reviewed on a regular basis. (5.B.3.)

Since the last portfolio, cross-college groups have worked to implement changes in selected formal academic policies and processes in order to provide more consistency in their application. Several of these are outlined in the [Student Handbook](#) and include:

- Academic Integrity Policy (see 4R4)
- Academic Probation/Dismissal Processes
- Grade Definitions – As indicated in 4R4, CAS adopted common definitions of grading standards for A, B, C, D, F, which are published in the Student Handbook and all course syllabi.

Staff overseeing academic credit and vocational credit (administered through Continuing Education) now collaborate to ensure high academic standards for diverse student needs across parallel programs. Initial results are described in 4I3.

Providing effective leadership to all institutional stakeholders (2.C.1)

Monthly [board agendas](#) are planned by the College President and Board Chair. The agenda is sent to Trustees and all College employees by the College's Executive Assistant, and to public media contacts by the Associate Director of Public Information during the week preceding each meeting. Each monthly meeting includes established times for public comment and for staff updates. This process for seeking broad input ensures the governing board reviews and considers constituent interests during decision-making. (2.C.2)

All Trustees attend annual board retreats and most attend College kick-off sessions, professional development workshops, and employee recognition ceremonies each semester. Additionally, twice a year board meetings are held at the College's two extension sites. Pre-meeting sessions at these sites allow College leadership to engage with area students and community leaders and to visit local businesses or attractions. All of these activities serve to inform College leadership about local, as well as institutional, history and priorities. (2.C.1)

College representatives provide leadership to the community in many ways. College administrators and trustees serve on multiple boards/advisories/councils that address regional economic development, education, social service, municipality, and business needs. The College maintains awareness of regional needs through attendance at events and meetings. In an effort to maximize College resources, a Sponsorship and Outreach Committee was convened in 2014 to strategically determine which events the College was attending and would continue to attend and/or sponsor. Processes for the Sponsorship and Outreach Committee, a rubric, and real time spreadsheet for data are evolving and present an improvement opportunity.

Leadership is also offered to internal stakeholders in multiple ways. College representatives with relevant expertise regularly engage with small groups such as the Student Government Association, other student groups, the Deans Council, and College departmental meetings.

The Heartland Community College Foundation (HCCF) Board represents yet another group of stakeholders. The HCCF board composition is intentionally diverse, representing the broad demographics, businesses, interests of the community, and the College. The Committee of Directors maintains detailed notes on board demographics and seeks to fill voids that may exist. As an example, the HCCF Board has recently increased representation from the agricultural community and from the more rural areas of Lincoln and Pontiac. To remain informed about how the Foundation can impact student and College needs, every board meeting opens with a presentation from a scholarship recipient or College employee. The HCC Foundation Board is a second governing board that reviews and considers the interests of the institution's constituents. (2.C.2.)

Developing leaders at all levels within the institution

The College develops leaders through institutional processes that involve demonstration, learning, and representation in leadership groups.

Demonstration: Employees have opportunities to demonstrate leadership by sharing their professional expertise with colleagues. Any employee or group of employees can submit a proposal to conduct a professional development session at a semester kick-off. A request for proposals initiates this process, and proposals are vetted by the Kick-Off Committee. All sessions are evaluated and results of those are shared with Cabinet, the Kick-Off Committee, and the presenters to inform continuous improvement. Sample evaluation results are shared in 4R3. Employees can also offer to conduct a professional development or training session at any time by submitting their proposal to the Director of Faculty Academies, the Professional Development Council or the Human Resources office. If approved, the session is communicated to campus through the College's Professional Development Registration Site (see 4R3). All employees are encouraged to lead improvement projects. The team's planning and progress are entered into and visible through the Employee Portal.

Learning: Leadership is also developed through formal learning opportunities outlined in 3P3. Funding challenges in the State led to reduced budget allocations for staff travel for external professional development in 2016 (faculty travel budget was held constant). The College worked to provide more learning opportunities on campus, leveraging staff expertise as well as the College's Continuing Education offerings. Specifically, the College promoted to employees a Professional Leadership Series, consisting of 12 courses, including topics such as "Principles and Qualities of Genuine Leadership" and "Developing Others". The College also recognizes an opportunity to create a more formalized program for leadership development in the future (see 4I3).

Representation: The College develops leaders at all levels of the institution through representation and leadership on key committees and teams. As cited in our last Portfolio appraisal: "Heartland Community College has identified standing committees and provided authority for decision-making to those committees through by-laws and established meeting cycles along with essential parameters for the operations of each committee." The classified and professional technical employee group forums both have elected leaders from their membership. The Curriculum and Academic Standards Committee and the Assessment Committee are each co-chaired by a faculty leader and an administrator. The Promotion Evaluation Review Team and the AQIP Coordinating Committee are also co-chaired by faculty members. In addition to chair roles, several leadership groups, including the Institutional Effectiveness Council, the AQIP Coordinating Committee, and the College Advisory Council, annually invite and ensure diverse representation and members from all four employee groups. Examples of formal teams and committees that intentionally develop leadership and decision-making across the institution are outlined in 4R3.

To improve upon an opportunity cited in our last Portfolio appraisal that the College appears to have "a hierarchical, top-down decision-making culture," the College developed the Institutional Effectiveness Council with broad representation to oversee strategic planning, compliance, accreditation, and other issues of institutional effectiveness.

Ensuring the institution's ability to act in accordance with its mission and vision 2.C.3

Policies and processes exist to ensure institutional leaders act in accordance with the mission and vision of the College, and specifically that the Board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.

Members of the Board are sworn in with the expectation and requirement that they act in the

capacity of community representatives. All trustees, the president they employ, and the institution’s leadership they oversee must submit a Statement of Economic Interest, administered annually by the County Clerk's office. Further, [Board Policy 3.7](#) lays out the Code of Ethics governing the actions of all Board members and employees. (2.C.3)

A clear and effective strategic plan is also critical in ensuring the College’s ability to act in accordance with its mission and vision. See 4P1 and 4P2 for detail regarding the College's new process to ensure clarity and connection by employees to the vision, mission and values and strategic plan.

Tracking outcomes/measures utilizing appropriate tools

The following tools assist in measuring sound and effective leadership. These are administered by the group or individual indicated:

- Higher Education Interest Survey (HEIS) – College Institutional Research staff
- Professional Development Registration Site – College Human Resources staff
- Public minutes and actions from monthly Board of Trustee meetings – College’s Executive Secretary
- Minutes and actions of College committees - Committee Chairs
- HCC Teams and Committees Index – College Compliance Committee
- Continuous Improvement (CI) Project Portal – AQIP Coordinating Committee

4R3 What are the results for ensuring long-term effective leadership of the institution?

Results from the Higher Education Insight Survey (HEIS), administered in 2016, indicate where the College stands on key measures of ensuring leadership development and opportunities.

HEIS Question	HCC Positive* Responses	Mid-Size** Enrollment Positive* Responses	Great Lakes** Region Positive* Responses
I am given the opportunity to develop my skills at this institution.	69%	85%	73%
The role of faculty in shared governance in clearly stated and publicized.	38%	77%	61%
Faculty are appropriately involved in decisions related to the education program.	53%	78%	74%
Faculty, administration and staff are meaningfully involved in institutional planning.	53%	76%	61%
Senior leadership provides a clear direction for this institution's future.	53%	76%	61%

Senior leadership communicates openly about important matters.	56%	73%	58%
There is regular and open communication among faculty, administration and staff.	38%	71%	54%
We have opportunities to contribute to important decisions in my department.	63%	77%	68%

* *Positive Responses = percentage who responded "Agree" or "Strongly Agree" to positive statements regarding each dimension.*

***Medium-Sized colleges (3,000-9,999 enrollment), Great Lakes Region colleges (IL, IN, MI, OH, WI).*

Source: ModernThink Higher Education Insight Survey (HEIS), administered 2016. HCC Respondents: n = 111.

As a result of these data, the College began a new strategic planning process that prioritized employee input. This process led to the addition of new College priority and associated goals:

Model Effective Communication, Collaboration, and Transparency

- Goal 1 – Intentionally obtain and incorporate employee input.
- Goal 2 – Improve internal dissemination of information.
- Goal 3 – Share resources, responsibilities and results to achieve college-wide goals.

Early results from the College’s new Continuous Improvement (CI) Portal demonstrate that employees at all levels are initiating improvement projects and serving as project leads. By the end of 2017, the CI Portal contained over 80 projects in only its first year of existence.

The College’s Teams and Committees Index, referenced in 4P3, is evidence of open communication and promotion of leadership opportunities and diverse membership. As of the end of 2017, the Index contains 39 teams/committees with 31 different individuals listed as chairs or co-chairs.

4I3 Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

In order to improve regular and open communication, forums for all employee groups were revitalized in 2017 to promote open discussion with administration around areas of question or concern. Attendance and satisfaction will be tracked. Additionally, the College developed Councils for Shared Interests (CSI) for both full-time and part-time faculty to regularize communication and work on issues with union leadership in between collective bargaining contract expiration years.

To improve clarity around shared governance, language will be added to the Collective Bargaining Agreement for faculty, which will recognize and outline the shared governance structure.

To continue promoting leadership across all levels of the institution and among constituent groups, a CI project was initiated in 2018 to specify and clarify the processes for the External Sponsorship and Outreach Committee (ESOC). As a first step, a revised charter states the purpose of the ESOC is to ensure the College is systemically represented appropriately and efficiently at external community events.

To ensure long-term effective leadership of the institution, an ad hoc committee of the IE Council will inventory all policies and governing entity for each. This effort was established in the IE Council's operational plans for 2018.

An opportunity for improvement includes increased involvement of students in setting academic standards and policies as indicated in 5.B.3.

Sources

- Academic Plan 2017.pdf
- Board of Trustees Agenda pdf
- Board Policy Manual 10-10-17
- Board Policy Manual 10-10-17 (page number 6)
- Board Policy Manual 10-10-17 (page number 8)
- Board Policy Manual 10-10-17 (page number 10)
- Board Policy Manual 10-10-17 (page number 11)
- Board Policy Manual 10-10-17 (page number 17)
- Board Policy Manual 10-10-17 (page number 18)
- Board Policy Manual 10-10-17 (page number 20)
- Board Policy Manual 10-10-17 (page number 26)
- Board Policy Manual 10-10-17 (page number 27)
- CI Portal Operational Planning Guide with example
- Employee Portal pdf
- Key Policy Areas Addressed by Board Policy Manual
- Strategic Plan 2017
- Strategic Planning Process

4.4 - Integrity

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

4P4: PROCESSES

Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards
- Training employees and modeling for ethical and legal behavior across all levels of the institution
- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)
- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

4R4: RESULTS

What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

4I4: IMPROVEMENT

Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

4P4 Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met.

Developing and communicating standards

The College is committed to integrity as evidenced in its values statement: "We practice ethical decision-making and responsible use of environmental, financial, and community resources to promote a sustainable future." Further, Board Policy 3.7 outlines the College's Code of Ethics.

To ensure these values and policies are understood and practiced, the College developed a Compliance Committee in 2014. The Compliance Committee charter states: “The purpose of this committee is to systematically and holistically coordinate compliance requirements across the College.” The Vice President of Business Services serves as the Chair; other members represent IT, Facilities, HR, the Business Office, Student Support Services, Enrollment Services, and Development. The Compliance Committee meets once per month or as needed. Functions and Goals, Membership, and Roles and Responsibilities can be found in the [Compliance Committee Charter](#) source document.

The Compliance Committee spearheaded a Teams and Committees Index to promote open communication and employee engagement. This index allows communication around a multitude of legal and ethical standards the College adheres to and administers. Communications of specific standards are within the responsibilities of many of the teams as indicated in their respective charters. Examples of publicly communicated standards include:

- The [Consumer Information webpage](#) with Higher Education Opportunity Act reporting and disclosure
- The College’s [Campus Safety webpage](#) with a security report, student right-to-know information, College Violence Prevention Plan and Policy, and information on responding to and reporting misconduct, among others
- [Title IX and non-discrimination information](#) concerning equity in higher education

Training employees and modeling for ethical and legal behavior across all levels of the institution

The College promotes the ethical practices of employees through background checks, ethics surveys, annual audits, policies and training. Candidates for positions at the College are screened with reference and background checks before hiring. Several College policies also relate to ethical practice. The College publishes conflict of interest statements in the [Board Policy Manual](#) and in the [Employee Handbook](#) and maintains an [Information Security Policy](#) and an [Appropriate Use Policy](#). The College annually requires Statements of Economic Interest signatures in conjunction with McLean County. Several training efforts exist and are ongoing and episodic.

In 2017, the Compliance Committee established a set of mandated trainings and [schedule for completion](#) for various employee groups on topics including Ethics, Harassment Prevention, Information Security, Campus SAVE, Active Shooter, and FERPA. The process is initiated by an email to all employees who are expected to participate in a given training and subsequently includes a link to register through the College’s PD registration system. Employees sign up for an available section, attend the training, and documentation of completion is maintained by the College's Human Resources office.

Operating financial, academic, personnel, and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, and staff (2.A).

The College's Board Policy Manual outlines policy and procedures to ensure integrity and ethical practices related to [General Administration and Operations](#), [Educational Programs](#), [Students](#), [Personnel](#), and [Business Operations](#) (2.A).

Examples include the requirement for all College Trustees and administrators to annually complete a “Statement of Economic Interests,” and the public nature of monthly Board meetings and Board

Finance Committee meetings. In addition to numerous policies and public meetings, the College has a well-defined process for responding to all Illinois Freedom of Information Act (FOIA) requests, which is published on the College website. The Vice President of Business Services, as the FOIA Officer, oversees the FOIA process to ensure all College policies and operations are fair and ethical. (2.A)

Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B).

The College makes information available to the public in several modalities, including web, print and face-to-face communications. The website constitutes the main form of public communication regarding specific programs, including requirements, faculty and staff contact information, costs, and accreditation. Information is found on the College's academic program web pages (required courses, links to faculty and staff information and program-specific accreditation) and in the [College Course Catalog](#), which is linked on the website. Enrollment Services is responsible for maintaining the accuracy of information, in consultation with the administrator who oversees each program. A routine website content updating process is facilitated by Marketing and Public Information (MPI) to ensure content remains accurate and up-to-date. This process drives changes to other forms of communication including program-specific brochures and advertisements. MPI also produces abbreviated information in print indicating where details may be accessed on the web. Advisors communicate program information in person during student visits. 1P4 provides a detailed description of how the College communicates student preparation requirements for specific curricula, programs and courses. (2.B)

Institutional information is also readily available on the website. HLC accreditation status is in the lower right ribbon of all website pages. A "Paying for College" button in the top banner includes costs and resources available to students. College leadership and contact information can be found on the website. Overall employee statistics are provided monthly in public board reports. The College's governance and control information is also provided on the website. (2.B)

4R4 What are the results for ensuring institutional integrity?

The College's new Compliance Committee has published three annual reports: [FY15](#), [FY16](#) and [FY17](#) detailing evidence and results of College work to ensure compliance with all federal, state and local regulations. Key results include:

1. Completion of a scorecard for all federal requirements that prioritizes the list based upon magnitude and risk; denotes the College's level of compliance for each requirement; and recommends that action be taken for areas of non-compliance. Results of that scorecard were published for [FY16](#) and [FY17](#). Results indicate the College improved from 3% of all federal regulations out of compliance in FY16 to only 1% in FY17.

2. Delivery of routine mandated trainings. Sample results include:

- *Bridges: Building a Supportive Community* training distributed to 501 employees during the Spring 2017 term and completed by 464 (93%)
- *FERPA Basics* training distributed to 481 employees during the Fall 2017 term and completed by 230 (48%). This training is still being completed.

3. Development of policy and procedure

- New Whistle Blower Policy to comply with requirements of the Illinois Grant Accountability and Transparency Act (GATA)
- Update of both administrative procedures and board policy to comply with the Illinois Local Government Travel Expense Control Act
- Revision of administrative procedures to comply with Illinois' Business Enterprise Program, which aims to provide more opportunities for organizations owned by minorities, females, individuals with disabilities, and veterans to conduct business with governmental entities

4I4 Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

Recent improvements include:

The Compliance Committee developed an inventory of all compliance-related items, including those for integrity. The inventory indicates the responsible party, as well as level of compliance.

In 2016, the College ensured HLC accreditation is indicated on all program brochures.

In 2017, the College created and hired a new position, Associate Director of Equity, Compliance and Title IX. General responsibilities include:

- Develop and coordinate programs and initiatives in support of the College's commitment to providing a work and learning environment free of discrimination, gender-based misconduct, and sexual violence
- Manage investigation processes in accordance with legal and College guidelines;
- Coordinate training and facilitate College compliance with applicable civil rights laws and regulations
- Work in collaboration with campus stakeholders to advance a strategic vision;
- Implement programs and activities that promote campus engagement with issues of diversity, identity, culture, and social justice

Future opportunities for improvement include plans to:

- Complete a compliance scorecard for state requirements that have been captured in Compliance Inventory.
- Prepare a dashboard that allows visual depiction of compliance to enhance awareness of compliance activities.
- Clarify processes for proposing new or revising existing policy or procedures related to integrity. The Institutional Effectiveness Council developed a subcommittee to: 1) create an inventory of all existing policies and procedures at the College, and 2) differentiate between a policy and a procedure. A subsequent phase will outline a process for proposing policy or procedure change.

Sources

- Appropriate Use At Heartland
- Board Policy Manual 10-10-17
- Board Policy Manual 10-10-17 (page number 18)
- Board Policy Manual 10-10-17 (page number 26)
- Board Policy Manual 10-10-17 (page number 28)

- Board Policy Manual 10-10-17 (page number 32)
- Board Policy Manual 10-10-17 (page number 38)
- Campus Safety Webpage - Heartland Community College
- Compliance Committee Charter
- Consumer Information - Heartland Community College website
- Employee Handbook.pdf
- Employee Handbook.pdf (page number 14)
- FY15 Compliance Committee Annual Report
- FY16 Compliance Committee Annual Report
- FY16 Compliance Committee Annual Report (page number 3)
- FY17 Compliance Committee Annual Report
- FY17 Compliance Committee Annual Report (page number 4)
- FY17 Compliance Committee Annual Report (page number 7)
- Information Security Policy
- Personal Safety - Heartland Community College website
- Strategic Plan 2017
- Title IX - Equity in Higher Education - Heartland Community College website

5 - Knowledge Management and Resource Stewardship

5.1 - Knowledge Management

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

5P1: PROCESSES

Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making
- Determining data, information and performance results that units and departments need to plan and manage effectively
- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements
- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes
- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

5R1: RESULTS

What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I1: IMPROVEMENT

Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

SP1 Describe the processes for knowledge management, and identify who is involved in those processes.

Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

As the College's steward for data and performance information, Institutional Research (IR) manages numerous data sources.

External drivers often dictate necessary data elements and the College's administrative software system (PeopleSoft) is frequently the primary source of authority. The College also regularly organizes and analyzes information from PeopleSoft for the Integrated Postsecondary Education System (IPEDS).

Program accreditors need specific data elements that sometimes originate from other sources. For example, Nursing accreditors require results from post-graduation follow-up surveys.

IR also maintains data from periodic campus-wide assessments such as the Student Satisfaction Inventory (SSI), the Community College Survey of Student Engagement (CCSSE), and the Higher Education Insight Survey (HEIS). These provide data for benchmarking and planning. Additionally, several departments utilize tracking systems unique to their populations. For example, Adult Education uses Data and Information System Illinois (DAISI) to report Heartland data and access peer comparisons. The Development staff track confidential data related to fund-raising and donors with Raiser's Edge software.

Determining data, information, and performance results that units and departments need to plan and manage effectively

Key Performance Indicators (KPIs) in the [Strategic Plan](#) guide College-wide performance data needs. The Institutional Effectiveness Council oversees KPI selection and monitors progress.

IR regularly works with business units and committees on specific needs. For example, a textbook costs dashboard merges information from PeopleSoft and the bookstore to enable cost-trend analysis.

Internal stakeholders submit data requests to Institutional Research (IR), which trigger a collaborative process. Defined phases normally guide the [IR report generation process](#):

1. Discovery – IR and stakeholders collaborate to clarify requests, identify deliverables, and consider existing repositories.
2. Proposed – Factors such as cost, estimate of effort, and solution reusability are considered.
3. Ready – Staff resources are assigned. This phase also queues recurring reports for future runs.
4. Active – This phase includes four work stages:
 - o Conception – Staff defines the scope of work and itemizes deliverables.
 - o Development – IR prepares the report, often with software/coding tools.
 - o Delivery – IR provides substantially complete deliverables to the end user(s) for finalization.
 - o Closure – Staff prepares documentation to inform future revisions and provide audit trails.
5. Publish – IR provides completed deliverables to the end user and posts them to the Business Intelligence site for access by others, subject to appropriate roles and permissions.

Another robust process that augments previously described processes is ICCB Program Review. IR reports are linked directly into Program Review templates.

Making data, information, and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning, and improvements

IR maintains a Business Intelligence (BI) site which makes data, information, and performance results available to stakeholders for assessment of operational effectiveness. While enrollment, persistence, and program completion graphs are the first thing any site visitor will see, many other reports provide information such as demographics, grade distributions, and class schedules.

While the audiences for most IR data sources and reports are internal stakeholders and external agencies, compliance requirements necessitate regular publication of College information. IR posts College Fast Facts and Student Right-To-Know information to the public website.

Ensuring the timeliness, accuracy, reliability, and security of the institution's knowledge management system(s) and related processes

Many processes and procedures across the College align to ensure timeliness, accuracy, and reliability of information. The IR team emphasizes the need for collaboration with stakeholders and subject matter experts throughout the life-cycle of each report.

The College employs its most rigorous approaches for accuracy and on-time submissions to compliance reports. Training, data entry standards, and strong business processes, such as limiting the number of individuals who perform data entry work, minimize poor quality transactional data at the time of front-line entry. Periodic audits and test runs of reports allow for "reasonableness" tests so that data integrity issues may be corrected early. When data elements exist in secondary data sources, cross-checking identifies potential errors.

The College uses Active Directory Federation Services (ADFS) to provide single sign-on access to a number of enterprise computer systems, including the Business Intelligence site. Access groups allow for efficient management of role-based permissions

Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

The College's Business Intelligence (BI) site is the primary platform for making data sources and performance indicators available. Through manual updates and automated processes, IR keeps graphs, tables, and reports current. Further, Priorities and Goals articulated in the College-Wide Strategic Plan determine Key Performance Indicators (KPIs), which also reside here.

5R1 What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution?

Increased Number of Reports for Stakeholders

In 2014, the BI site housed only a handful of reports (~5-7) that supported academic program review. Currently, there are fourteen reports for program review.

- In response to requests for data supporting decision-making processes, IR has developed reports for the following areas:

- Continuing Education (~20 reports)
- Business Services (~15 reports)
- Instruction (~30 reports)
- Student Success (~30 reports)
- Enrollment Services (~15 reports)
- Human Resources (~5 reports)
- IR and data validation in support of ICCB submissions
- An IT Project Management site includes:
 - Cyclical reports, typically for compliance (~80/year)
 - Other completed reports (~40/year)
 - Note: IR services many smaller ad hoc requests that are not tracked individually in the IT Project Management site.

Limited Access to Key Surveys

The College's 2011 adoption of SharePoint provided a platform for collaboration and document storage for many teams, but it has not worked well for providing broad, user-friendly access to College information and documents. While the College has not used any written surveys to assess this concern, few employees would dispute its validity. While results and reports from key surveys are technologically accessible to all employees, they are not practically accessible.

5I1 Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

Off-Campus Access to Business Intelligence System

The Business Intelligence (BI) site is not available off-campus. However, the College launched a new Employee Portal in 2018. As a platform that provides anywhere, anytime access to key resources, the IT department plans to incorporate the BI system into the Portal. This will resolve the off-campus limitation and make BI site resources easier for all employees to access.

Upgrade Raiser's Edge System and Train Staff

The College has used Raiser's Edge for many years. A recent version upgrade, along with associated training of users of the system, has enhanced the Development staff's ability to access, share, track, and analyze fund-raising and donor data.

Track Adult Education Program Student Post-Completion Outcomes

Staff will comply with a new State of Illinois requirement to track outcomes after students leave the Adult Education program. This broader scope aligns with the College-wide priority to Promote Student Success and it will lead to further improvement of the quality of life for Adult Education students.

Data Request Submission Form

The IR department plans to prepare an online data request form. Formalizing this process will improve the quality of information gathered at the time of the request, thus resulting in improved efficiency and better responsiveness in meeting stakeholder expectations.

Integrate Project Management Best Practices

While IR tracks report requests and development in IT's project management system, the IR department recognizes the benefit of adopting more rigorous project management methodologies, and intends to adopt additional best practices.

Primary Data Sources Communication Project

As one of the Institutional Effectiveness Council's top 2018-2021 priorities, a new Primary Data Sources Communication Project will address concerns with accessibility of results for data sources, specifically the HEIS, the SSI, the CCSSE, and National Community College Benchmarking Project (NCCBP). Facilitating broader access to these data sources will improve transparency, consistent with the College's Modeling Communication, Collaboration and Transparency priority, and better leverage information for continuous improvement and strategic/operational planning.

Sources

- Institutional Research - Report Generation Process Graphic
- Strategic Plan 2017

5.2 - Resource Management

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

5P2: PROCESSES

Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)
- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)
- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)
- Tracking outcomes/measures utilizing appropriate tools

5R2: RESULTS

What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I2: IMPROVEMENT

Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

5P2 Describe the processes for managing resources, and identify who is involved in those processes.

Maintaining a fiscal, physical, and technological infrastructure sufficient to support operations (5.A.1)

FISCAL

In addition to annual budget preparation processes (described in 5P3), fiscal processes that support operations include:

- Internal Control Procedures (Financial) (5.A.2)
 - Staff regularly execute routine control processes. For example, the Vice President of Business Services reviews check registers and Budget Managers review procurement card monthly reports.
- Automated Approval Procedures
 - The PeopleSoft Financials system (PSFS) routes purchasing transactions and vouchers for multi-level approvals.
 - The Controller approves journal entries.
- Regular Financial Reports (5.A.2)
 - The Controller and the Vice President of Business Services present monthly reports (investments, check registers, wire transfers, and revenues/expenditures) to the Board of Trustees for approval.
 - The College's annual audit yields the Comprehensive Annual Financial Report (CAFR). The auditors present the CAFR and strategic observations to the Board, in cooperation with the Controller and the Vice President of Business Services.
 - The Vice President of Business Services presents the Board with comparative data reports, tabulations, and graphs to support decision making cycles.
- Asset Management (5.A.1 and 5.A.2)
 - The College has a strategic financial goal of building a reserve in the amount of 25% of annual operating expenditures to fund operations in the event of unexpected revenue disruptions.
 - The College issues biennial technology funding bonds to support the acquisition of equipment, software, and other technology needs. This approach supports the College's commitment to support high quality teaching and learning experiences.
 - The College uses a municipal advisor (MA) to provide debt analysis and planning assistance for financing strategies. Staff and MA collaboration helps the College achieve savings, transparency, and compliance.
 - The College uses professional investment advisor (IA) services. Annually, staff confer with the IA to update management plans, which ensure cash flows will be sufficient to support operations.
 - The College tags and depreciates capital assets and tracks asset lifecycles, from procurement through proper disposal.

PHYSICAL

Several Facilities Division processes support institutional operations: (5.A.1)

- Preventive Maintenance (PM) schedules ensure personnel regularly attend to building mechanical systems, electrical power infrastructure, and vehicles.
- Maintenance contracts ensure critical systems, such as fire suppression, emergency lighting, and back-up power generation, work properly.
- Helpdesk software supports customer care for repairs, temperature complaints, event set-ups, and other needs.
- Security personnel monitor the main campus around the clock.
- Room key approval/issuance procedures help maintain a safe and secure campus environment.
- Building representatives conduct inspections to identify hazards and report them to Facilities.
- The Division maintains a capital projects list, which the Cabinet reviews and prioritizes at least annually.
- The Division regularly evaluates custodial, grounds, and security services, and periodically rebids them.

TECHNOLOGICAL

Several Information Technology department processes support institutional operations: (5.A.1)

- Two data centers have monitoring systems for power, temperature, security, and server performance.
- Users may contact a helpdesk by phone, e-mail, or in person.
- Automated scripts provision and de-provision network accounts.
- IT staff monitor back-up systems.

The College has prepared three technology master plans ([1997](#), [2004](#) and [2011](#)). Each plan has included assessments of departmental and organizational strengths and weaknesses in the overall management of IT resources, and recommended IT governance processes. The next [master plan cycle is pending as College-wide operational planning](#) continues.

Committees meet regularly to ensure effective change management, improve data integrity, and encourage safe computing practices:

- Information Security Committee
- Change Advisory Board
- Data Integrity and Review Team
- PeopleSoft Campus Solutions Team
- PeopleSoft Human Resources Team
- PeopleSoft Financials Team

Setting goals aligned with the institutional mission, resources, opportunities, and emerging needs (5.A.3)

College-Wide Planning

The College's formal planning process provides the framework for setting goals and aligning them with institutional mission, resources, opportunities, and emerging needs (5.A.3.). The [Planning Process Narrative](#) helps employees implement the process.

SWOT (Strengths, Weaknesses, Opportunities, Threats)

A SWOT analysis identifies strengths and weaknesses of the internal environment of the College as well as opportunities and threats external to the College. The IE Council employs SWOT to inform each phase of the Strategic Planning Process.

Levels of Strategic Planning

Planning methods are replicated at various levels of the organization in alignment with the College's vision, mission, and values and become more specific at each level (College-wide goals, academic goals, departmental goals).

The College's strategic planning approach includes:

1. [Strategic Planning Model](#) – Identifies the key tangible components of the formal plan. While it generally depicts a chronological sequence of events, visual elements illustrate the iterative nature of the process.

2. [Strategic Planning Process](#) – Includes replication of the major College-wide Planning process components at the Operational Planning level, and shows the continuous nature of the planning process denoting the importance of metrics and feedback to future planning.

Operational Planning

While the inner circle of the Planning Process graphic outlines steps for operational planning, a more detailed template for operational planning simplifies the process. It encourages each department or team to follow the same cycle and allows those who are preparing annual Operational Plans to map them to institutional priorities and goals. An [Operational Planning Guide Template](#) shows a sample entry framework, illustrating the process for creating Actions that align with the College's goals.

Allocating and assigning resources to achieve organizational goals while ensuring educational purposes are not adversely affected (5.A.2)

The College's number one institutional priority is "Promote Student Success." This priority's prominence serves as a mechanism for ensuring that educational purposes are not adversely affected. Additionally, processes throughout the organization align with the student success priority and are, therefore, supportive of the College's educational purposes.

"Ensure Resource Stewardship," another of the College's top four institutional priorities, explicitly references fiscal, human, and physical resources. Further, College goals structured within a SMART (Specific, Measurable, Assignable, Realistic, Time-bound) framework align the student success and resource stewardship priorities in the ways they are written.

The Strategic Budget component of the College's [Strategic Planning Model](#) is also important. The allocation of institutional resources is driven by the many integrated processes and is overseen by the Institutional Effectiveness Council. (5.A.2)

5R2 What are the results for resource management?

Quality and Accuracy in Financial Reporting

Maintaining a sufficient infrastructure starts with sound financial procedures and reporting. The College has received clean/unqualified opinions from its auditors year after year and earned the Certificate of Achievement for Excellence in Financial Reporting from the Government Finance Officers Association (GFOA) for 20 consecutive years (FY98 through FY17).

Strategic Financial Goal for Operating Reserves

Due to active preparation for a local property tax revenue reduction forecast, the College has increased its operating fund balance to 30% and forecasts an increase to 35% by the end of fiscal year 2018: [Operating Reserves Fund Balance Target and Actual Percentages, FY12 through FY18](#)

Financial Savings for Recent Refinancing of Series 2007 GO Bonds

Regular analysis of the College's debt structure and a watchful eye on interest rates led to a refinancing initiative that saved over \$7 million.

Refinancing Savings for 2007 Funding Bonds:

Date of Issuance:	May 2016	Feb 2017	Sep 2017	Totals
Amount of 2007 Principal Refunded:	\$8,965,000	\$9,300,000	\$43,830,000	\$62,095,000
Gross Savings:	\$1,751,972	\$1,363,575	\$4,825,550	\$7,941,097
Present Value Savings:	\$1,556,089	\$1,137,253	\$4,479,926	\$7,173,269

Completion of Scheduled Preventive Maintenance Activities

The Facilities Department began tabulating the timeliness of Preventive Maintenance (PM) activities in 2017 ([Preventive Maintenance Activity, FY17](#)), and has tracked data for the first six months of FY18 ([Preventive Maintenance Activity, FY18](#)).

Analysis yielded two noteworthy observations:

1. The data tracking system doesn't accurately reflect performance due to delayed closing of work orders. Efforts are underway to improve ticket closure timeliness.
2. In FY2018, a significant increase in the number of HVAC PMs correlates directly to a temporary vacancy due to an employee's medical leave.

Reliability of Key IT Data Center Systems

Many IT systems serve the mission of the College and stakeholders. Regular, automated monitoring and notifications at specified alert thresholds ensure reliability.

One of the most critical services is Active Directory Federation Services (ADFS), which is the vertex for Single Sign-On to a number of applications. [Active Directory Federation Services Outages, Calendar Years 2016 and 2017](#) shows May and June 2016 outages that were of particular concern but were resolved and have not recurred.

Teaching and learning are core institutional functions. Blackboard, the College's online Learning Management System (LMS), must be reliable. [Blackboard Learning Management System Outages, Calendar Years 2016 and 2017](#) shows the outages caused by the aforementioned ADFS issues.

The Internet Registration and Information System (IRIS) is a critical resource. It must be operational for students to register for classes, for faculty to record grades, and for employees to access their paycheck stubs. [Internet Registration and Information System \(IRIS\) Outages, Calendar Years 2016 and 2017](#) again includes ADFS-related outages.

5I2 Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

General Financial Health

In 2015, regular financial forecasting processes predicted the loss of a significant tax revenue stream. We did not know when we would lose it, but based on available data, we knew the probability was high. Our April 2016 [Strategic Multi-Year Plan for Budget and HR Realignment](#) paved the way for considerable improvement in financial position, even during times of unprecedented financial and political turmoil in the State of Illinois. In September 2017, the anticipated revenue loss became a certainty, impacting fiscal year 2019.

The Higher Learning Commission requires each institution to compute a Composite Financial Index (CFI) as part of its annual institutional update each spring. A significant improvement in our CFI is attributable to the development and implementation of the [Multi-Year Plan](#). HCC data is compared to the median for other colleges: [Public Composite Financial Index, FY12 through FY17](#).

GFOA Budget Award

With ever-increasing financial pressures due to state budget uncertainty, uncertain enrollment trends, possible pension cost shifts, and the threat of a property tax freeze, we will put even more effort into our budget development processes. With our success in the GFOA's financial reporting program, we will investigate its budget award programs. While it is premature to commit to obtaining certificates of achievement, the GFOA framework will offer strategies for making our process more transparent and effective.

TechQual+ Survey

A number of surveys and data sources exist for evaluating Information Technology services, but after attending an internally-focused IT conference at Illinois State University, we decided that the Higher Education TechQual+ survey would be good for Heartland. We will conduct the TechQual+ survey in 2018 and then tentatively plan to administer it bi-annually. While customer care data can be extracted from the IT helpdesk system, the TechQual+ survey will provide a broader and more universal set of metrics for evaluating both service levels and infrastructure.

Strategic Budget Forecasting Software

While multi-year forecasting has been a standard, annual process for many years, it has relied on a complex web of Excel workbooks requiring significant time to maintain. New software, 5Cast by Forecast5 Analytics, has yielded time savings and improved forecasts. We will continue to invest in leveraging this software solution.

A [sample multi-year budget forecast](#) from 5Cast is typical for several different scenarios that have been shared with the Board of Trustees and other stakeholders since the new software was implemented.

Course Fees Calculation Process

Through the development of an Excel workbook template and workshops with staff, the College has placed more emphasis on consistency in the computation of individual course fees. Currently, the College books both tuition and fees as general revenue rather than allocate them to specific programs. This can make it difficult to determine whether fees are appropriate. With sensitivity to the cost of education for students and fiscal stewardship for the College, use of the Excel template is growing.

Revision of Foundation Funding Priorities

The HCC Foundation is considering program and institutional support as a means to positively impact student experiences. Past development efforts focused heavily on scholarship support and success in these new areas is allowing broader impact. A recent example included donor engagement in a quad enhancement initiative for campus beautification, an endeavor strongly supported by students.

Sources

- CI Portal Operational Planning Guide with example
- FY2018 Base Model C - Operating Funds Summary Report
- Graph - Facilities Preventive Maintenance FY2017
- Graph - Facilities Preventive Maintenance FY2018
- Graph - Financial Reserves Plan
- Graph - Outages ADFS.pdf
- Graph - Outages Blackboard.pdf
- Graph - Outages IRIS.pdf
- Graph - Public CFI.pdf
- IT - 1997 Technology Programming Plan
- IT - 2004 Technology Master Plan
- IT - 2011 Strategic Technology Plan
- Planning Process Narrative
- Strategic Multi-Year Plan for Budget and HR Realignment
- Strategic Plan 2017
- Strategic Planning Model
- Strategic Planning Process

5.3 - Operational Effectiveness

Operational Effectiveness focuses on how an institution ensures effective management of its operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

5P3: PROCESSES

Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals
- Monitoring financial position and adjusting budgets (5.A.5)
- Maintaining a technological infrastructure that is reliable, secure and user-friendly
- Maintaining a physical infrastructure that is reliable, secure and user-friendly
- Managing risks to ensure operational stability, including emergency preparedness
- Tracking outcomes/measures utilizing appropriate tools

5R3: RESULTS

What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)
- Comparison of results with internal targets and external benchmarks
- Interpretation of results and insights gained

5I3: IMPROVEMENT

Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

Responses

PROCESSES

Building Budgets to Accomplish Institutional Goals

The College maintains budgets at multiple levels. A high level calendar outlines [Key Budget Activities](#).

The *Strategic Budget* provides forecasted revenues, expenses and related assumptions. (5.A.5) The Board Finance Committee provides feedback on those forecasts. We update it in conjunction with:

- preparation of annual tax levy
- preparation of operating budgets
- prior to tuition rate decisions
- projection of end-of-year balances
- collective bargaining negotiations
- bond rating activities
- investment decision-making

The Illinois Public Community College Act requires the Heartland Board of Trustees to adopt both a tentative and a final institutional Operating Budget annually. Heartland consistently prepares those budgets, both to comply with the Act and to accomplish institutional goals.

PeopleSoft houses the College's Departmental Budgets. (5.A.5) While the Cabinet determines budgetary allocations for regular personnel, budget managers have spending authority for temporary employees, materials and supplies, meeting and travel expenses, and contractual services within their allocations.

The College's annual operating budgets are posted on the College's website. The most recent is the [Fiscal Year 2018 Budget](#).

Monitoring Financial Position and Adjusting Budgets (5.A.5)

Staff present the Tentative Budget to the Board in June, prior to the start of the new fiscal year. The board receives and adopts the Final Budget in September, when anticipated revenues can be more accurately computed after fall enrollment. (5.A.5)

The Controller and department managers monitor budgets throughout the year. Commitment Control functionality in the PeopleSoft Financials System ensures that expenditures stay within authorized allocations. Budget managers can request transfers between funds during the fiscal year as actual needs deviate from plans, and they can seek vice president approval for contingency funds for unplanned expenditures. (5.A.5)

The Board of Trustees receives and reviews four monthly reports: Investments, Revenues and Expenditures, Travel, and Bills. The Finance Committee reviews and discusses reports with the Vice President of Business Services and the Controller monthly.

In addition to monthly Board reporting, the Vice President of Business Services communicates regularly with the College Advisory Council and periodically with the entire College community regarding budget updates, projections, and other fiscal matters.

Maintaining a Technological Infrastructure that is Reliable, Secure and User-Friendly

The Information Technology (IT) Department plans, maintains, and supports all college-owned computer hardware and software systems, networks, voice and telecommunications systems, and audio/visual equipment. IT permeates the environment and the centralized IT department serves as the caretaker for: numerous enterprise systems (Learning Management System, Student Information System, etc.), "smart classrooms" at all College locations, and many desktop and mobile computing devices.

Helpdesk staff serve as the primary liaisons with all campus users, provide first-level support, and log requests in a helpdesk system. They strive to resolve issues as quickly as possible, but also reassign

and escalate tickets to other IT staff.

The Information Security Committee maintains the College's [Information Security Policy](#), which ensures that confidential and sensitive information (CSI) is protected in compliance with relevant legislation and best practices. The Information Security Committee also maintains [Appropriate Use](#), [Information Privacy](#), and [Password Policies](#).

An annual security program includes training sessions for employees, risk/vulnerability assessments, and regular mitigation activities. The College's emphasis on information security was recognized as a Strength in the 2013 AQIP Systems Appraisal Report (7P7).

Maintaining a Physical Infrastructure that is Reliable, Secure and User-Friendly

The Facilities Division oversees processes to ensure the reliability and security of the College infrastructure and to provide an inviting community for learning.

Campus stakeholders report a vast range of needs, from leaky faucets to room temperature changes. Facilities processes these through a work management system. The Director of Facilities Operations and the Director of Facilities Maintenance determine the best approach for addressing needs and oversee completion of the tasks to address them.

Facilities staff test and perform preventive maintenance on many systems, such as electrical equipment and controls; heating, ventilation and air conditioning; plumbing; and the campus diesel back-up generator.

Security is paramount to the success of learning at the College. This was identified as a Strength in the 2013 Systems Appraisal Report (6P3) and the College continues to devote efforts to improvement. Uniformed security staff care for the main campus 24 hours per day, 365 days per year. They lock and unlock buildings and rooms, respond to medical needs, investigate disturbances, and monitor the flow of people and vehicles.

Stakeholders submit physical infrastructure requirement requests to Facilities. The Executive Director captures these in a master capital requirements list and works with the Cabinet to prioritize them. The Cabinet allocates funds to items deemed most supportive of the College's strategic priorities.

Managing Risks to Ensure Operational Stability, Including Emergency Preparedness

Risk Management efforts in recent years have been focused on Compliance, Safety and Security (including emergency preparedness), and General Risk Management.

Compliance

The Compliance Committee coordinates efforts across the College by inventorying all requirements with which the College must comply by law, regulation, or other binding rule or agreement. It:

- identifies positions with responsibility for specific compliance requirements
- broadly tracks progress on compliance requirements
- oversees development and maintenance of policies and procedures that ensure compliance
- reviews and monitors areas of compliance risk
- prioritizes activities to manage risk
- identifies compliance training needs

Safety and Security

The Vice President of Business Services sponsors several committees, which review College safety and emergency management issues, make recommendations, and implement related action items:

- Emergency Management Planning Committee (EMPC): oversees emergency response capabilities
- Behavioral Intervention Team (BIT): examines behaviors that may alarm members of the College community to determine if subjects pose a risk of harm to themselves or others
- Campus Violence Prevention Committee (CVPC): maintains and implements the [College Violence Prevention Plan](#)
- College Incident Response Teams: engage in periodic training and practice events

The Executive Director of Facilities oversees campus safety and security, a contracted service selected via a Request for Proposal (RFP) process.

A full-time coordinator manages the Safety and Security Services team. Per RFP requirements, security officers are uniformed, background checked, and trained to administer first aid and CPR. They follow very prescriptive post orders, covering such functions as security camera monitoring, foot and vehicle patrols of campus, and assistance to campus visitors.

The College communicates safety and security processes to students and employees through multiple means:

- Safety Video: We regularly update a safety video, remind faculty to show the video to students every semester, and share it with new employees.
- [Immediate Action Guides \(IAG\)](#): Available throughout the campus, these guides contain important information for responding to emergency situations.
- [Campus Wide Drills](#): Post-drill feedback surveys and debriefing sessions identify improvement opportunities.
- [Other Channels](#): The College also distributes emergency preparedness information via e-mail, student and employee portals, and the public website.

Staff regularly test the Emergency Notification System, fire systems, smoke evacuation systems, fire extinguishers, Automated External Defibrillators (AEDs), security alarm buttons, Code Blue stations (i.e. parking lot emergency telephones), and 9-1-1 functionality of the College's telephone system.

Security personnel complete an *Incident Report* form for each incident or concern. Key personnel review all incident reports and route copies to appropriate department heads. For extreme situations, security personnel engage local law enforcement agencies.

General Risk Management

Key positions in other departments perform regular hazards inspections. In collaboration with the College's insurance carrier, staff implemented a continuous improvement initiative to engage employees outside of the Facilities Division to regularly conduct building inspections and report hazards.

The District is exposed to various risks of loss related to torts, such as theft of, damage to, and destruction of assets; injuries to employees; and natural disasters. Among many risk management processes, the College:

- purchases commercial insurance covering many risks
- engages agents and insurance companies in regular policy and incident reviews
- responds to work space ergonomics requests from employees
- conducts periodic college-wide drills
- periodically inspects campus facilities to identify, review, assess, and address potential risks and hazards

5R3 What are the results for ensuring effective management of operations on an ongoing basis and for the future?

Financial Budgets

The College follows a formal budget preparation and adoption process every year. These steps have been completed on-time, despite State of Illinois funding uncertainty in all three of the most recent fiscal years.

Budget Preparation and Adoption for Fiscal Years 2016, 2017, and 2018:

Formal Process Step	Primary Stakeholders	FY16 Date Completed	FY17 Date Completed	FY18 Date Completed
Obtain Student Government Feedback on Tuition & Fees	Student Government	1/22/2015	2/3/2016	1/25/2017
Approve Tuition & Fees	Board of Trustees	2/17/2015	2/16/2016	2/21/2017
Adopt Resolution for Tentative Budget Preparation	Board of Trustees	3/17/2015	3/15/2016	3/21/2017
Budget Planning - Begin	College Advisory Council	3/20/2015	3/18/2016	3/24/2017
Approve/Adopt Tentative Budget	Board of Trustees	6/16/2015	6/21/2016	6/20/2017
Budget Planning - Continued	College Advisory Council	6/19/2015	6/24/2016	6/23/2017
Approve/Adopt Final Budget	Board of Trustees	9/15/2015	9/20/2016	9/19/2017
Budget Planning - Final	College Advisory Council	9/18/2015	9/23/2016	9/22/2017

Contingency Set-Aside Requests Journal

With recent State of Illinois budget and funding challenges, budget managers have had to operate within tighter constraints. To ensure ongoing operations, a formal process now allows budget

managers to seek mid-year funds from the College's budgeted contingency. A sample [journal](#) includes a record of all 39 requests received and approved in fiscal year 2017.

Facilities Customer Care Data

The Facilities department has an established goal of addressing work order requests within 30 days and generally meets that goal. [Facilities Customer Care - FY2017](#) and [Facilities Customer Care - FY2018](#) provide closure-time data.

Annual Crime Statistics

In compliance with the Clery Act, crime statistics are recorded and posted on the College website in the Annual Security Report. Consistent with HCC's [2016 Great Colleges to Work For designation from The Chronicle of Higher Education](#), the number of incidents in 2014 and 2015 were very low, and there were zero incidents of crime in 2016.

Compliance Scorecards

The Compliance Committee reports to the Institutional Effectiveness Council. The Committee's annual report includes a Compliance Scorecard. Additionally, each report documents priorities for the coming year:

- [FY15 Compliance Committee Annual Report](#)
- [FY16 Compliance Committee Annual Report](#)
- [FY17 Compliance Committee Annual Report](#)

In FY17, the Compliance Committee focused efforts on the small number of non-compliant items and on compliance training needs. The [last report](#) includes an FY16-to-FY17 comparison, replicated below.

Compliance Status for Federal Mandates, FY16 and FY17:

Status	FY16	FY17
Not in Compliance	6	2
Compliance Marginal	29	29
In Compliance	132	134
Status Unknown	9	9
NA	36	38

Infrastructure - Elevator Reliability

The Facilities department collected data on elevator downtime due to a high frequency of problems on two of the campus's oldest units. [Main Campus Elevator Downtime, FY17](#) presented a compelling case for addressing those two elevators.

Paper Based Incident Report System

Security staff diligently complete incident reports on paper forms for parking lot mishaps, student conduct issues, medical emergencies, and other situations. Hundreds of paper forms for this process are in storage.

An initiative to rekey data from paper forms into a single database was laborious, presented many data definition challenges, and was quickly abandoned. Staff decided the costs of extracting trend information from those forms outweighed the benefits.

Risk Management Claims

The College's general liability and worker's compensation insurance provider computes an Experience Modification Factor (EMF) rating. Generally, a score less than one is favorable. [Insurance Experience Modification Factor, 2013 through 2018](#) data depicts a slight downward trend, consistent with the College's risk reduction strategies. Additionally, [Insurance Claim Amounts and Number, 2012 through 2017](#) also show a desirable, downward trend.

Responses to Major Equipment Failures

During 2016 and 2017, the College suffered three major infrastructure problems. Proactive efforts to repair problems minimized campus disruptions and insurance coverage designed for mechanical repairs minimized the financial impact.

Capital Asset Major Repairs, 2016 through 2017:

Asset	Date of Damage/Failure	Repair Cost	Damages Recovered (Insurance)	Cost to College (After Insurance)
Emergency Generator	Feb-16	\$83k	\$81k	\$2k
Chiller	Aug-16	\$93k	\$92k	\$1k
Pedestrian Bridges	Jun-17	\$198k	Pending	Pending

5I3 Based on 5R3, what improvements have been implemented or will be implemented in the next one to three years?

Infrastructure - Elevator Reliability

Due to the poor performance of the older elevators, the College completed some major repairs in FY18 and the Board of Trustees approved funding for complete rebuilds in FY19.

Implementation of Maxient System

To improve the handling of security incidents and student conduct cases, the College implemented Maxient, a centralized reporting and record keeping solution. The software allows for fast and secure sharing of incident information, collection of evidence, and provides insights that were not available with the paper-based system.

Maxient Cases and Incidents by Type, Academic Years 2016-2017 and 2017-2018:

Type	AY2016-2017	AY2017-2018	Grand Total
Academic Integrity	23	23	46
Behavioral Intervention Team (BIT)	8	10	18
Grievance	3	8	11
Security Incident Report	56	61	117
Student Conduct	54	39	93
Title IX	9	7	16
Grand Total	153	148	301

Comprehensive Insurance Services Request for Proposals

While the College has favorable insurance scores and claims history, a proactive stance in maintaining the best rates and services will spawn a Request for Proposals process in 2019 or 2020. The College re-evaluates many professional and contractual services periodically, often in three-to-seven year cycles.

Sources

- Appropriate Use At Heartland
- Budget FY18
- CI Portal Operational Planning Guide with example
- College Violence Prevention Plan 08-01-17
- FAC - 2016 Annual Security Report (and Crime Statistics)
- FY15 Compliance Committee Annual Report
- FY16 Compliance Committee Annual Report
- FY17 Compliance Committee Annual Report
- FY2017 Contingency Set-Aside Requests Journal
- Graph - Elevator Downtime FY2017
- Graph - Facilities Customer Care FY2017
- Graph - Facilities Customer Care FY2018
- Graph - Inspections-Hazards Reporting - EMF Ratings
- Graph - Liability and Workers Compensation Claims
- Great Colleges to Work For 2016 - HCC Recognition
- Immediate Action Guide
- Information Privacy Policy
- Information Security Policy
- Key Budget Activities
- Password Policy
- Tobacco Free Policy

6 - Quality Overview

6.1 - Quality Improvement Initiatives

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

6P1: PROCESSES

Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives
- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

6R1: RESULTS

What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I1

Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Responses

6P1: Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes.

Selecting, deploying and evaluating quality improvement initiatives; and Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

Upon completion of our AQIP Systems Portfolio in November 2013, and receipt of our Systems Appraisal in February 2014, the College identified a need to establish a new infrastructure for continuous improvement.

The AQIP Categories have changed in the intervening period. While a number of the "old" Category 8 processes, results, and improvements were identified as Strengths, one area directly related to the "new" Category 6 that was identified as an Opportunity was developing processes to collect and analyze measures that would enable a comprehensive systematic approach for monitoring continuous improvement. We were doing lots of good things across the College, but we were not doing them in a

systematic nor systemic manner. To the point, we were not connecting resources, especially data, to continuous process improvement. We also were designating projects as AQIP Action Projects that did not have a clear and direct link to AQIP Systems Portfolio process improvement.

Therefore, the College formed a new Institutional Effectiveness Council. The IE Council's charter identifies its purpose as: "In alignment with AQIP, to develop and guide the processes and procedures for continuous improvement at the College, specifically for strategic planning, operational planning, strategic budgeting, and measuring effectiveness."

IE Council Membership:

- President
- Vice President of Business Services
- Vice President of Continuing Education and Advancement
- Vice President for Learning and Student Success
- Chief Information Officer
- Associate Vice President for Academic Affairs (also serves as Co-Chair of AQIP Coordinating Committee)
- Additional Co-Chair of AQIP Coordinating Committee
- Executive Director of Institutional Research
- Assessment Committee Faculty Representative
- Additional rotating members with CI expertise and training or expertise for current IE Council Projects and representatives as appropriate to ensure representation from Business Services, Continuing Education and Advancement, and Learning and Student Success and to ensure representation from all employee groups (Classified, Professional/Technical, Faculty)

The Council completed an AQIP Action Project to develop the College's continuous improvement infrastructure, which included the establishment of a revamped AQIP Coordinating Committee. That Coordinating Committee carries out the functions in its Charter, the first of which is to "Select, Manage, and Review AQIP Action Projects."

The AQIP Coordinating Committee has a broad-based membership drawing from every organizational area and each employee group of the College. The committee is co-chaired by a faculty member and a member of the President's Cabinet. The committee also includes an Action Projects Manager, who assists all project leads with establishing project timelines and ensures progress is measured and recorded.

During the 2014-2015 Academic Year, the AQIP Coordinating Committee launched a [Continuous Improvement Portal](#). The CI Portal provides an organizational structure through which individuals and groups across the College can identify and track activities aimed at improving College processes. When logging activities, owners can elect to have their plans reviewed by the AQIP Coordinating Committee continuous improvement projects team. This review process offers the opportunity to link activities across campus, to identify activities that align with specific categories of the Systems Portfolio (in which case the activities will be shared with category champions), and to identify activities that should be developed into Action Projects. The team can offer tools, strategies and coaching to activity leads.

By utilizing the CI Portal, activity leads and teams are FOCUSing planning efforts. FOCUS stands for:

Find the right opportunities to improve

- Organize and
- Clarify how to improve
- Understand what you are improving
- Select the best ways to improve

The portal tracks activities across four phases:

Plan	Planning involves asking the right questions upfront, clarifying outcomes and measures, identifying resources and support, and making appropriate connections across campus.
Do	Doing involves implementing the project or process.
Check	Checking involves measuring the results of the project in meeting the outcomes.
Adjust	Adjusting involves making improvements to the project based on results.

6R1 What are the results for continuous quality improvement initiatives?

Since Heartland’s previous Systems Portfolio, the College has pursued 5 action projects. Four are complete. Among these four were participation in the Higher Learning Commission’s Academy for Student Persistence and Completion, the Development of a Continuous Improvement Projects Process, and the Establishment of a Continuous Improvement Framework. A 4th project, Program Review Process Revision, is being revised in light of recent changes to the Illinois Community College Board’s program review requirements. The final project was to Refine an Integrated Strategic Planning Process. The College anticipates retiring this project once the current strategic planning activities establishes Key Performance Indicators and develops a dashboard for monitoring. This is anticipated to be completed during AY 17-18.

As was pointed out in the last Systems Appraisal, the College lacked processes to collect and analyze measures that would enable a comprehensive systematic approach for monitoring continuous improvement. In response to this opportunity, the College established the Institutional Effectiveness Council. This cross-campus group, which includes representatives from all employee classifications, meets regularly and provides oversight for continuous quality improvement processes. The IE Council has led the College’s development of an integrated strategic planning process and the formation of the Continuous Improvement (CI) Portal.

In the past, many projects and activities were undertaken with the intent of improving both processes and outcomes. However, these were neither systemic nor systematic. No coordination was present, and it was unlikely efforts in one area would be translated into other areas. Through the use of the CI Portal, the College has developed a systematic process for planning and implementing improvement projects and a process by which disparate projects can be aligned and coordinated.

As of December 31, 2017, 133 projects have been entered into the CI Portal. At that time, 48 were in the planning phase, 26 were in the implementation phase, 7 were in the assessment phase, and 12 were in the adjustment phase. Since initial development of the portal, a number of modifications have been made, including the introduction of 3 additional phase indicators – Complete, Cancelled and Deferred. As of December 31st, 31 have been marked as completed, 6 as cancelled, and 3 as deferred.

While the CI Portal allows project leads to link their efforts with the College's Strategic Priorities, it also allows the AQIP Coordinating Committee to link projects with the AQIP categories. As of December 31st, 29 projects have been linked to Cat 1, 40 to Cat 2, 9 to Cat 3, 10 to Cat 4, 14 to Cat 5, and 6 to Cat 6.

6I1 Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

Improvements for 6P1 are captured together with 6P2.

Sources

- CI Portal Home
- CI Portal Operational Planning Guide with example

6.2 - Culture of Quality

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

6P2: PROCESSES

Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality
- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)
- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)
- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

6R2: RESULTS

What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

6I2: IMPROVEMENT

Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

Responses

6P2 Describe how a culture of quality is ensured within the institution.

W. Edwards Deming articulated continuous quality improvement (CQI) through a simple four-step process that came to be known as the Deming Cycle – Plan-Do-Check-Adjust. Heartland has embraced this cycle as the College moves towards developing solid processes that employ rigorous assessment of institutional effectiveness, planning for improvement based on the evidence provided by the assessment, resource allocation and implementation, followed by formative and summative evaluation. Integrated within this cycle is the College's belief in shared ownership of CQI across all levels of the College. This forms the infrastructure to support a culture of quality and continuous improvement at the College.

The College has just completed the development of a new [Strategic Plan](#). The success of such a plan is informed by assessment of institutional effectiveness through the College's key performance indicators (KPIs), which are derived from the Vision, Mission and Values of the College. Goals and

strategies have been developed to meet identified needs for improvement. For strategies to be operationalized and implemented, the College's budget development model must objectively assess the potential impact of those strategies to help guide resource allocations to those areas with the greatest likelihood for improved outcomes. Once the strategies are operationalized, activities are evaluated both formatively and summatively through KPIs. Then, the cycle repeats. (5.D.1)

The structure of the [Strategic Plan](#) is multilayered. Built upon the foundation of the Vision, Mission and Values, the Strategic Plan informs the [Academic Plan](#), which in turn informs divisional strategic and operational plans, the Facilities Master Plan and the Information Technology Strategic Plan. All of these are wrapped around by the Strategic Budget, which both informs and is informed by the other plans.

The College believes institutional budgets are, in fact, value statements. In good times, the administration directs resources where it finds the greatest value. However, the current financial situation for institutions of higher education across the state of Illinois is anything but good. During difficult financial times, it is critical that the College provide adequate funding to critical functions while also seeking to support continuous improvement. This requires a clear strategic plan with broadly-shared ownership. It is this requirement that has driven the College to explore an updated Strategic Plan.

Over the last few years, and certainly since the College produced the last Systems Portfolio, Heartland has made evidence-informed decision making, strategic budgeting, and clearly articulated processes the foundation of its growth and transformation. Although there have been pockets of the organization focused on CQI, and even elements of the Plan-Do-Check-Adjust cycle at the institutional level, until recently the College's culture and operations have not been clearly connected to this concept. (5.D.1)

Under the guidance of the Institutional Effectiveness Council, the College is developing the necessary infrastructure and processes to openly assess institutional effectiveness and to widely distribute the results. Across the College, a culture of CQI is emerging. Processes for the assessment of student learning and non-academic program and service review based on our Essential Competencies, assessment of campus safety, and others are taking shape. Honest conversations are taking place about where they are succeeding and where they can be improved. (5.D.2)

The Institution has developed a centralized, technology-based system to facilitate the documentation, review, and archiving of continuous improvement efforts. The system, called the [Continuous Improvement Portal](#) (CI Portal), is described in 6P1 above. (5.D.1) The portal is central to the processes developed for implementing quality improvement initiatives. Through its [Strategic Planning Process](#), the College is striving to create a system for strategy implementation, monitoring, and improvement, as well as for strategic employment of available resources focused on improvement and the assessment of planning. Through ongoing program and service review, the College has integrated our Essential Competencies into both academic program review and non-academic program and service review. Combined, these efforts reflect a systematic generation of organizational learning that ensures the gradual manifestation of an improvement culture. (5.D.2)

6R2 What are the results for continuous quality improvement to evidence a culture of quality?

As is evident in section 6R1, the introduction of a Continuous Improvement Portal has resulted in a large number of CI projects being documented and aligned through a standard project development and implementation process. Reviewing each of the projects would be unproductive for the purposes of the Systems Portfolio. Instead, presented here are representative projects related to each of the 6 AQIP categories.

Category 1: International Student-Athlete Writing Sample Process

Due to eligibility and length of scholarship/waiver, student-athletes who are placed into the Academic English Language Program (an academics-focused English as a Second Language program) are typically not successful in completing a degree program. This project developed a writing sample placement process that provided prospective international student-athletes with more accurate information concerning their prospects for success.

Measures of success included:

1. Increased rates of international student-athletes progressing and completing degree programs
2. Increased percentage of international student-athletes completing their degree within the timeframe of athletic eligibility and scholarship/waiver (two years)
3. Provided data on the efficacy of using the third-party vendor to implement remote testing
4. Provided data to inform plans to expand remote testing to all international applicants

Category 2: Unified Progress Check Process

Four campus groups require faculty to complete academic progress reports for their students (Athletics, TRiO – Project Rise, International Programs, and Heartland Academy for Learning Opportunities). The processes were all different, requiring faculty to fill out a variety of forms on differing timelines. At times, faculty may have been asked to prepare multiple reports for the same student when that student was engaged in more than one of these groups. Faculty asked that a more efficient process be developed.

Measures of success included:

1. Development of a unified form/process
2. Deployment of form/process
3. Increased completion rates for the form/process
4. Increased faculty satisfaction with the form/process

Category 3: Faculty Load Approval and Compensation Process

The faculty load entry, approval, and compensation process was in need of improvements to address inefficiencies and lack of clarity. The desired outcome was a process that would allow for electronic entry of various load assignments at different points of time, electronic approval of loads, and a trigger to Human Resources to pay based on entered load.

Measures of success included:

1. An electronic system
2. Paperless entry, approval, and payment trigger
3. The system can accommodate changes in load assignment at any point in the term and trigger new approvals and payments

Category 4: Continuing Education Restructure

As one Continuing Education (CE) administrator resigned, others offered input on how/where CE might redistribute administrative responsibilities. Questions arose as to whether current structure provided oversight for operational needs. For instance, CE did not have dedicated individuals

responsible for operations that span the entire unit. Those operations, such as marketing, effectiveness, sales, and logistics, were handled piecemeal.

Measures of success included:

1. Identified KPIs relative to CE
2. Defined key functional needs spanning CE operations
3. Provided accurate differentiations among CE positions (current and proposed)
4. Clearly defined processes for major CE operations
5. Provided training plan to assist in implementation of new processes and responsibilities

Category 5: Evaluate Efficacy of New Customized Training Pricing Model

The renewal of several customized training contracts revealed a lack of consistency in how contracts were developed relative to pricing. CE staff consulted with faculty content experts to develop a new pricing model. This new model was examined to ensure pricing is accurate and allows for customized training to move from a cost recovery to a profit center model.

Measures of success included:

1. Increased revenue over expenditure gap (profits) by 10%

Category 6: Refine Integrated Strategic Planning Process

The current strategic plan expired at the end of AY 2016-17. The Institutional Effectiveness Council identified the need to create a new process for developing the strategic plan that integrated academic planning, master planning, operational planning, and the strategic budget. The process was also intended to align strategic planning with continuous improvement efforts and AQIP practices.

Measures of success included:

1. Gained insights on broad college support of the current strategic plan
2. Determined how to transition from current plan to new plan
3. Defined an integrated strategic planning process to be used to develop a durable strategic plan
4. Initiated implementation of the new planning process

6I1 and 6I2 Based on 6R1 and 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three years?

The Institutional Effectiveness Council, recognizing the College lacked sufficient systematic and systemic approaches necessary to support a culture of continuous improvement and having a desire to create such approaches, developed a system of three-year plans aimed at achieving specific IE goals. Under the first three-year plan (2015-2017) the council targeted four outcomes.

- Outcome 1: At the end of the 3 year plan, a majority of full-time regular employees will be able to articulate what Continuous Improvement and AQIP are at Heartland Community College.
- Outcome 2: In three years, a growing number of employees will use a systematic and systemic approach to documenting and improving processes.
- Outcome 3: In three years, a growing number of improvement efforts will be aligned to the institutional strategic plan and the AQIP framework.
- Outcome 4: In three years, a growing number of employees will view CI/AQIP as important to achieving individual and institutional goals and will have a positive view of CI/AQIP.

The Council conducted employee surveys to establish progress on outcomes 1 and 4 and developed the CI Portal to track outcomes 2 and 3.

The second three-year plan (2018-2020) targets three outcomes aimed at improving quality efforts.

- Outcome 1: In three years, a growing number of employees will use operational planning tools and the CI Portal as a systematic and systemic approach to documenting and improving processes.
- Outcome 2: In three years, a growing number of improvement efforts will be aligned to the institutional strategic plan and the AQIP framework.
- Outcome 3: In three years, a growing number of employees will view operational planning as relevant and important to achieving individual and strategic, college-wide goals.

Sources

- Academic Plan 2017.pdf
- CI Portal Operational Planning Guide with example
- Strategic Plan 2017
- Strategic Planning Process