



Highland Community College
Academic Quality Improvement Program
Systems Portfolio
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HIGHLAND
COMMUNITY
COLLEGE

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Overview

Highland Community College is a two-year co-educational public community college maintained by the Board of Trustees of Illinois Community College District No. 519 under the coordination of the Illinois Community College Board and the Illinois Board of Higher Education. The College was brought into existence by the people of northwestern Illinois at a public referendum on October 1, 1966.

Freeport Community College, which was assimilated by the new district, was established by public referendum in November 1961, and opened its doors in September 1962. In June 1967, Freeport Community College became a part of the new Highland Community College.

HCC serves a district population of approximately 90,000 residents from the northwest Illinois counties of Carroll, Jo Daviess, Ogle and Stephenson and includes the high school districts of Aquin, Dakota, East Dubuque, Eastland, Forrestville Valley, Freeport, Galena, Lena-Winslow, Orangeville, Oregon (Mt. Morris), Pearl City, River Ridge, Scales Mound, Stockton, Warren, and West Carroll.

The College serves roughly 6,000 students each year, including more than 1,000 students enrolled in Community Education and Business Institute courses, and 600 students enrolled in Adult Education.

Mission

Highland Community College is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage the personal and professional growth of the people of northwestern Illinois. This mission is carried out by:

- Providing instruction to enable students to complete specific vocational degrees and certificates.
- Providing occupational training, retraining, and/or upgrading of skills to meet individual, local, and state needs.
- Providing developmental and general education designed to meet individual educational goals.
- Providing community education designed to meet local cultural needs and encourage lifelong learning.
- Providing opportunities that enhance cultural understanding through international education.
- Providing a range of student support services that recognizes and supports the educational goals and needs of a diverse student population.

Core Values

Highland Community College is actively committed to the core values of integrity, compassion and respect.

Category 1: Helping Students Learn

O1. Highland Community College is proud to be a comprehensive community college providing for the learning needs of the citizens of our district, District 519. The College strives to take every learner from where they are to where their full potential allows. It does this by providing a wide range of programming supported by numerous learner services as is more fully described in the College's Category One responses. The College provides for the learning needs of its diverse citizenry by offering the following:

- Associate degrees in Science, Arts, Teaching – Secondary Mathematics, Teaching – Early Childhood Education, Engineering Science
- Associate of applied science degrees in 23 occupational areas
- Certificates in 30 occupational areas
- Developmental coursework in Mathematics, Reading and Writing
- Community Education to encourage lifelong learning
- Occupational training, retraining, and skills upgrading to meet individual, local, and state needs
- Economic development assistance through partnerships with business, local government, and other educational institutions
- Adult Education, English-as-a-Second Language, GED preparation
- A full range of student support services to assist the success of all learners

Support services and systems to aid learner success include

- Career exploration and advising (see 1P7)
- First Year Experience Seminar (see 1P9)
- Special accommodations and assistance (see 1P10)
- Tutoring Services (see 1P15)
- Computer and Library Services (see 1R5)
- The Writing Center (see 1I1)
- Advising Services (see 6R2)

The College's academic climate is shaped by its belief that all students who want to learn, and are willing and able to commit the required effort to learn, can be successful. To this end, the College has identified and assesses student mastery of the General Education competencies, specific program outcomes, and has processes in place to provide for an efficient and effective course delivery system. The specific details concerning General Education competencies, program outcomes and effective course delivery are contained in the following:

- Determination of General Education competencies (see 1P1)
- Determination of program outcomes (see 1P2);
- General Education competencies, program outcomes and assessment results (see 1R1, 1R2, and 1R3)
- Course delivery system (see 1P13)
- Program Review or development (see 1P13, 1P3, 1P14).

Category 2: Other Distinctive Objectives

O2. Highland continues to articulate the following objectives as ways to carry out the broader objective of “encouraging the personal and professional growth of the people of Northwest Illinois.” The College continues working with the distinctive objectives of the Leadership Programs, Summer Youth Sports Camps, HCC Foundation, Upward Bound, and Retired and Senior Volunteer Program (RSVP), formally known as the Retired and Senior Volunteer Program. Due to space limitations and following the suggestion of the March 2008 AQIP Quality Checkup Visit Team, the College will include detailed process responses only for one distinctive objective, the Re RSVP program, but will include results for the other distinctive objectives. A brief description of the other distinctive objectives follows.

- **Leadership Programs:** Highland has a longstanding program of leadership development within the College district and area high schools. Recognizing the value of these programs internally, a Employee Leadership Institute was established for the fall 2007 semester. As a result of an analysis of the summative evaluation of the program, the program underwent considerable refinement, most notably in the development of the assignment of a leadership project. As part of this project, program completers are expected to focus attention on a College issue or need, to help advance the campus in the subsequent semester. These projects included serving on a committee to chart College goals and overseeing a fundraising project to help launch financial support for our new nursing wing that was added to our Natural Science and Math building.
- **Summer Youth Sports Camps:** The camps are open to youth in the Freeport and surrounding areas who are interested in improving their skills in basketball, volleyball, baseball, and/or softball. The programs are designed to teach fundamentals, develop proper skills, team competition, and increase interest and enjoyment of sports. As a result of the AQIP process, final surveys were generated to track participant satisfaction. The majority (approximately 90%) of the comments were very positive, with few adjustments needing to be made.
- **Upward Bound,** a federal TRIO program, serves 65 high school students from Freeport, Lena-Winslow, Eastland, Pearl City, and Savanna. The free program provides tutoring, teambuilding, academic guidance and instruction, ACT test prep, college selection and application preparation, and summer work-study. The program has standardized objectives established by the United States Department of Education. These objects include persistence as participants in the Upward Bound program, academic improvement (as measured by GPAs, standardized test scores and grade completion), post-secondary enrollment, and post-secondary persistence. Interested students complete an application and the family meets with Upward Bound staff to learn about the program's goals and expectations.
- **The HCC Foundation** continues to play a vital role in the operation of the campus. The HCC Foundation has provided support to the College for over 46 years. This support includes student scholarships at a level of approximately \$350,000 per year. The Foundation is currently conducting the *Growing for tomorrow... changing lives today* major gift campaign. Funds from this campaign are being used to pay for the new Ray and Betty Stamm Health Science Nursing Wing and a Wind Turbine Technician Training Center. Unfortunately, the economic downturn has influenced the amount of the revenue generated back to the Foundation endowment.

Category 3: Understanding Students' and Other Stakeholder's Needs

O3. During the past four years since the College's 2006 System Portfolio was submitted, the College has made significant strides in better identifying its student and stakeholder needs. It has also improved its success in maintaining student and stakeholder relationships and in measuring student and stakeholder satisfaction with the College.

A survey plan was designed in 2009 to better assess the College's relationships and successes with students and other stakeholders (see 3P1).

Additional processes and activities are now in place to aid the College in building and maintaining its student relationships (see 3P2).

Key stakeholder groups are identified in response 3P4 along with some of the process to build and maintain these relationships.

One of the College's core values is "Integrity". The College has a well defined complaint process to ensure students and other stakeholders are treated fairly and with respect (see 3P6).

Evidence of the College's success in building and maintaining relationships with its students is given in 3R2 and 3R3. The extent to which the College is meeting the expectations of other stakeholder groups is indicated in 3R4.

Training to help College staff better build and maintain its students and other stakeholders is summarized in 3I2.

Category 4: Valuing People

O4. The College has four main branches within its organizational chart ([HCC Organizational Chart](#)). These areas include: Academic Services, Student Services, Administrative Services, and Human Resources. Highland's employee population is classified into four categories: administrative, professional, faculty and classified staff, with a total of 401 employees, 60% of which are part-time. Below is a table which shows a further breakdown of the College's employee population.

Table O.1 Employee Classification Spring 2010

Employee Classification	Number	Full-Time	Part-Time	High School/GED	Certificate	Associate	Bachelor's	Master's	Doctorate
Administrative	16	14	2	0	0	2	6	3	5
Professional	47	39	8	4	1	8	17	17	0
Faculty	220	46	174	15	11	17	64	104	9
Classified	118	66	52	60	5	24	21	8	0
Total	401	165	236	79	17	51	108	132	14

In addition, the College also employs 162 student workers and 85 Youth Experience Workers. The Youth Experience Program is a federally funded program administered through the Workforce Investment Act program, Partners for Employment. The College continues to have two unions representing the full-time faculty and part-time and full-time custodial/maintenance staff. Highland's workforce is used and organized based on several factors including succession planning, strategic planning and college-wide goals, and departmental objectives.

Budgetary resources are considered as well. A Resource Allocation and Management Plan has been developed that takes into account recent trends, potential challenges and opportunities, and college-wide needs for the upcoming five-year period. Annual updates to the plan are made using current data and input from all areas of the College. The plan provides information to use in financial and budgetary planning and future operations at HCC. Such planning is directly related to the College's strategic plan, operational needs, and human resources. The College's most recent major reorganization in 2008 involved splitting Academic and Student Services into two separate sections. As a result of the division, an Associate Vice President, Student Services position was created to lead the student services, enrollment management, marketing, and institutional research functions of the College, including the continued development of the Common Intake System and quality improvement initiatives. Positions were also created and merged into others to better serve the needs of the division. The creation of the new division was in response to the retirement of the Dean, Arts, Sciences and Learning, anticipated retirement of the Vice President of Academic Services and strategic planning that focused on the implementation of the Common Intake System and increased enrollment.

Category 5: Leading and Communicating

05. Highland Community College is considered a unit of local government controlled by a seven member elected Board of Trustees, serving staggered six year terms, joined by an elected Student Trustee who serves a one year term. The College is governed directly at the state level by the Illinois Community College Board (ICCB) which is a unit of the Illinois Board of Higher Education (IBHE). The IBHE has oversight of all public higher education institutions. The College has implemented Board policies which form the strategies of operation for the College and allow the College to comply with the Illinois Public Community College Act and the Administrative Rules contained therein.

The Board of Trustees is a policy-making board authorized by the State of Illinois, through the ICCB to ensure that the College operates and is in compliance with all local, state, and federal regulations which apply to Illinois community colleges.

The administrative structure of the College provides the framework through which ICCB rules and regulations and Board policies are enacted and implemented. Strategies are developed by the College Council, the President's Cabinet, and the College Leadership Team.

The Student Senate provides a communication link from the student body to College administration and the Board of Trustees. The faculty is unionized and meets as the Faculty Senate both for governance of their group and to serve as a direct link to administration and the Board of Trustees, if necessary. The Custodial/Maintenance group is unionized and serves the same purpose for their membership.

A critical committee on campus is the Policy Review and that group is involved with the ongoing process of both reviewing and updating College policy and considering new policy items. This group presents their recommendations to the Board through the College President. Changes or additions to policy require at least two readings by the Board before being enacted.

Highland Community College strives to serve as a model for legal, ethical, and social issues through enactment of policies and procedures as well as through active partnerships with district communities.

As a comprehensive community college, Highland is looked to not only for education but also for enrichment, service on local non-profit boards, volunteer efforts in the communities and as a

prime component of economic development. All of these efforts are aligned with the College's mission, policies, and core values of Integrity, Compassion, and Respect.

Category 6: Supporting Institutional Operations

O6a. As a comprehensive, public community college that is committed to shaping the future of our communities by providing quality education and learning opportunities through programs and services that encourage professional and personal growth of all district residents, Highland Community College strives to provide a wide range of administrative support services to assist students, faculty and staff in achieving this mission.

Administrative support services are designed to provide the appropriate environment, resources, procedures, and assistance to help students and staff succeed in fulfilling the College's mission. Support services can be divided into three major categories as shown in Table O.2

Table O.2 Administrative Support Services

Student Services	Learning Resources	Administrative Services
Academic Advising	Academic Computing Support	Accounting
Accounts Payable and Receivable	Adult Education	Copier Services
ADA Support and Compliance	Audiovisual Services	Community Relations
Admissions and Records	Library Services	EEO Support
Athletics	Success Center	Human Resources
Bookstore		Information Technology Services
Career Services		Institutional Research
Commencement Services		Physical Plant
Financial Aid		Purchasing
Instructional Technology Services		Security Services
Student Clubs and Activities		

O6b. The facilities used to support the services outlined above are situated on Highland's 140 acre main campus, located just outside Freeport, Illinois and at Highland West in Elizabeth, Illinois. The main campus has been designated as a regional arboretum by the Illinois Department of Conservation and includes a five-acre natural prairie, two-acre pond, woodland and athletic fields. The main campus includes ten buildings:

- Marvin Burt Liberal Arts Center: eleven classrooms (including two computer-equipped classrooms), the Clarence Mitchell Library (including an open computer lab), the Dorothy and Robert Rimington Student Success Center, administrative and instructor offices.
- Natural Science and Health Center: nine classrooms and science labs, administrative and instructor offices.
- Ray and Betty Stamm Health Science Nursing Wing: a 13,694 square foot health science nursing wing added to the Natural Science and Health building in May of 2009; the wing is comprised of four state-of-the-art labs and three dedicated classrooms.

- Ferguson Fine Arts Center: two classrooms, band, chorus, and practice rooms, art studios, faculty offices, Fine Arts Theatre, Highland Gallery.
- Student Conference Center: two classrooms, administrative offices, advising and admissions, financial aid and business offices, bookstore, cafeteria, student lounge, Career Center, HCC Foundation, Columbia College offices.
- Community Services Center: three general classrooms, adult education offices and classrooms, Retired and Senior Volunteer Program, truck driver program office, county cooperative extension service.
- Business and Technology Center: four classrooms, five computer labs, automotive program labs and offices, cosmetology center, administrative and faculty offices.
- Wind Turbine Technician Training Center: two dedicated classrooms, sophisticated hydraulics lab and a large training “shop” that houses the equipment, components and tools for the Wind Turbine Technician programs.
- Sports Center: Northwest Illinois YMCA, athletic offices, Larry F. Kahl Gymnasium
- Child Care/Training Center: numerous classrooms and observation areas providing daycare services to children of College staff and district residents.

Highland West, located 35 miles west of the main campus, in Elizabeth, Illinois, is housed in a single building, which provides eight classrooms, a computer lab, a gymnasium and administrative offices. The West campus allows the College to better serve the residents in Jo Davies and Carroll Counties.

Category 7: Measuring Effectiveness

07. Institutional and program accreditation requirements and mandated federal and state reporting largely determine the data and information collected and distributed, yet a significant amount of data collection, analysis, and sharing is a result of other needs to make sure that HCC is delivering on its institutional and department mission and goals. As such, HCC engages in strategic planning and goal-setting, utilizes a balanced scorecard and set of monitoring reports, implements a three-year institutional survey plan, executes special research/evaluation studies, and fulfills a number of ad hoc data requests on a daily basis. Efforts are being made to increase the amount of comparison data collected and being used.

HCC's information system is comprised of a network of systems, but the largest of these is SunGard Higher Education's Banner, the College's enterprise resource system. A data warehouse (Operational Data Store) and a third-party reporting tool (WebFOCUS) facilitate the querying of data from this system for the power users trained in programming the development of reports. WebFOCUS also allows for the dissemination of the developed reports to users in a number of defined reporting groups via a web accessible environment.

Category 8: Planning Continuous Improvement

08. The College has an ongoing commitment to providing an affordable educational experience to the students in our district. Organizational planning processes such as the Strategic Plan

have been modified to give the organization a better opportunity to react to changes in the local, state, and national economies.

The funding of community colleges has changed significantly over the years. The College needs to react to these changes to determine how to best use the financial resources we have, as well as try to develop new sources of funding. While tuition and state funding are each a part of the funding equation for the College, taxes make up a large percentage of the College's funding. It is important that district taxpayers are aware of the significant social and economic impact that the College has on the communities served. Enrollment varies from semester to semester, and the institution must be flexible to respond to these changes. Being able to develop both proactive and reactive plans to work with differing volumes of students also becomes very important. Funding and student volume can be sources of both challenges and opportunities. Measurements presented throughout the Systems Portfolio were developed to help us better respond to changes in both areas.

As a community college, the institution also has a strong commitment to providing programs and services that are needed locally. While the primary concern of the college has to do with providing an educational experience to our students, we also have an obligation to satisfy the needs of organizations in our district. We have collected data from organizations in order to identify and work together to satisfy their needs.

Highland has become data-driven by necessity. Our ability to present the status of our College both in the present, as well as the future, is critical for the ongoing success of our institution. A constraint in our system relates to the resource capacity in institutional research and planning functions. The Office of Institutional Research, for example, is staffed with one Director who serves the entire organization and the College employs one and one-half data analyst positions in the Information Technology Department to help satisfy state and internal ad hoc reporting needs. The College continuously seeks tools and training to assist staff and faculty with the analysis and interpretation of data.

The College has experienced a tremendous level of community commitment throughout its nearly 50-year history. This benefits the institution through excellent relationships with donors and stakeholders, but also in providing program development opportunities. An example of this interaction is the recent development of the Wind Technology and Emergency Medical Services (EMS) programs. Both programs resulted from community initiatives and needs. The EMS program was an outgrowth of communication and support provided by local fire and ambulance services.

Category 9: Building Collaborative Relationships

09. The College has key relationships with educational boards and institutions, businesses, and community organizations. Many of these collaborations were established in the early years of the College's history. These relationships represent areas identified by AQIP and are described here.

HCC maintains collaborative administrative relationships with the Illinois Community College Board, the Illinois Board of Higher Education, and the Higher Learning Commission. These relationships ensure that the College has the resources and expertise to offer approved programs that meet the needs of Highland's district residents. HCC also partners with 16 public and private in-district high schools, three vocational delivery systems, and other public secondary schools located nearby but outside the College district. These institutions provide an

educational destination for high school graduates through scholarship programs, academic enrichment programs, Tech Prep, dual credit courses, and various articulation agreements. HCC has also developed cooperative and articulation agreements with several two- and four-year institutions across Illinois and in Wisconsin to offer certificate, associate degree, and transfer degree programs. For example, a branch of Columbia College-Missouri was established on the HCC campus in the late 1990s as a site for baccalaureate level degrees.

For decades, business representatives have partnered with the College through advisory committees to direct the development of office technology, nursing, automotive technology, and other occupational programs to meet local needs. These relationships resulted in corporate donations of scholarships, equipment, materials, and expertise to support program development. Businesses have also joined with the College to extend learning beyond the classroom by hosting student interns. The Business Institute works with district employers to provide customized training in safety, computer applications, and other technical subjects to employees.

In the 1970s, the College began an association with the Family YMCA of Northwest Illinois that resulted in construction of a YMCA facility on campus. These two organizations share the facility that hosts YMCA programming, HCC athletics, community events, and commencement ceremonies in inclement weather. HCC also hosts the local University of Illinois Cooperative Extension Service office and its programming for district residents. Through a memorandum of understanding, HCC has been designated as the medical distribution site in case of a medical emergency in Stephenson County. This collaboration with the Stephenson County Health Department, Stephenson County Emergency Management Agency, American Red Cross, and other regional service providers has proven effective.

At the time this update to the Systems Portfolio is being completed, we focus attention on the following examples that illustrate collaborative relationships in support of our responses to Category 9 questions:

- Advisory Committees
- Business Institute
- Dual Credit Program
- Nursing Program
- Americans with Disabilities Act
- Common Intake System
- Partnership with Sauk Valley Community College
- Emergency Disaster Site

Process, Results, and Improvements

Category 1: Helping Students Learn

1P1. The College's 2006 Systems Portfolio response to 1P1 was rated a strength (S). In the three-plus years that have elapsed, the College's general learning objectives (general education competences) have been reviewed, revised, and reduced in number. As with the original general education competencies, the College's full-time faculty, academic deans, and Vice President of Academic Services are involved in determining the competencies. These changes and reductions are the result of a faculty review process in the fall of 2008 of the competencies as well as a faculty process in the fall 2009 resulting from the recommendations of the March 2009 AQIP Quality Checkup Visit Team. The 2008 process followed to determine the College's general education competencies include the following:

1. Assessment Committee (six full-time faculty members, the academic deans and Vice President of Academic Services) initiated a review of the original 31 general education competencies from 2006.
2. In fall 2008, six full-time faculty review teams formed (six to eight members each).
3. Each team was assigned to two general education outcome areas (each area containing three to seven competencies).
4. Each team reviewed and debated the competencies in each outcome area with the intent to eliminate unnecessary competencies and to clarify competency wording for more effective assessment.
5. Each outcome area and its competencies were reviewed by two independent faculty teams.
6. Recommendations of the six teams were reviewed by the Assessment Committee, which then made several editorial changes and reduced the number of competencies to 25.

The fall 2009 process followed to determine the College's general education competencies included the following:

1. In summer 2009, the Assessment Committee agreed to a significant reduction in the number of general education competencies as recommended by the Quality Checkup Team.
2. Assessment Committee developed a Prioritization Survey.
3. In fall 2009, the full-time faculty was informed of the AQIP Quality Checkup Visit Team's recommendation regarding reducing the number of general education competencies significantly.
4. Faculty were instructed to identify, on a list of the 25 competencies, what they considered the ten most important, ranking them from 10 to 1 with a rank of 10 being most important.
5. The Assessment Committee tabulated the Prioritization Survey results and identified the faculty's most important competencies.

1P2. Depending on the type of program (transfer or occupational) various people are involved in determining the outcomes for the College's programs. The academic deans, program faculty, and external agencies are normally involved in determining transfer and some occupational program outcomes. For example, the Illinois Articulation Initiative program panels have input into certain courses and course content in numerous programs, and the College's nursing

programs have program outcomes mandated by state oversight agencies. In addition, occupational programs often have industry advisory committees which recommend some of the program outcomes. The process for determining program outcomes is as follows:

1. Program area dean convenes program faculty and gives charge to develop program outcomes
2. Dean and faculty research external sources (other colleges' programs, state/national standards, professional societies, advisory committees, etc.) for program outcomes ideas
3. Faculty brainstorm ideas for program outcomes
4. Faculty discuss all ideas for program outcomes ideas as well as indicators and measures for potential outcomes
5. Discussion continues until consensus is reached
6. Tentative outcomes are shared with stakeholders (advisory committees, Transfer Coordinator, program academic dean)
7. Faculty and dean incorporate stakeholder input as appropriate and finalize program outcomes
8. Program outcomes are later reviewed by dean, faculty and advisory committees when the program undergoes its periodic program review (see 1P13)

1P3. The following is the College's process for developing new programs:

1. Faculty, staff, deans, internal or external stakeholders suggest a new program
2. Faculty and dean complete a low detail review to determine if the program ideas has potential merit
3. If program idea is found to have merit, faculty and dean complete a detailed application which includes labor market need, enrollment projections, program cost analysis, assessment plan, and curriculum
4. If appropriate, program application is reviewed and modified by an advisory committee
5. Completed program application is submitted to the College's Curriculum and Instruction Committee (C & I) for review and approval
6. Program application is either approved, not approved, or returned for modification
7. If approved, the application is submitted to the College's Board of Trustees for approval
8. If approved by the College's Board of Trustees, the application is sent to the Illinois Community College Board (ICCB) for review
9. The ICCB either approves the application, requires program modification, or denies the application
10. If the ICCB approves the program application, the application is submitted to the Illinois Board of Higher Education (IBHE) which officially approves the new program based on the ICCB recommendations
11. Programs of credit hour length less than associate programs (approximately 64 credit hours) are certificates; certificate final approval does not require action by the IBHE

New courses are developed and approved according to the following process:

1. Need for a new course is identified by faculty, division dean, program advisory committee or other stakeholders
2. Appropriate department faculty member(s) research similar courses at other colleges and universities and develop the course syllabus
3. Course syllabus is reviewed by the division dean who insures the course content meets Illinois Articulation Initiative requirements if necessary

4. The dean submits the proposed course to the College's C & I Committee for review and approval
5. The C & I Committee either approves, requires changes, or does not approve the course
6. If the C & I Committee approves the course, it is submitted to the ICCB
7. The ICCB either approves, requires changes, or does not approve the course
8. If the ICCB approves the course, it is submitted to the state universities for articulation

1P4. Program learning outcomes development is addressed in 1P2 and the program development process described in 1P3 includes curriculum development, labor market needs and student enrollment projections. The College chooses to not respond further to process question 1P4.

1P5. The 2006 Systems Appraisal saw the College's response regarding the preparation of students for specific curricula, etc. as a strength (S); the College **does not request additional feedback** on this item at this time. ([2006 Systems Portfolio](#))

1P6. The 2006 Systems Appraisal saw the College's response regarding the communication to students of the necessary preparation required for specific curricula, etc. as a strength (S); the College **does not request additional feedback** on this item at this time. ([2006 Systems Portfolio](#))

1P7. HCC offers the following to potential and current students:

Career Cruising: Before College district students begin to think about Highland, the College actively partners with district high schools and some junior high schools to offer Career Cruising, a tailored, interactive, Internet-based program which helps students recognize their interests. It allows in-depth exploration of possible career choices, linking interest assessments to careers and providing educational requirements, career paths, and detailed job-related information. Until recently, HCC funded 100% of the licensing costs for programs in all 16 high school districts, some border schools, and some junior high schools, but has changed to a yearly cost-sharing arrangement. Career Cruising also enhances the advising process at Highland, is used to expose students in First Year Experience Seminars to the program's assessments and information, and provides aggregate information that has allowed the College to consider program planning and development.

- Experience Highland and Focused Tours: High school juniors and seniors are invited to attend half-day visits that include tours and workshops on selecting majors and careers or on specific programs.
- Career Fairs: Each year three major high school careers fairs, at which 40 or more businesses and professions are represented, are held at area career and technical centers. Through participation at these fairs, Highland provides information on how the College's programs will help high school sophomores achieve career goals.
- Diagnostic Tests: Diagnostic tests (COMPASS Placement Tests) to determine college readiness may be delivered to high school sophomores in the future.
- Placement Tests: All students seeking a degree or certificate must take Highland's academic assessment placement test. Placement test results constitute a primary tool for student advisement in the selection of courses.
- Dual Credit/Dual Enrollment Program: Highland provides high school or home schooled students the opportunity to take college-level courses at local schools or HCC locations. Students receive college credit and high school credit for courses taught by approved

instructors, and they may earn as many as 20 college credits before high school graduation.

- Advising: HCC advisors utilize a “career advising” approach emphasized by the National Academic Advising Association. At initial appointments, advisors ask about majors or careers and help students understand the educational requirements of majors that may qualify them for specific careers. Placement test results are discussed and used to guide early course selection in light of certificate or degree requirements. Advisors see many students several times throughout the semester. When appropriate, advisors “touch base” relative to students’ decision-making as it relates to either career programs or choosing a major. Two Student Advisors specialize in undecided students, but all advisors guide students in choosing appropriate courses.
- First Year Experience Seminar (FYES): See 1P9
- Career Workshops: Each semester workshops on a variety of subjects are made available to FYES students. These include, but are not limited to, information from instructors on career fields, direction by the Coordinator of Career Services for choosing majors and careers, and guidance by advisors on various Internet sites that help track student progress toward successful transfer to four-year colleges and universities.
- Major Madness and Major Pursuit: Major Madness and Major Pursuit are presented by advisors in the fall and spring to give students the opportunity to talk about majors and careers with faculty and staff gathered in a central location.
- Career Services: Students investigating career paths and area residents seeking employment-related services all receive help to make informed educational choices through counseling and assessments, employment counseling, career resources, Career Cruising, salary and occupational information, job leads and postings, job hunting assistance (resumes, cover letters, and interviewing) and employment counseling. Career Services collaborates with agencies of the Workforce Employment Solutions Center, including the Illinois Department of Employment Security and Partners for Employment.
- Job Shadows/Informational Interviews: These services are available through Career Services in the fields of health care, education, human services and social work, communications, journalism and broadcasting, engineering, architecture, manufacturing, surveying, criminal investigation, forensics, and criminal justice.
- *CareerFocus*: Highland publishes and distributes three editions each year of *CareerFocus*, a magazine that emphasizes career options and programs. Issues have covered College offerings in education, engineering and physical sciences, nursing and healthcare professions, wind turbine, automotive, and cosmetology, as well as student support services and honors program opportunities.

1P8. The College does not request feedback on this question at this time.

1P9. All new students at HCC take a free 16-week course called First Year Experience Seminar designed to allow students to assess their learning styles and strengths, and improve critical thinking, time management, and motivational skills. The class includes the VARK learning style assessment and an introduction to current research on the brain and learning styles. This information allows students to understand how they learn and provides techniques that can strengthen their skills in all styles of learning. This course is taught in a safe, supportive, and reflective environment. When asked if the First Year Experience Seminar achieved its purpose, 94% of students agreed that it did, and 98% agreed that the class helped them learn or enhance skills to become a better student. HCC’s First Year Experience Seminar has offered three tracks tailored to students needs. These have included the following: career emphasis, for those seeking a certificate or an associate of applied science degrees; education emphasis, for those

who are planning to specialize in education; and Exploratory, for those still looking at career possibilities. A Learning Community section is available for students in the developmental reading/writing course offered through the Success Center. Future emphasis sections may include one for students planning to enter the medical professions. General online and hybrid sections are available.

All HCC faculty are strongly encouraged to use a variety of teaching methods to ensure students are given multiple ways to learn material. Classroom teachers typically use three or more of the following teaching methods: learning groups, teacher-led discussion, student presentations, debates, and skits, in-class writing or other exercises, in-class films and Power Point presentations, laboratory experiments, group projects, hands-on training, physical exercise, in-class and distance online learning, lectures.

Instructors are supported in these teaching styles with computer laboratories, science laboratories, and extensive computer and projector technology in every classroom, which allows instructors to project DVDs and VCRs, as well as material from the computer. HCC utilizes the Moodle course management system, which provides Internet access to materials for each class, a discussion board, and a grade reporting mechanism among its other applications.

1P10. The Office of ADA Services, housed and supported by the staff of Success Center, exists to provide information, advocacy and support for students with disabilities. Assistance essentially begins with efforts to raise awareness of ADA support through participation on local committees and collaboration with local public schools systems and community agencies, such as Vocational Rehabilitation and the local independent living center. These efforts help to establish mutually beneficial relationships and disburse information on the documentation and accommodation process at Highland. ADA's purpose and contact information are also distributed via HCC's college catalog, college recruiting/admission staff, and college course syllabi. ADA Services coordinates a free summer program for high school students and recent high school graduates interested in learning more about requesting and effectively utilizing disability-related accommodations at the college level.

Once appropriate accommodations are determined, they are provided as needed. Services and accommodations commonly available to all students with disabilities include the following: faculty accommodation notices, permission to record class sessions for note-taking purposes, alternative testing arrangements appropriate to specific situations, preferential seating in classrooms, disability advocacy and education, and referrals to campus, community and national resources as appropriate.

A wide variety of additional accommodations specific to disabilities are made available. Students needing visual and mobility accommodations, and those with learning disabilities/attention deficit disorder, developmental delays, or psychological disorders may be provided textbooks in audio format, audio textbook equipment, and text recognition/word prediction/voice recognition software.

Additionally, students with visual accommodation needs are entitled to enlargements/PDF/audio versions of class handouts and educational materials, educational material in Braille and/or embossed tactile graphs and charts, screen readers/screen magnification/text-to-voice software and closed circuit TV (CCTV). Hearing impaired students are eligible for sign-language interpreters/real time captioning (CART). Those with mobility issues are provided with physically accessible environments, adaptive/preferential seating within classes, and adaptive equipment (non-personal) as necessary, including computer controls and programs. Students with

psychological disabilities may be eligible for limited counseling support and referral to on or off campus counseling personnel/agencies.

Students with needs which require the attention of staff outside of ADA Services are promptly referred to appropriate on or off campus departments and agencies. Students are also encouraged to check in with ADA Services regularly throughout the semester. Although appointments are encouraged, both ADA Services and Success Center staff maintain an open-door policy. The ADA Coordinator also continually addresses enforcement of campus-wide accessibility regulations, checking for compliance and coordinating adjustments through appropriate channels. Additional training for students, faculty and staff is provided to facilitate compliance, enhance support, and promote student success.

Seniors: Senior citizens (aged 61 and over) are encouraged to attend classes at Highland and receive reduced tuition rates at two levels. Those aged 61-64 pay approximately 75% of the current rate; tuition is waived for those 65 or over. Senior citizens are allowed to register on a "space available" basis, and some exceptions and restrictions apply.

Community Education: Highland's Community Education courses are geared to appeal to the general public who want to learn more about homemaking, arts/crafts, hobby/leisure activities, personal development, foreign languages, music, health, physical education, or general education topics. Available courses are announced to the public through district-wide distributions of *Career Focus* magazine, the College website, news releases, and newspaper coverage.

Commuters: Highland serves a district population of approximately 91,000 from the northwest Illinois counties of Carroll, Jo Daviess, Ogle, and Stephenson. Since the College's entire student population consists of commuters, they are not technically a "subgroup"; nevertheless, specific efforts are made to meet the needs of the more than 2600 potential commuters from a 1736-square-mile area.

Highland offers ample free student parking in specific lots that require no identifiers. Public transportation, accessed with bus passes that can be purchased with financial aid at the Bookstore, is available for Freeport students and can be scheduled for the entire semester. Highland provides a cafeteria which, during fall and spring semesters, serves hot meals, a variety of hot and cold sandwiches, breakfast items, salads, pizza, beverages and desserts. Summer hours and service vary.

Highland's West campus allows students in the western part of the district to complete most of the general education requirements for an associate degree. Dual enrollment, community education, and adult education classes are also available. In addition, the College also offers classes in Savanna, a township in the southwest quadrant of the district.

Decreasing the need to travel to campus also serves students. Highland continues to increase the number of online/hybrid classes available to students. Credit hours for online/hybrid courses made up almost 10% of total credit hours for spring 2009. Since fall 2003, the number of credit hours earned in online/hybrid courses has risen from 335 to 3043, with 815 students completing work in those courses in spring 2010. Credit for prior learning cuts both cost and commuting time as up to 25% of a degree or certificate may be awarded using a variety of Prior Learning options. These options include credits earned through CLEP Exams (College-Level Examination Program), Advanced Placement Credit/College Board Testing, PEP (Proficiency Examination Program) testing, DANTES Testing, military experience, and proficiency tests.

1P11. The 2006 Systems Appraisal saw the College's response regarding how HCC defines, documents and communicates expectations for effective teaching and learning as a strength (S); the College **does not request additional feedback** on this item at this time. ([2006 Systems Portfolio](#))

1P12. Division deans, in consultation with faculty and academic advisors, are charged with making course delivery decisions at Highland Community College by developing the schedule each semester. Delivery decisions are based on multiple factors—availability of instructors or content specialists, state licensing requirements, placement scores, general education requirements, etc. Deans and associate deans consider the appropriateness of different delivery modes in light of demand for the course, the rigor of the material, and the qualifications of the instructor. Options include traditional modes of delivery, online course delivery or other distance learning options, and field courses. The number of course sections needed and day/evening offerings are tracked across semesters, and community needs for courses offered off campus are evaluated. The course scheduling process is as follows:

1. Approximately seven months before the start of a semester, the academic deans are notified that the semester's course schedule will be due approximately five months before the start of that semester
2. The academic deans review previous student waiting lists for their courses for the previous semesters to estimate course enrollment demand
3. The deans seek input from the faculty regarding suggested changes (courses to instruct, times or days for course, length of courses) in their schedule from the previous semesters
4. The deans discuss proposed course times and days changes with academic advisors to avoid scheduling conflicts (a required chemistry course offered at the same time as a required math course for a particular major)
5. The draft course schedule is input into the College's information system
6. Academic advisors review the draft schedule and identify potential problems
7. Academic advisors, academic deans, the Associate Vice President of Student Services, and the Vice President of Academic Services meet and discuss the potential scheduling problems (additional needed course sections, courses needed at different times, additional courses needed, etc.) and course change requests academic advisors have received from students
8. Academic deans work with their faculty to address the problems to the extent possible
9. Approximately four months prior to the start of a semester, the course schedule is finalized
10. As registration proceeds, academic advisors and the Associate Vice President of Student Services advise the academic deans and the Vice President of Academic Services of the need for additional course sections
11. Additional sections are added as late as the week before the semester begins if resources permit it
12. Insuring that the courses delivered are effective involves both course development (see 1P3) and course evaluation (see 1P13). Course evaluation data is used for course improvement which provides for effective course delivery

1P13. The Illinois Community College Board (ICCB) mandates that the College evaluate each of its occupational programs and transfer areas (Communication, Mathematics, Social Science, Humanities, and Fine Arts) and primary student support areas every five years on a staggered

schedule in order to insure the programs are up-to-date, viable, and meeting the needs of those served by the programs and support areas.

The Program Review process is as follows:

1. The Vice President of Academic Services informs (in October) the deans and department heads of reviews scheduled for the academic year along with due date (June of following year)
2. Deans and department heads convene their review teams (fall and early spring) consisting of dean or department head, their program faculty or department staff, and an academic advisor.
3. Deans and department heads collect need data (students served by program or department), cost data (unit cost to provide the program or services) and quality indicators (program or services strengths or opportunities for improvement). For occupational programs input from annual advisory committees and student input collected by the academic advisor is reviewed.
4. The review teams analyze the collected data and make recommendations regarding program continuation, discontinuance, or modification (quality improvements)
5. The program review reports are submitted to the Vice President of Academic Services in June for his/her review and input.
6. Finalized program reviews are compiled into a program review report and submitted to the ICCB by August 1.
7. Quality improvements with budget impacts (space modifications, new equipment, software, etc.) are submitted in the budget requests the following spring semester
8. The Board of Trustees is updated on the results of program reviews at subsequent Board Retreats.
9. In addition to the regular ICCB program review process and schedule, special program reviews can be initiated by faculty or administrators if there is a concern about a program's viability or effectiveness.

Ensuring that the College's courses are up-to-date and effective is accomplished using several inputs.

1. One input is the Illinois Articulation Initiative (IAI). The IAI is an agreement overseen by the ICCB and the Illinois Board of Higher Education (IBHE) in which community college and university faculty have agreed to course content in general education courses and many freshman/sophomore program courses. ([Illinois Articulation](#)) The primary purpose of the IAI is to ensure that courses are readily transferable between Illinois community colleges and four-year colleges and universities. IAI faculty panels consisting of faculty from various community colleges and four-year institutions periodically meet and agree on course content.
2. For occupational courses, periodic input from advisory committees whose members are in the program field helps ensure the courses are appropriate.
3. One component in the college's evaluation of instruction process is student evaluation of classes. For tenured instructors, a student evaluation of instruction instrument is distributed to the students in all of the instructor's classes in one or both semesters during the evaluation year (every third year). For non-tenured instructors, students in all of the instructor's classes each semester for three years complete the evaluation of instruction instrument. Students are asked such things as, are the course objectives and requirements clearly defined, is the instructor able to clearly explain the material, does the instructor utilize class time effectively, is the instructor accessible outside of class time, overall is the instructor effective in helping you learn the material, etc. This student

input, discussed between the faculty member, peers, and the supervisor, helps the faculty member to adjust the course delivery and make it more effective.

4. The College supports the professional development of its full- and part-time faculty, as well as other employees. Each academic division has access to sufficient funds to approve nearly all requested faculty development over the last three years, including professional development for part-time faculty, which ensures that courses and teaching techniques are meeting the current trends in higher education.

1P14. Programs or courses which have succumbed to disuse, whether through poor enrollment or being replaced by a course that better addresses the needs of Highland Community College students, are reviewed by a proposal to the Curriculum and Instruction Committee. If the committee investigates and finds basis for the change, the proposal is forwarded to the Illinois Community College Board. Changes to courses or programs which departments feel can be updated to better serve the Highland Community College students are also reviewed by the Curriculum and Instruction Committee. If the change is proven to better serve the needs of the students, the changes are forwarded to the ICCB.

The process to review and propose a change in a course is as follows:

- An individual that requests to change a course must complete a “Proposal to Change a Course” form.
- The proposed changes are selected, with a brief explanation of items checked. These may include course number, credit hours, lab hours, repeatability, variability, prerequisite(s), classification, title, description, and other.
- Reasons for proposed changes are selected as applicable, with a brief explanation of items checked. These may include program requirements, state/licensing requirements/recommendations, other outside source requirements/recommendations, career requirements, transfer requirements, curriculum/major requirements, training requests, faculty/staff recommendations, content changes, and other.
- The implications of the proposed changes are selected, with a brief explanation of items checked. These may include: degree/program issues, articulation issues, enrollment issues, full-time/part-time faculty, equipment, budget impact, scheduling issues, other.
- The proposed implementation date is indicated, a revised course syllabus is attached to the form, and the request will be submitted to the dean for review. If approved by the dean, the request is submitted to the Curriculum and Instruction Committee for review. (See 1P 13)
- The process to review and propose a deletion in a course is as follows: an individual that requests to delete a course must complete a “Proposal to Delete a Course” form; all applicable reasons to propose a deletion in a course are selected, with a brief explanation of items checked. These may include program/curriculum changes, state/licensing changes, lack of student demand, other outside source recommendation/requirement, career/training changes, transfer changes, budget , impact, other.
- The implications of deleting the course are selected, with a brief explanation of items checked. These may include degree/program issues, enrollment issues, full-time/part-time faculty, budget impact, scheduling issues, other.
- The semester the course was last offered is indicated, the requested deactivation date is indicated, the request is submitted to the dean for review. If approved by the dean, the request is submitted to the Curriculum and Instruction Committee for review. (See also 1P 13)

1P15. Success Center, HCC Tutoring Services: The Learning Assistance Center was renamed the Success Center in 2008 in recognition of the primary goal of its services. The Success Center offers walk-in hours for tutoring in English, mathematics, and chemistry. In addition, students may make appointments for tutoring in any subject area or request a tutor for a particular class for a semester. Math tutors are available not only in the Center itself but also outside the Math Lab during most of the hours the Lab is open. Tutors are students who have excelled in classes and have been recommended by their instructors as having the knowledge and interactive skills necessary to provide excellent tutoring services. Tutors receive initial and ongoing training as needed and are encouraged to seek “study coaching” as part of the service they may need to provide.

1P16. Due to the length of the responses included, HCC will provide information addressing curricular goals aligning with learning objectives in our next Systems Portfolio.

1P17. In order to graduate, students must have successfully completed the number of semester hours required for the degree they are pursuing and have an overall cumulative grade-point average of 2.00 or higher. A minimum of 30 semester hours (for an associate degree) or one-half the required semester hours (for a certificate program) are required to be completed at Highland College. This allows faculty to have the opportunity to assess student performance and ensure that students have met the educational expectations of the College.

Students working toward completion of a degree or certificate have the ability to run their own unofficial Degree Evaluation in their online registration account. Advisors are available to answer questions regarding progress on graduation requirements. Deadlines for the student to file an Intent to Graduate form are listed in the College catalog, and signs are posted in several locations in each building on campus. Upon receiving a student’s Intent to Graduate request, the Director of Enrollment and Records does an official audit of the course work completed by the student, comparing this work to that required in their program or certificate. The student is either certified as eligible to graduate or informed of the specific deficiencies they need to remedy in order to graduate.

1P18: In 2008, the Assessment Committee requested the help of the faculty to review and revise the current General Education competencies. By 2009, the original 31 general education competencies were reduced to 11 priority general education competencies. In 2010, the College has improved its method of gathering and analyzing assessment data for its General Education competencies through the use of rubrics that are standard for all faculty collecting data on student achievement. For a given competency, the use of the rubrics allows the data to be better analyzed across divisions. Additionally, to demonstrate the extent that the sophomores have mastered the general education competencies, the data collected from a particular class will be aggregated into freshman and sophomore groups.

The process for gathering and analyzing assessment data is as follows: prior to the start of a particular semester, the assessment committee identifies two General Education competencies to provide to the faculty, the deans provide the General Education Assessment Data Sheet with the selected competencies for faculty to choose from, faculty are requested to provide data for one of the competencies for one of their courses, faculty identify students that are freshmen and sophomores in the class prior to data collection, faculty are provided a rubric that corresponds with each competency to use during data collection, following completion of the data collection, the data is submitted to the Director of Institutional Research for analysis, the Assessment Committee reviews the data and recommends possible instructional changes or

assessment methods that could be made to improve student mastery of the given General Education competency.

The current (fall 2010) General Education outcomes and competencies include the following:

Outcome 1: Communication

1. Identify and comprehend main ideas, facts, and opinions from texts or oral presentations.
2. Follow written and oral instructions.
3. Transmit information and opinions in writing using correct mechanics, organization, and style.

Outcome 2: Critical thinking and problem solving

1. Analyze and evaluate evidence in order to make inferences and generate conclusions.
2. Identify, apply, and evaluate problem solving techniques in a variety of situations.
3. Perform arithmetic operations (+, -, x, /) and apply them to fractions, decimals, and percentages in practical situations.

Outcome 3: Awareness and application of technology

1. Select and apply the appropriate procedures, tools, and other technologies to complete a task successfully.

Outcome 4: Academic and occupational success

1. Identify and demonstrate employability skills and attitudes needed to be successful in one's chosen career.

Outcome 5: Decision-making and responsibility

1. Discriminate between ethical and unethical conduct.
2. Identify the consequences of personal decisions and actions.

Outcome 6: Awareness and appreciation of human culture

1. Acknowledge personal, social, political, cultural, gender, and intellectual diversity.

1R1. General Education Measures - since the 2006 Systems Portfolio submission, the College has assessed or reassessed 14 general education competencies. These competencies/measures include the following:

- 1.1 Identify main ideas, facts, and opinions from texts or oral presentations
- 1.2 Follow oral and written instructions
- 1.4 Make oral presentations using correct punctuation and grammar and appropriate organization and style
- 1.5 Critique own written and oral presentations
- 2.1 Analyze and evaluate evidence in order to make inferences and generate conclusions
- 2.2 Identify, apply and evaluate problem solving techniques in a variety of situations
- 2.4 Able to provide visual representation of numerical information using appropriate format
- 2.5 Interpret and draw inferences from mathematical models such as formulas, tables, and graphs
- 3.2 Able to gather, analyze, and synthesize data using information systems
- 4.1 Identify and demonstrate employability skills and attitudes needed to be successful in one's chosen career
- 5.1 Discriminate between ethical and unethical conduct

- 5.3 Apply ethical standards to personal decisions and actions
- 6.1 Acknowledge cultural, gender, and intellectual diversity
- 6.2 Recognize ideas and aspirations that are common to many cultures

Program Assessment Measures - all occupational programs have identified program outcomes and measures.

- In the programs of Agriculture Management, Business Administration, Early Childhood Education, Industrial Manufacturing, Information Systems, Information Technology-Healthcare, Web Design, and Wind Turbine Repair, rubric-graded student portfolios will be the assessment measurement method.
- In the programs of Auto Body Repair and Auto Mechanics, completion of National Automotive Technicians Education Foundation (NATEF) competencies at identified levels is the assessment method.
- In the Cosmetology/Nail Technology program, completion of 100% of required competencies and passing the state licensure examination are the assessment measures.
- The Accounting program is evaluated using a standardized test, which assesses students' knowledge of the 50 outcomes established by the Association of Collegiate Business Schools and Programs (ACBSP).
- Licensed Practical Nursing (LPN) students and Registered Nursing (RN) students are assessed with using Assessment Technologies Institute (ATI) Nursing Assessment tests. These tests are nationally normed and are predictive of the student's likelihood of passing the National Council Licensure Examination (NCLEX) for licensure. The tests provide students with immediate feedback, and results are used for program review. In addition, the student pass rate on the nursing licensure exam is used as an assessment measure.

Areas identified for transfer program assessment are mathematics, natural sciences, humanities, fine arts, communications, and social science which correspond to the Illinois Community College Board's transfer program review areas.

- Mathematics: Calculus I and II have been identified as capstone courses for this assessment.
- Embedded questions or problems in Calculus I exams are used to assess mathematics skills from Trigonometry, College Algebra and lower level mathematics courses. Embedded questions or problems in Calculus II are used to assess skills from Calculus I coursework.
- Natural Science: Program outcome has been identified as the ability to state a core concept in a science field the student has studied and then to discuss it in an interview with two instructors. A rubric is used for scoring the students' interviews. These interviews have taken place each spring since 2006.
- Humanities: Program outcomes are in place (2006 outcomes slightly revised in 2010) and capstone essays are used for assessment. A scoring rubric has been developed, and the student work has been evaluated each spring semester since 2007.
- Fine Arts: A vocabulary test covering terms common to all of the fine arts has been developed as a pre- and post-test. Data collection occurs each spring semester.
- Communication: Program outcomes and assessment measures are in place and data has been collected and analyzed.

- Social Science: Program outcomes and assessment measures are in place and data has been collected and analyzed.

1R2. Except for repeated measurements, Table 1.1 lists all general education results since spring 2006. Target level is an average assessment level of the total rubric points of 80.0%. These data suggest efforts are needed to improve student achievement for competencies 1.1, 2.5, 5.1, and 6.2.

Table 1.1 Results for General Education Competencies

Competency	Time Frame/ Measure Type	Results
1.1: Identify main ideas, facts, opinions	Spring 2006 & Spring 2010/ Embedded Q's	<ul style="list-style-type: none"> •414 students in 16 sections averaged 80.3% (2006) •279 students in 15 sections averaged 79.8% (2010)
1.2: Follow oral and written instructions	Spring 2008/ Embedded Q's	<ul style="list-style-type: none"> •274 students in 12 sections averaged 86.3%
1.4 Make oral presentations using correct...	Fall 2007/ Embedded Q's	<ul style="list-style-type: none"> •89 students in 6 sections averaged 89.2%
1.5 Critique own written and oral presentations	Fall 2007/ Embedded Q's	<ul style="list-style-type: none"> •151 students in 6 sections averaged 93.5%
2.1: Analyze and evaluate for inference and conclusions	Fall 2005 & Spring 2007/ Embedded Q's	<ul style="list-style-type: none"> •235 students in 7 sections averaged 82.2% (2005) •130 students in 5 sections averaged 81.7% (2007)
2.2: Identify, apply and evaluate problem-solving techniques in variety of situations	Fall 2008 & Spring 2010/ Embedded Q's	<ul style="list-style-type: none"> •222 students in 12 sections averaged 74.2% (2008) •249 students in 13 sections averaged 83.3% (2010)
2.4:Able to provide visual representation of numerical information using appropriate format	Spring 2008/ Embedded Q's	<ul style="list-style-type: none"> •276 students in 12 sections averaged 84.7%
2.5 Identify and draw inferences from mathematical formulas, graphs...	Fall 2005 & Spring 2007/ Embedded Q's	<ul style="list-style-type: none"> •97 students in 5 sections averaged 76.0% (2005) •181 students in 10 sections averaged 77.3% (2007)
3.2: Able to gather, analyze, and synthesize data using information systems	Spring 2008/ Embedded Q's	<ul style="list-style-type: none"> •328 students in 12 sections averaged 82.8%
4.1: Identify and demonstrate employability skills and attitudes...	Fall 2008/ Embedded Q's	<ul style="list-style-type: none"> •48 students in 5 sections averaged 85.5%

5.1: Discriminate between ethical and unethical conduct	Fall 2007/ Embedded Q's	•185 students in 8 sections averaged 78.4%
5.3: Apply ethical standards to personal decisions and actions	Fall 2008/ Embedded Q's	•126 students in 5 sections averaged 80.9%
6.1: Acknowledge cultural, gender, and intellectual diversity	Fall 2007/ Embedded Q's	•197 students in 10 sections averaged 83.1%
6.2: Recognize ideas and aspirations that are common to many cultures	Fall 2008/ Embedded Q's	•193 students in 6 sections averaged 78.9%

1R3. Due to space limitations, representative program assessment results will be listed for only two of the transfer program areas and two of the occupational programs.

Natural Science Program Outcomes:

- Students will be able to define several core concepts selected from a list of key life and physical science concepts.
- Students will understand the role of evidence and experiment in the development of the concept.
- Students will be able to identify a hypothesis and alternatives, make a predication based on the hypotheses, and identify criteria for decision-making with respect to the hypothesis.

See table 1.2 for Science Program Assessment results.

Table 1.2 2008-2010 Group Percentage of 16 high-achieving students with Excellent, Satisfactory, or Poor outcome attainment for each science division.

	Life Science			Physical Science		
	Poor	Satisfactory	Excellent	Poor	Satisfactory	Excellent
Core Concept Definition	6%	54%	40%	12%	56%	31%
Evidence & Experiment	20%	53%	27%	19%	69%	12%
Analysis & Critical Thinking	33%	48%	20%	44%	38%	19%

Based on these assessments, the science faculty believe approximately 38% of the science focused students are not achieving the desired mastery of the program outcomes, especially analysis and critical thinking.

Humanities Program Outcomes (slightly revised spring 2010):

- Connecting literary works with historical events
- Knowing what the major elements of expression are and how various practitioners reshape them

- Recognizing how the study of humanities is a vehicle to understanding the human experience
- Appreciating and having knowledge of great thinkers, artists, and literary works

2009 Humanities assessment:

Members of the English faculty reviewed student essays in spring semester 2009 using a rubric that focuses on (a) identification of text and authors, (b) demonstration of a writer's ability to define and classify elements of the text when appropriate and required by the prompt, (c) purposeful use of textual support and indication of a writer's cognition of the subject matter in question, and (d) meeting English 121/122 standards of clear writing.

Among 20 essays reviewed, 16 (80%) of these met or exceeded expectations as required in the rubric. Of the remaining samples, at least one of the four characteristics of student writing as indicated in the rubric was deemed deficient.

2010 Humanities assessment:

Among 16 essays reviewed, 12 (75%) met or exceeded expectations, as noted in the rubric. Of the remaining samples, at least one of the four characteristics of student writing, as noted in the rubric, was deemed deficient.

Registered Nursing Program:

The Nursing Program switched from using Health Education Systems Incorporated (HESI) assessment exams to ATI in 2008. Similar data to that below exists for the HESI exams prior to 2008. See Tables 1.3 and 1.4.

Table 1.3 2009 ATI RN Student Assessment

Sub-Scale Area	2009 RN College Mean	2009 RN National Mean
Management of Care	71.3%	70.4%
Safety and Infection Control	76.6%	74.1%
Health Promotion	76.9%	67.8%
Psychosocial Integrity	75.5%	72.0%
Basic Care and Comfort	74.5%	71.2%
Pharmacology	73.4%	66.6%
Reduction of Risk	79.1%	73.0%
Physiological Adaptation	74.9%	67.9%

Table 1.4 2010 ATI RN Student Assessment

Sub-Scale Area	2010 RN College Mean	2010 RN National Mean
Management of Care	74.3%	71.4%
Safety and Infection Control	75.9%	74.3%
Health Promotion	78.2%	68.8%
Psychosocial Integrity	73.6%	73.2%
Basic Care and Comfort	76.4%	70.9%
Pharmacology	74.1%	67.3%
Reduction of Risk	75.7%	73.8%
Physiological Adaptation	72.3%	68.7%

HCC's mean scores exceed the national mean scores by approximately 5% in many assessment areas during the 2009 and 2010 testing years. These Nursing Program assessments indicate a 95% probability that program graduates will pass the NCLEX exam and attain their nursing license.

Accounting Program Assessment Results:

Review of the multi-semester assessment data indicates that accounting instructors need to help their students better achieve Accounting Principles Outcomes (APO) numbers 4, 7, 8, 13, 16, 17, 20, 21, and 22 in the in-seat on-campus courses and numbers 5, 8, 10, 11, 13, and 35 in the online courses. For these outcomes, the average student exam score was 60% or less. See table 1.5

Table 1.5 2007-2009 assessment exam scores

Course	2007 Average Exam Score		2008 Average Exam Score		2009 Average Exam Score	
	In-Seat	Online	In-Seat	Online	In-Seat	Online
Acct 105	57%	63%	77%	NA	73%	71%
Acct 213	53%	65%	49%	NA	56%	64%
Acct214	56%	77%	NA	NA	NA	79%

1R4. Highland Community College uses the results of licensing exams, the transfer data provided by the state’s universities, employer feedback, and alumni surveys to provide evidence that students have acquired the knowledge and skills required by the College and its stakeholders.

State licensing examinations are administered to four groups of graduates at this time. Students in nursing are assessed for LPN and RN licensure prior to employment in the field. Students in cosmetology are scheduled for the State Board of Regulation examinations on completion of the HCC program. Cosmetologists must pass the examination prior to full employment in the field. The Illinois Secretary of State’s office or the appropriate office in another state examines those who complete the Commercial Truck Driving course.

The values shown in table 1.6 reflect pass rates of LPN and RN graduates from HCC tested in calendar years 2005 – 2009. The pass rates for the State of Illinois are indicated as well.

Table 1.6 Licensure Exams for Nursing LPN and Nursing RN for Highland and State of Illinois

Pass Rates by Program	2005	2006	2007	2008	2009
Licensed Practical Nurse: Highland	95.0%	88.0%	100%	89.0%	100%
Licensed Practical Nurse: Illinois	91.2%	92.5%	90.7%	89.9%	
Registered Nurse: Highland	100%	96.0%	94.0%	97.0%	97.0%
Registered Nurse: IL ADN graduates	88.8%	90.0%	86.9%	90.3%	

The values shown in table 1.7 reflect the state exam scores for cosmetology graduates from HCC for years 2002 – 2010 and the percent of applicants for the State of Illinois that pass their exam compared to the College’s 100% rate. For at least eight years, there has been 100% job placement for Cosmetology graduates from HCC.

Table 1.7 Licensure Pass Rate for Highland Cosmetology and Nail Technology Programs 2005 to 2009

Program	2005	2006	2007	2008	2009
Cosmetology: Highland	100%	100%	100%	100%	100%

The values shown in table 1.8 reflect results for licensure exams for HCC graduates of the Premier CDL Truck Driving Course for 2010. Premier CDL became a new provider for courses at Highland in October of 2009. This program was inactive from 2007 to 2009 due to a change in provider ownership.

Table 1.8 CDL Graduation and Employment Data 2010

	Graduated	CDL License	Employed
% Students	100%	81%	44%

The Transfer Monitoring Report is prepared each year by the Dean of Humanities and Social Sciences and the Transfer Coordinator using data provided by the university system. Data in tables 1.9 and 1.10 track trends in transfer enrollments and compares Highland's transfer student's performance to other transfer students at the state's universities.

Table 1.9 Transfer Student Completion Rates

	FY04	FY05	FY06	FY07	FY08
Number of students with Transfer Major	1,195	1,239	1,364	1,331	1,337
Number of Completers	161	161	172	171	183
Total Hours Generated	49,084	49,479	47,645	45,075	44,380
Transfer Hours	26,609	29,659	28,222	27,116	26,370
% of Total Generated	54%	60%	59%	60%	59%

Table 1.10 HCC Transfer Students' GPA and Other 2 year Community College GPA's

Spring 2006	Total HCC Students	HCC GPA	Other 2-year Transfer GPA
University A	96	3.12	2.96
University B	8	3.36	3.19
University C	46	2.95	2.89
Fall 2006	Total HCC Students	HCC GPA	Other 2-year Transfer GPA
University A	108	3.11	2.96
University B	8	3.36	3.19
University C	36	2.85	2.83
University D	45	3.09	2.92
Fall 2008	Total HCC Students	HCC GPA	Other 2-year Transfer GPA
University B	6	3.82	2.98
University C	20	2.94	2.92
University D	55	3.21	2.95

The HCC Alumni Survey provides placement data for respondents by discipline (degree or certificate). The survey is administered in the fall and is sent to graduates from the prior year (previous summer, spring and fall). The following available choices and responses are summarized in table 1.11. The College did not administer the survey in the fall of 2009. It will now occur on a rotational basis and the next survey will be conducted in 2012. Additional

discipline-specific data by individual major on salaries, employment goals, and employment while in school is available in the Alumni Survey.

Table 1.11 Graduate Placements

Survey Administered	Fall 2004	Fall 2005	Fall 2006	Fall 2007	Fall 2008
Graduates Surveyed	318	316	342	250	333
Response Rate	37.4%	41.0%	42.1%	32.0%	40.5%
Employed Full-time	35.0%	52.8%	48.6%	41.3%	42.2%
Employed Part-time	15.4%	12.0%	11.3%	8.8%	17.8%
In the military	1.7%	1.6%	0.0%	0.0%	.7%
Not employed, seeking employment	1.7%	4.8%	5.6%	3.7%	3.7%
Not employed, not seeking employment	12.0%	2.4%	2.8%	0.0%	0.0%
Retired	0.0%	0.0%	0.0%	3.7%	0.0%
Continuing Education	34.2%	26.4%	31.7%	42.5%	35.6%

1R5. During their first days at HCC, students have an opportunity to have an individual conference with their advisor to discuss any issues they have regarding being a student at HCC and, in particular, their schedule of courses. During these days, students also receive an orientation to the library resources and the computer labs. They learn how to access resources from all the area libraries on the computer and how to access resources available online. In addition, they receive training on using our Moodle classroom management program. Within the first three weeks of each class, a member of the tutoring team from the Success Center attends each class to describe the free tutoring services offered to all students on a drop in or appointment basis.

Computer Labs: Given the increase in student enrollment in the last two semesters and the addition of new online or hybrid classes, we expect HCC's computer labs will have an increased usage. Currently, approximately 73 courses per semester are taught online or are hybrid classes. Approximately 75% of classes use a computer lab one day a week.

The technology staff not only keep the computers running smoothly, they also orient all new students to the available services offered on the computers, provide in-person orientation for every class with a computer lab component, train faculty on designing a curriculum for online classes, and provide individual training for students needing additional help using the computers. This staff is in the process of adding computer orientation for students who are off-campus. See usage table 1.12.

Table 1.12 Computer Lab Availability and Usage (Most labs open 8 a.m. to 8 p.m.)

Computer Labs	Number of Rooms	Number of Computers	Percentage Based on Usage During Possible Hours	
			Classes	Open
Self-Paced Courses/Courses				
Online	1	29	40%	
Used for Classes	4	54	25%	
Used for Classes/Open Use	5	129	60%	15%
Open Use for Students	3	47		75%
Total	13	259		

HCC Library Services: In addition to providing access and technical support to students using computer laboratories and library services, between July 2008 to June 2009 the library experienced an approximately 40% growth in items circulated. If the number of students increase as expected, this number is projected to grow.

Library Statistics of Use from July 2008 to June 2009

Items Circulated	25,511
Users in Database	2,838
Items in Collection	61,540
Holds for Items from other Libraries	3,248

Success Center, HCC Tutoring Services: consistently, over 90% of students tutored in the Success Center earn a “C” or better in the course for which they are tutored. Due in part to the availability of tutoring, this year the entire first-year nursing class succeeded in the program. Evaluation surveys of Success Center tutoring revealed that over 95% of clients rated services at the highest level, would use the services again, and would recommend them to another student.

In spring 2008, a Writing Center, housed in the Success Center and staffed by full-time Highland English instructors, was so successful that it is now offered every semester with five faculty members staffing the program.

HCC Advising Services: Advising and Enrollment services have a long history of evaluating student satisfaction with their services. See survey results in response 6R2.

1R6. The College does not choose to respond to this question at this time.

1I1. Two improvements to this category made in recent years are the establishment of a Writing Center and an Honors Program.

Writing Center: A pilot program for the Writing Center was begun in spring 2008 based on a number of meetings between English faculty, administration, and the Office of Institutional

Research. The program is intended to allow any student to access a faculty member for tutoring services to help with any stage of the process of writing a paper. Prior to the pilot program being established, studies of six community college programs offering this service were analyzed to determine the best design for the pilot program.

The pilot program offered five hours of tutoring a week, each hour staffed by a different faculty member giving students the choice of going to a tutor that most suited their style. The hours of faculty tutoring were publicized in leaflets, announcements in classes, and signage in the Success Center where the Center is housed. Following their session, all students using the Writing Center responded that their confidence level for completing the assignment was strong or very strong. Further, all students were satisfied with the assistance they received, and over 93% indicated that they were likely to use the Writing Center again. As a result, the Writing Program has now been institutionalized and is offered throughout each semester with five drop-in hours per week. Depending on future usage, there is some possibility of the number of hours being expanded.

Honors Program: In 2008, faculty and administrators began meeting to discuss establishing an Honors Program at HCC. There was a consensus that this program would encourage outstanding academic performance, provide eligible students with enhanced educational experiences in select courses, and honor students with exceptional academic work at HCC. A faculty coordinator was assigned to the project, and the basic requirements for eligibility were established in 2009. HCC's program is unique in that unlike typical programs which are reserved for students pursuing baccalaureate degrees, it is available to transfer students as well as those in occupational programs.

Key to the membership in the program is a student's interest in working with individual instructors to enhance the student's curriculum in a class by adding honors level work. The Coordinator of the Honors Program works with instructors and students to ensure a level of work is completed in the course that is necessary for an honors designation. The HCC Honors Program has approximately 10 student members each semester, an annual Honors Convocation, and is in the process of adding new services for the students including an option to create an e-portfolio to showcase their work on a website they have created.

112. The College does not choose to respond to this question at this time.

Category 2: Other Distinctive Objectives

2P1. Retired and Senior Volunteer Program (RSVP) staff were not at the College when RSVP began at the College in 1973 and so are unable to describe the design and initiation process then. Currently new distinctive objectives are initiated using the following process.

1. An external or internal stakeholder or group has an idea or makes a request for the College to adopt a new distinctive objective
2. Idea or request is communicated to the appropriate College administrator or facilitator.
3. Facilitator convenes a review group to perform a feasibility study.
4. If the idea or request is supported then
5. Decision is made to proceed or not with full implementation of idea plan
6. If to proceed, implement idea using appropriate resources such as College staff, the foundation, Adult Ed, BI, HCC Board, etc.
7. If not to proceed, develop partial plan and implement
8. In either case, periodically evaluate as to continued status as a distinctive objective

9. If is the idea or request is not supported then
10. Decide if idea or request is to be denied
11. If so, inform requesting party
12. If not, give feedback to requesting party and request modifications to idea
13. Continue to step 2 again

2P2. RSVP is a federally-funded program through the Corporation for National and Community Service. Established by the *Domestic Volunteer Service Act in 1973*, it was designed to nurture volunteerism in senior citizens and to collect and report their service to federal funding sources. Highland Community College received the first RSVP grant in July of 1973.

RSVP's objective is to engage individuals, 55 years of age and older, in their communities through volunteerism. RSVP acts as a coordinating service for civic engagement while matching the talents and interests of the senior volunteers with expressed community needs. This 'infusion of talent' supports civic engagement, enables local agencies to better serve their clients and helps people connect to each other and to their community. This connection builds stronger communities and provides an economic boost to the local economy.

RSVP volunteer stations are any not-for-profit or public agencies that provide services to the community and which express an interest in utilizing volunteer support to accomplish their goals. Some are faith-based although most are state or locally funded. A "Memorandum of Understanding" and job description(s) are required to place volunteers at these sites. Volunteers can never replace paid staff persons. Examples of the approximate 90 volunteer stations include not-for-profit organizations, faith-based communities, government entities, schools, and non-proprietary health agencies.

Volunteers may serve one hour per year or many hours per week. Staff is flexible with volunteers since they are giving of themselves. Staff ask that hours be reported monthly, except for those who do sporadic or seasonal volunteer work. Successful volunteer management requires staff to recruit, place, monitor, train when appropriate, and collect volunteer hours of service to report to funding sources.

Each year, the Volunteer Coordinator and/or Director communicate with most volunteer sites. Every third year, the program re-establishes the Memorandum of Understanding (MOU) with each volunteer station. The MOU is a formal agreement that outlines the responsibilities of HCC as sponsor and the local agency as community partner. The face-to-face site visit and the written agreement provide the basis for RSVP to determine if volunteers are still being helpful, productive and meeting needs. It also ensures that the program and the station are mutually benefitting from their relationship.

2P3. Community input and oversight is delivered by our RSVP Advisory Council. The Council includes RSVP volunteers, volunteer station staff, and numerous community leaders. It is their expressed charge to support and advise the staff in the proper course of what is best for the volunteers, the volunteer stations, and how to best serve our local area.

Goals are established yearly and are the expectations of the funding source. These expectations are then shared with the volunteer stations. For several years now, the funding source has stressed that end outcomes have to be quantifiable and measurable. Some examples include the following:

- FHN: Volunteers assist with over 90 various tasks through the FHN health network allowing the staff more flexibility in providing quality health care.

- Disaster Preparedness: Volunteers were enlisted to work at the American Red Cross in Disaster Preparedness, Stephenson County Emergency Management Agency, and Stephenson, Jo Daviess and Carroll County Health Departments
- Food Pantries: RSVP volunteers were asked to staff food pantries and host food drives.

The staff of RSVP is dedicated to continually striving to update programming according to current trends and volunteer interests. The RSVP office strives to maintain close relationships with its volunteer population through newsletters and personal communications. The RSVP staff is responsive to the needs of the volunteers and the volunteer stations.

2P4. The RSVP Advisory Council has used several evaluation tools in the past including the evaluation available from the Corporation for National and Community Service resource site, which is the tool used this year for the volunteer survey. This evaluation is sent to all current volunteers on an annual basis. Through the results of this survey, program objectives are formulated for the coming fiscal year. ([RSVP Volunteer Survey](#))

RSVP's process to assess and review its objectives follows.

1. Administer surveys and evaluations to collect data about volunteer's satisfaction, site input, impact on the College district, volunteer's accomplishments, etc.
2. Analyze data regarding volunteer satisfaction, number of services sites, site satisfaction, number of participants, cost, etc.
3. Conduct an external review, if necessary
4. Analyze information from internal and/or external review
5. Determine needed operational changes and implement changes when feasible
6. Report review findings to the College Leadership Team

2P5. Results of the RSVP Advisory Council Survey and Volunteer Impact Surveys are shared with project staff and improvement plans are implemented in conjunction with the RSVP Advisory Council and HCC Associate Vice President of Human Resources.

2P6. The College chooses not to respond to this question at this time.

2R1. The College measures the effectiveness of non-instructional goals pertaining to RSVP, Leadership Institutes, the Foundation, sports camps and Upward Bound.

RSVP measures include the following:

- Degree of volunteer satisfaction
- Number of volunteers
- Number of hours of service
- Volunteer station feedback
- Dollar value of service hours
- Level of federal and state funding

Leadership Measures include the following:

- Program participant effectiveness survey

HCC Foundation Measures include the following:

- Endowment fund level
- Dollar value of scholarships awarded

Sports Camps Measures include the following:

- Participant's parent satisfaction survey

Upward Bound Measures:

- Percentage of program participants who complete or persist in college

2R2. This year, the Council had a 50% return rate on the volunteer surveys. Seventy-four percent of those responding were extremely satisfied with the placement process. Eighty-two percent were extremely satisfied with the support by RSVP; 86% were extremely satisfied with the recognition by RSVP. Over 70% were pleased with the support, training, and recognition received from the volunteer station, and 90% felt volunteering enriched their lives. Only one volunteer responding replied that she had not been placed in a volunteer assignment. This volunteer indicated availability only May – November. When asked on ideas to help promote volunteerism among adults 55 and older, many responded that they would like to see more newspaper coverage about the program and volunteer opportunities. See table 2.1.

Table 2.1 RSVP Volunteers, Service and Value

Fiscal Year	Volunteers	Hours Served	Value Wage
2006	459	84,077	\$996,419
2007	476	87,522	\$1,021,823
2008	502	90,285	\$1,084,876
2009	473	89,368	\$1,069,676

Highland Community College is the grantee for federal funding from the Corporation for National and Community Service and State of Illinois funding each year through the Illinois Department on Aging. See table 2.2.

Table 2.2 RSVP Funding

	FY05	FY06	FY07	FY 08	FY 09
Corporation-federal	\$56,755.00	\$57,184.00	\$57,999.00	\$57,999.00	\$56,986.00
*State Funding	\$29,864.00	\$28,030.00	\$28,814.00	\$29,912.00	\$30,253.00
TOTALS	\$86,619.00	\$85,214.00	\$86,613.00	\$87,711.00	\$87,239.00

*Fifty percent of the state funding is based on hours reported by volunteers which reflects in the variation of the state funding.

An evaluation survey was distributed to RSVP service sites with 51% of the sites completing the evaluation; 88.9% agreed or strongly agreed with the statement, "Volunteers have allowed our organization to serve more clients this year." Eighty-nine percent agreed or strongly agreed with the statement, "Volunteers have allowed us to provide more services to clients this year," and 100% agreed or strongly agreed with the statement, "Volunteers have made a significant contribution to our organization this year."

Leadership Institute Results:

Survey data is collected from participants in the Employee Leadership Institute (ELI), the Stephenson County Leadership Institute (SCLI) and the Jo Daviess Leadership Forum (JDLF). See table 2.3.

Table 2.3 Leadership programs participants' effectiveness survey results for 2009; 1-5 scale with 1 meaning "was ineffective" and 5 meaning "was very effective".

Survey Item	ELI	SCLI	JDLF
Helping participants explore and understand local, community, and College district needs	4.5	5.0	4.3
Helping participants increase leadership capabilities in five key leadership behaviors	4.0	4.0	4.3
Helping participants understand and benefit from the Servant-Leadership model	4.8	3.5	4.3
Helping participants understand their role in serving the community	4.0	4.3	4.3
Helping participants create and/or join an active network of informed and concerned employees to help guide the future of our College	2.8	4.3	4.4
Encouraging, challenging, and supporting participants as they work together in common cause to help guide the future of our College	4.3	4.4	3.6
Increasing understanding of the College's structure and history	3.0	4.4	4.4

HCC Foundation Results: See tables 2.4 and 2.5.

Table 2.4 Foundation Endowment Fund

	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
\$ millions	15.3	14.2	11.9	11.8	12.8	14.2	15.1	16.9	15.2	12.6

Table 2.5 Foundation Scholarship Awards

	FY00	FY01	FY02	FY03	FY04	FY05	FY06	FY07	FY08	FY09
\$ 1000s	222	248	249	262	264	250	268	312	323	365

Sports Camps Results: See table 2.6.

Table 2.6 Sports Camp Survey Results

	Baseball Camp	Volleyball Camp	Basketball Camp
Number of Responses	18	53	74
Did your child enjoy their sports camp experience?	94% Yes	98% Yes	97% Yes
Did the coaching/instruction your child received	89% Yes	98% Yes	91% Yes

improve their skills?			
Was the sports camp cost effective?	89% Yes	92% Yes	95% Yes
Would you recommend the HCC sports camps to your friends?	94% Yes	100% Yes	97% Yes

Upward Bound Results:

Table 2.7 lists the percentage of Upward Bound program completers who have completed college or were still enrolled in college during the 1998-2004 and 2005-2010 time periods.

Table 2.7 Percent Upward Bound Program Completers Transition to College

	1998 - 2004	2005 - 2010
Upward Bound program completers who graduated or were still enrolled	54%	71%

2R3. HCC’s RSVP program is one of five in Illinois that are sponsored by community colleges. The others include: Southwestern Illinois College (SWIC) in Belleville, Triton in River Grove, Sandburg in Galesburg and John Woods in Quincy. These are compared in Table 2.8. Row 1 represents all colleges in Illinois that sponsor RSVP programs; row 2 is the year they first were funded, row 3 is the amount of federal funds they received in FY 09; row 4 is the number of registered volunteers; row 5 is the number of volunteers per 10 thousand district population; row 6 represents the number of RSVP staff; and row 7 is the cost of each volunteer hour generated (total budget divided by the number of volunteer hours reported for that fiscal year). These data provide evidence that the College’s RSVP program is successful compared to the other programs.

Table 2.8 RSVP Community College Comparison

IL Colleges	Highland	SWIC	John Wood	Sandburg	Triton
First Grant	1973	1972	1973	1973	1983
Federal Grant	\$56,986	\$110,510	\$91,250	\$98,814	\$59,971
# of volunteers	554	1360	550	665	693
# of volunteers per 10k district population	61	30	57	62	22
Staff FTEs	1.5	2.33	3	2.5	2.5
Cost per hour	\$1.02	\$. 84	\$2.39	\$1.26	\$1.61

The effectiveness of the Jo Daviess Leadership Forum was measured in a 31 county leadership research study entitled Impact of Community Leadership Education in the New Economy,

conducted by the University of Illinois. An excerpt from the study summary states “Participants in the Jo Daviess County’s Leadership Forum, a community-based leadership education program organized by Highland Community College, demonstrated a significant degree of learning after completing the program. Since this study focused on community leadership at the county-level, this report will refer to the Leadership Forum participants as being from Jo Daviess County. Jo Daviess County leaders out-scored other community leaders in both the treatment and control communities overall on the individual impact scores (outcomes)...” The six outcomes include Personal Growth and Efficacy, Community Commitment, Shared Future and Purpose, Community Knowledge, Civic Engagement, and Social Cohesion.

2R4. Volunteers work in non-profits and public agencies in Stephenson, Carroll, Ogle and Jo Daviess Counties. By volunteering, seniors are given a new/renewed sense of being needed, useful and a contributing member of their community. And, several studies have indicated, seniors who volunteer live longer, healthier lives and report a higher satisfaction with the quality of their lives. Volunteering through the RSVP, therefore, nurtures a win/win situation for volunteers, volunteer stations and the communities they serve. Continuous service from thousands of volunteers over the course of 37 years has given RSVP a high profile in the four-county service area. Currently, 462 RSVP volunteers are serving in 90 different volunteer stations. Last year alone, RSVP volunteers reported contributing 89,398 hours of service.

The College is supported indirectly by the strengthening of the communities and sites in the district served by the volunteers.

2I1. RSVP has recently established the following innovations into the local program:

- Electronic reporting through e-mail
- E-mail updates to those who have e-mail
- A current listing of all new volunteer opportunities through Volunteer Match.
- A flowchart was developed as a tool to assess and evaluate volunteer satisfaction and cost effectiveness.

RSVP Five-Year Goals include the following:

- Establishing a survey to all stakeholders on the effectiveness and efficiency of the RSVP program to be administered every three years.
- Establishing more interaction with program participants through the College’s/RSVP website.
- Establishing, with the assistance of the RSVP Advisory Council, a stated and approved Strategic Plan for the next 5 years for the RSVP Program.

2I2. The College chooses not to respond to 2I2 at this time.

Category 3: Understanding Students’ and Other Stakeholder’s Needs

3P1. The College identifies the changing needs of student groups through a series of survey instruments given at predetermined intervals; more specialized surveys conducted through the work of a quality improvement projects and taskforce work; feedback solicited from student groups, clubs and organizations; and through the work of established student services units.

The College has developed a three-year institutional survey plan (see Table 3.1). Many of the surveys in this plan are designed to identify student needs on a consistent basis. The Survey of Entering Student Engagement (SENSE) was conducted for the first time during the fall 2010

semester (See 3R3). It is expected that these results will provide a wealth of information concerning student needs with respect to advising, financial aid, enrollment related processes, general orientation items such as email account use and ways to connect with services early on in their college experience.

Table 3.1 Institutional Survey Plan – FY2010 to FY2012

Year	Target Population	Survey	Survey Description
FY 2010	FT/FT Freshman	CIRP Freshman Survey	The Freshman survey covers a wide range of student characteristics: demographics, parental income & education, financial aid, HS achievement and activities, education and career plans, values, attitudes, beliefs, and self-concept
	FT/FT Freshman	CIRP Your First College Year (YFCY) Survey	A follow-up survey to the Freshman Survey, it designed to measure student change since time of matriculation.
	Completers	HCC Transfer Survey	Includes items eliciting information from students about their course transfer experience, satisfaction with transfer resources, and satisfaction with educational preparation
	Employees	HCC Employee Survey	Includes items related to employee demographics, supervision, job expectations, professional development, promotion opportunities, teamwork, job importance and value, and policies and procedures related to strategic planning, human resources, and safety
FY 2011	Entering Students	Survey of Entering Student Engagement (SENSE)	Includes items eliciting information from students about their first experiences with College intake processes, instructors, advisors, other students, and support services
	Completers	HCC Graduate survey	Revisions will be made to survey administered in the past.
	Employees	HCC Employee Survey	Includes items related to employee demographics, supervision, job expectations, professional development, promotion opportunities, teamwork, job importance and value, and policies and procedures related to strategic planning, human resources, and safety
FY 2012	Current Students	Noel-Levitz Student Satisfaction Inventory (tentative)	Includes items eliciting the importance students place on various services, programs and experiences and the relative degree of satisfaction that results from their transactions with them.
	Completers	HCC Alumni Survey	Comprehensive survey of alumni for the past 10 – 15 years. This survey would include items eliciting student profile demographics while at HCC, employment, continuing education, educational outcomes, and satisfaction with HCC programs and services
	Employees	Personnel Assessment of the College Environment (PACE) (tentative)	Items on this instrument are divided into four domains: institutional structure, supervisory relationship, teamwork, and student focus

Other survey instruments are designed and/or conducted in order to identify the changing needs of student groups by a quality improvement team or taskforce. For example, in spring 2008 the College designed and conducted a survey of evening students to determine a host of needs and preferences such as preferred course scheduling, alternative delivery and daycare needs. The results provided the College with useful data to help improve services and course offerings to non-traditional students such as offering several core courses on an accelerated, eight-week schedule.

Other survey instruments utilized since 2006 include:

- Student activities survey to determine the need for various clubs, organizations and activities.
- Climate survey conducted for the College's Underrepresented Groups Report submitted to the ICCB.
- Student survey to determine course scheduling needs.
- External survey designed to determine the needs of Community Education students.

Changing student needs are also identified through the use of periodic student/community focus groups, such as the following:

- Minority student focus groups and roundtable discussions
- Adult Student Network group feedback
- Strategic planning focus groups held with students and in each county in the service area

The College analyzes and selects a course of action to meet the needs of student groups by: investigating best practices and successful models; considering internal data; and identifying the feasibility of funding solutions. This process is illustrated by the identification of a need for improving the retention of black male students. It was determined that the Student Support Services/Project Succeed program demonstrates positive retention results within this student group through the use of a peer mentoring program. A quality review project is being conducted which will make peer mentoring services available to a broader number of black male students.

3P2. The College builds and maintains relationships with students through a combination of processes and activities before the student enrolls at the college, while they are students and after they leave the College.

Before becoming students, or shortly thereafter, the College builds relationships with potential and new students by informing them about various educational opportunities at the College. A few examples of the ways they are informed include using the *CareerFocus* magazines, using college visits called Experience Highland, using the College-sponsored college fair, offering dual credit/enrollment opportunities while in high school, supporting their use of the Career Cruising career exploration and skills software at their high schools (see 1P7), using the Quick Start placement testing and advising sessions, and by visiting with College faculty and academic advisors.

Relationships are maintained as the student participates in the College's parent-student orientation, takes the First Year Experience Seminar, and participates in the College's student clubs, organizations, and sports. Relationships are also maintained through regular contact with academic advisors, by meeting with instructors outside of class for individual assistance, and

through the assistance the student receives from the financial aid office and numerous other student support services.

After students transfer from the College or obtain employment, the College uses several surveys (Occupational Follow-up Survey, Alumni Survey and the Transfer Survey) to measure student satisfaction with their experience at the College. Information from these surveys helps the College build and maintain better relations with current and future students. The College also partners with the Highland Alumni Association to main relationships with past students.

For expanded details of processes and activities mentioned in response 3P2, see 1P7, 1P9, 1P10, 1P15, 1R5, 1I1, and 6R2.

3P3. The College's key stakeholder groups include district taxpayers, educational institutions (district high schools and four-year colleges and universities), district businesses (employers), and state and federal agencies. For each of these stakeholders, one or more methods are used to identify their changing needs and requirements relating to the College.

The taxpayers are represented by a seven-member elected Board of Trustees. The Trustees are imbedded in their communities and actively seek to identify taxpayer concerns pertaining to the College. The needs and wishes of the district high schools are identified in several ways. The College President meets with district school superintendents on regular a basis and discusses College – high school cooperation opportunities. College staff (academic advisors and administrators) meets annually with high school counselors to share information about changes that have occurred at the College, primarily in programming and student services, but also to gather suggestions for how the College can better serve their students. The College's transfer coordinator meets with his counterparts from four-year colleges and universities to discuss mutual needs. The Transfer Coordinator also receives grade point data for our transfer students as they complete their junior and senior years at the transfer college.

To some extent, employers' needs are communicated to the College through occupational program advisory committees. The College's Dean of Business and Technology also directs the College's business training center staff. This dean or his staff meets directly with leaders of businesses to identify their need for services from the College. Staff members in various departments at the College seek and receive input from departments in state and federal agencies regarding their changing requirements. Selecting a course of action with respect to these various identified needs most commonly begins with the College staff members who have identified a changing stakeholder need communicating that information to their supervisor. The department staff and supervisor may decide the identified need should be addressed or not and if so, they may address it if appropriate at that level. In other cases in which the response would be more college-wide, the identified need is communicated to the College Leadership Team. This senior level administrative group would discuss the identified need and formulate, with the help of other College faculty and staff, an appropriate response to the identified need.

3P4. There are many staff positions with responsibility for maintaining relationships with a specific stakeholder group. The responsibilities may be carried out in a variety of ways including written communication and annual, quarterly or monthly meetings that are designed to gather input and maintain relationships. Many of these relationship development activities are communicated monthly to the Board of Trustees in division or presidential update reports. The College further attempts to leverage information about stakeholders in order to maximize the effectiveness of our communication. Information about stakeholders is maintained in a database

system called Smart Addresser that includes a mechanism for coding each contact based on their interests or relationship to the College.

The following is the generally excepted process for building and maintaining relationships with stakeholder groups:

- Identification of stakeholder group
- Assignment of staff responsibility for developing and maintaining relationship (may be at several levels of the organization)
- Typically includes face-to-face or verbal communication about joint priorities or stakeholder needs
- Responsible College staff work to satisfy initial needs and respond
- Regular communication initiated
- Emerging needs, priorities or changes are communicated broadly through internal avenues such as College Council

Building and maintaining relationships with district high schools is illustrated in the following communication and relationship development mechanisms:

- Advising and recruiting contact person assigned to school to meet with guidance counselor (Student Services Staff)
- Written communication and telephone contact initiated each fall (Student Services staff)
- Provide access to Career Cruising (see 1P7) software and WorkKeys to support mutual needs (Student Services staff)
- District superintendents regularly engaged in discussion (President)
- Attendance at Regional Office of Education activities (various personnel by topic)
- General financial aid workshops offered to each high school (Financial Aid staff)
- Counselors' hospitality room offered at each Experience Highland! tour event (Student Services staff)
- Annual College Fair held collaboratively with high school counselors (Student Services Staff)
- Faculty-to-faculty communication is supported by the academic divisions (faculty and Academic deans)
- High School juried art show held annually (Art faculty)
- Dual credit collaborations are reviewed annually (Admissions and academic deans)
- E-newsletter communication for guidance counselors (Student Services Staff)
- Reports are communicated with schools about aggregate student placement and enrollment data (Institutional Research and Student Services)
- Regular meetings held with directors of vocational and technical schools (Academic Dean of Business and Technology)
- Annual report to the Board of Trustees on recruitment and retention activities includes high school relationship development information (Student Services staff)
- Annual counselors' luncheon held in the spring (Student Services)

3P5. The College chooses not to respond to this question at this time.

3P6. Primarily, complaint information from students and some stakeholders, such as parents, are collected as a byproduct of the College's academic and other student academic complaint process, but there are a number of instances when this is not the case.

Almost all academic complaints are initiated by students and are initially communicated to the instructor of the class. The bulk of these involve a complaint about the grading of a particular problem on an exam or on a homework assignment. A few can also involve one student complaining about the behavior of another student relative to the classroom environment. In both of these cases the process is ad hoc. The student presents his/her complaint to the instructor of the class. The instructor then addresses the complaint. Approximately 99% of all complaints are resolved at this stage. The instructor makes a decision and communicates the decision back to the student in a time frame that ranges from on the spot to a couple of days.

If the student is not satisfied with the instructor's determination, then the student can pursue their complaint via the "Other Student Academic Complaints" process (2009-2011 College Catalog, p. 24). After talking to the instructor, the next step is for the student to talk with the appropriate administrator. This must be accompanied by a written request for review. The administrator then investigates the situation, including speaking with the instructor. The administrator then communicates a decision in writing to the student. If the student is unsatisfied with the administrator's decision, the student may appeal in writing to the Vice President of Academic Services. The Vice President reviews the situation fully and responds to the student in writing. If the student is not satisfied with the Vice President's decision, he or she may make a written appeal to the Student Judicial Review Board. This committee is comprised of students, faculty, and administrators. The decision of this committee is final and is issued to the student in writing. Complaints that are serious enough to come to the attention of the Vice President are documented in student complaint files and then tabulated for periodic review by the Vice President and others as appropriate with respect to complaint type and resolution.

Students may appeal a charge of violating the Student Code of Conduct (2009-2011 College Catalog p. 21). Appeals of this type follow the same process as stated in the paragraph above.

When student-on-student harassment complaints are reported to an instructor, the instructor either contacts the Dean or contacts the HR department and receives instructions on how to handle the situation. The instructor then either implements the instructions or passes the student on to the appropriate dean or to the HR department in order for the complaint to be handled by an appropriate administrator, at which time the process for "Sexual and Other Harassment Complaints" [[HCC 2009-2011 Catalog, p.24](#)] is followed.

For harassment complaints based on legally protected classes, the investigation is conducted by the College's Affirmative Action Officer. If these complaints involve students, then the Vice President of Academic Services is kept informed of the investigation and outcome. Complaints that are serious enough to come to the attention of the Vice President are documented in student complaint files and then tabulated for periodic review by the Vice President and others as appropriate with respect to the complaint type and resolution.

Most complaints from other stakeholders and some type of student complaints are communicated initially to the College President's Executive Assistant or to the College's Information Desk (switchboard operator). In these cases the process is to direct the individual to the first level of contact. Complaints about advising and registration are directed to the Associate Vice President of Student Services. Complaints about schedules and billing are directed to the Director of Enrollment and Records. Complaints about financial aid are directed to the Director of Financial Aid. Complaints about instructors or classes are directed to the Vice President of Academic Services. Those to whom a complaint is directed investigate the complaint, speak with all involved parties, and attempt to resolve the issue. The stakeholder making the complaint is informed if a resolution to their complaint can be made.

3R1. Many of the methods referenced in response to 3P1 are also in the process of being utilized to determine the satisfaction of our students and other stakeholders on a regular basis. This is because most of the time, the same methodology is applied to determine both stakeholder satisfaction and stakeholder needs at the same time. For example, many of the surveys that are part of the Institutional Survey Plan (Table 3.1) are designed such that they provide both measures of satisfaction as well as help the College identify specific stakeholder needs. The surveys in the plan are scheduled for administration on a three-year rotational basis. On the other hand, results from other surveys, such as the College's Alumni Survey and the Career and Technical Follow-up Survey as part of an Illinois Community College Board (ICCB) study, are used purely to determine student satisfaction. This is because the items are worded such that they only ask the student to provide what their overall satisfaction was with a particular program or service; the items are not detailed enough to determine specific needs. The rationale behind many of the other surveys and methods referenced in 3P1 has been to supplement the administration of the Alumni and Career and Technical Follow-up Surveys to determine more specific needs, in addition to determining satisfaction. For example, while students are asked to provide an overall satisfaction rating for the College's advising services on the Alumni Survey, the feedback students provide through their completion of a more detailed advising survey immediately after their advising session provides data on the multiple aspects of advising deemed necessary for effective advisement. However, again, while it is this kind of feedback (through surveys, focus groups, etc.) that better helps the College more specifically determine stakeholder needs and areas for improvement, all of the results taken together help provide a better picture of stakeholder satisfaction with the College's programs and services.

In addition to these surveys and the methodologies referenced in 3P1, the number of student and other stakeholder complaints (see 3P6) and student course evaluations are also used as measures of satisfaction.

3R2. The performance results for student satisfaction presented here focus on the most recent administrations of the Alumni Survey and of the Career and Technical Education Survey (specifically referenced in 3R1) and the new Transfer Student Survey administered for the first time in spring 2010. However, it is important to note that additional student satisfaction performance results are presented throughout the portfolio, most notably in Category 4 (see 4R2) and 6 (see 6R2) responses.

Table 3.2 provides the alumni satisfaction ratings. Prior to the development of the Institutional Survey Plan (see 3P1) which schedules the College's major institutional surveys on a rotational basis, the alumni survey was administered annually to the most recent year of graduates. The next administration of the alumni survey is scheduled for 2012.

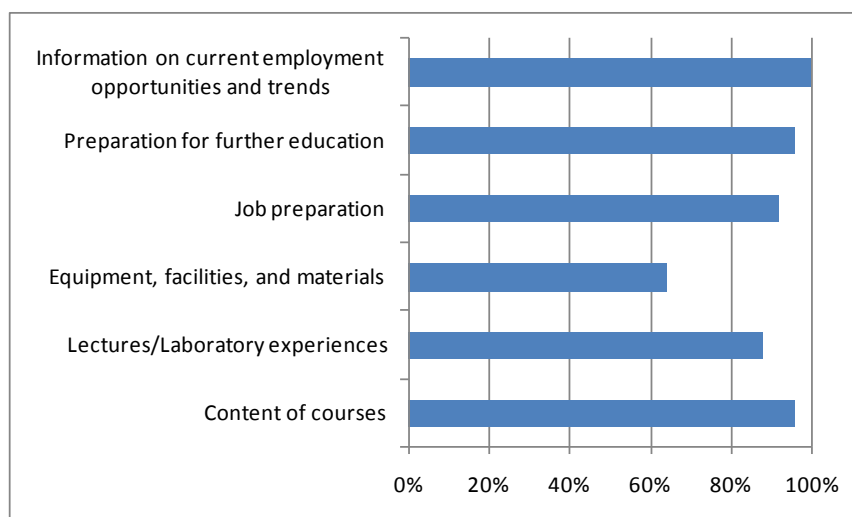
Table 3.2. Alumni Satisfaction with College Programs and Services

	Yr 2005	Yr 2006	Yr 2007	Yr 2008	Percent Change 2007-2008	Percent Change 2005-2008
Graduates	316	342	250	333		
Response Rate	41.0%	42.1%	32.0%	40.5%		
Classroom instructors	95.8%	95.8%	95.0%	97.8%	2.8%	2.0%
Course offerings	89.6%	84.6%	90.0%	90.3%	0.3%	0.7%

Individual assistance by instructors	94.5%	93.7%	92.1%	89.3%	-2.8%	-5.2%
Classroom facilities & instruction	93.7%	92.4%	92.5%	94.8%	2.3%	1.1%
Lab facilities & equipment	81.3%	89.9%	79.7%	81.5%	1.8%	0.2%
Independent student areas	89.2%	93.5%	87.3%	92.8%	5.5%	3.6%
Library services	96.5%	92.6%	100.0%	97.7%	-2.3%	1.2%
Class scheduling	89.8%	89.5%	93.6%	88.8%	-4.8%	-1.0%
Admissions counseling	90.8%	77.1%	81.9%	78.7%	-3.2%	-12.1%
Academic advising	93.5%	70.5%	74.3%	73.7%	-0.6%	-19.8%
Career counseling	87.5%	78.0%	70.9%	73.2%	2.3%	-14.3%
Transfer counseling	81.1%	80.5%	71.7%	74.7%	3.0%	-6.4%
Financial aid program	88.9%	80.0%	85.2%	87.7%	2.5%	-1.2%
Registration procedures	98.9%	89.4%	96.3%	94.8%	-1.5%	-4.1%
Bookstore services	92.3%	86.3%	87.3%	85.3%	-2.0%	-7.0%
Food services	75.5%	83.9%	72.3%	82.1%	9.8%	6.6%
Recreational facilities	100.0%	94.3%	90.2%	96.6%	6.4%	-3.4%
Clubs	82.8%	82.8%	72.7%	83.6%	10.9%	0.8%
Student senate	82.1%	79.3%	74.2%	79.2%	5.0%	-2.9%

Figure 3.1 provides satisfaction results of the most recent administration of the Career and Technical Education Survey. This survey is administered annually, but to a different set of career and technical education program graduates each year. The schedule complements the Illinois Community College Board's rotational schedule for program review, such that the survey is administered the year before a program's review is due so that the results from the survey can be incorporated into the review. In 2009, the survey was administered to the 2008 graduates of the College's ADN and LPN programs for the nursing program review due to ICCB in 2010. As shown in this figure, over 90% of the 25 nursing graduates responding to the survey indicated satisfaction with the majority of their program's characteristics. The response rate to this survey was 47%.

Figure 3.1 Percent of 2008 Nursing graduates satisfied with program characteristics



Figures 3.2 and 3.3 provide satisfaction results from the 2010 Transfer Student Survey. As shown in these two figures, the expectations of the transfer students who completed the survey were met in terms of the number of courses that transferred from HCC to their transfer institution and the helpfulness of those courses in preparing them with the knowledge and skills necessary for their success in their current coursework. The response rate to this survey was 47%.

Figure 3.2. Extent to which transfer students' expectations were met regarding the number of courses accepted at their transfer institution.

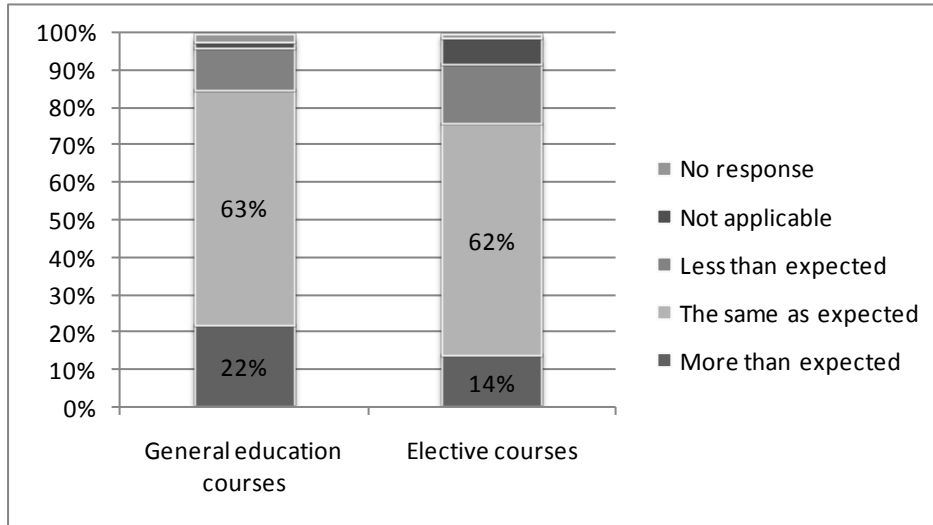


Figure 3.3. Transfer students' helpfulness ratings of HCC courses in preparation for coursework at their current institution.

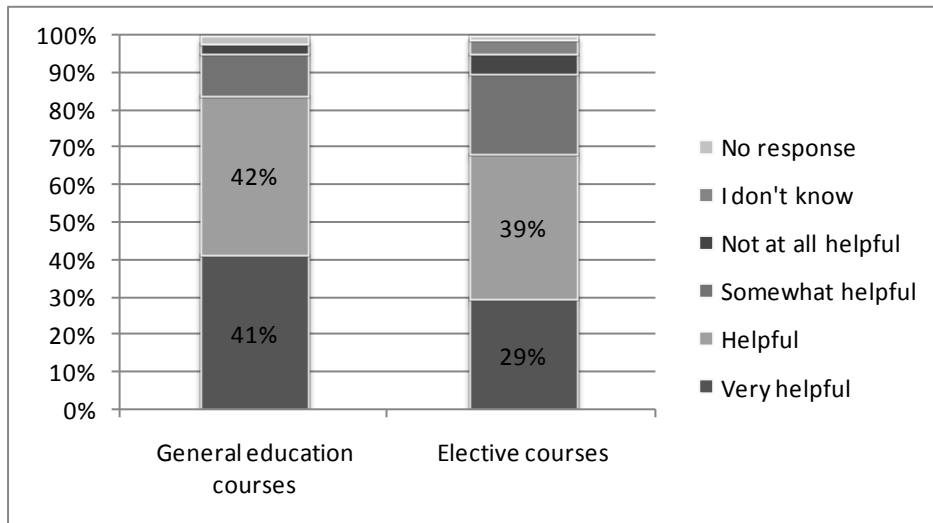


Table 3.3 provides the number of stakeholder complaints that resulted in appeals to the Vice President and the Judiciary Review Board in the last three years.

Table 3.3 Number of Stakeholder Complaints Appealed by Year

	2007	2008	2009
Number of appeals to Vice President	10	8	4
Number of appeals to Judiciary Review Board	0	0	0

3R3. In 2006, the College launched an AQIP action project with the goal of creating an integrated student services program that streamlined services and provided and user-friendly access to admissions, course placement, and advising services. The “common intake system” was geared toward improving our satisfaction rates with student intake services, increase our yield of prospects that enroll, and improve access to our front-end career and advising services. As part of that effort the College cross-trained a team of Student Information Specialists to act as guides through the enrollment process. They were provided with extensive resources and information about our educational programs and the processes that were required to complete enrollment successfully. Because the implementation team for this project believed that our goal during the process of recruiting a student was to build trust and develop a relationship, this team was assigned a flexible caseload of prospective students and set a goal of making at least four contacts with each prospect. This goal was focused on improving the results of our admissions funnel. The team is not yet satisfied with the results to date and, therefore, initiated a point-of-service survey to explore opportunities for improvement.

Table 3.4 Yields of Students Enrolled and Number of Inquiries

	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Fall 09
Inquiries	251	305	204	280	264	231
Students Enrolled	36	28	19	32	40	29
Percent Yield	14%	9%	9%	11%	15%	12.25%

At the same time, staff re-engineered services in order to provide walk-in access to our testing and advising services for prospective students. Information collected through focus groups and case studies helped the staff determine that prospective students had difficulty understanding their placement test results, which created an enrollment barrier. As part of the re-engineered process, students receive immediate one-on-one interpretation from an advisor.

In an effort to improve our early registration process for high school students, the advising team recommended a piloted an on-campus process that could replace the registration conducted in high schools. The team felt that the in school registration process did not fulfill our objectives for initial advising appointments. These sessions were often rushed, students were distracted by high school commitments, and the sessions were focused on schedule development alone. Results of the Quick Start survey are provided in 6R2.

More data about our performance is being collected through the Survey of Entering Student Engagement (SENSE), administered for the first time at Highland in the fall 2010 semester. The SENSE was selected because it can provide a measure of our progress improving these initial services. As part of the survey, the College also elected to use the special focus modules that gathered local information. Surveys were administered in 50 sections of 30 courses with 18 instructors. Results will be available in the spring of 2011.

The College connects with students pre-enrollment in a variety of ways. Results of building connections with prospects include:

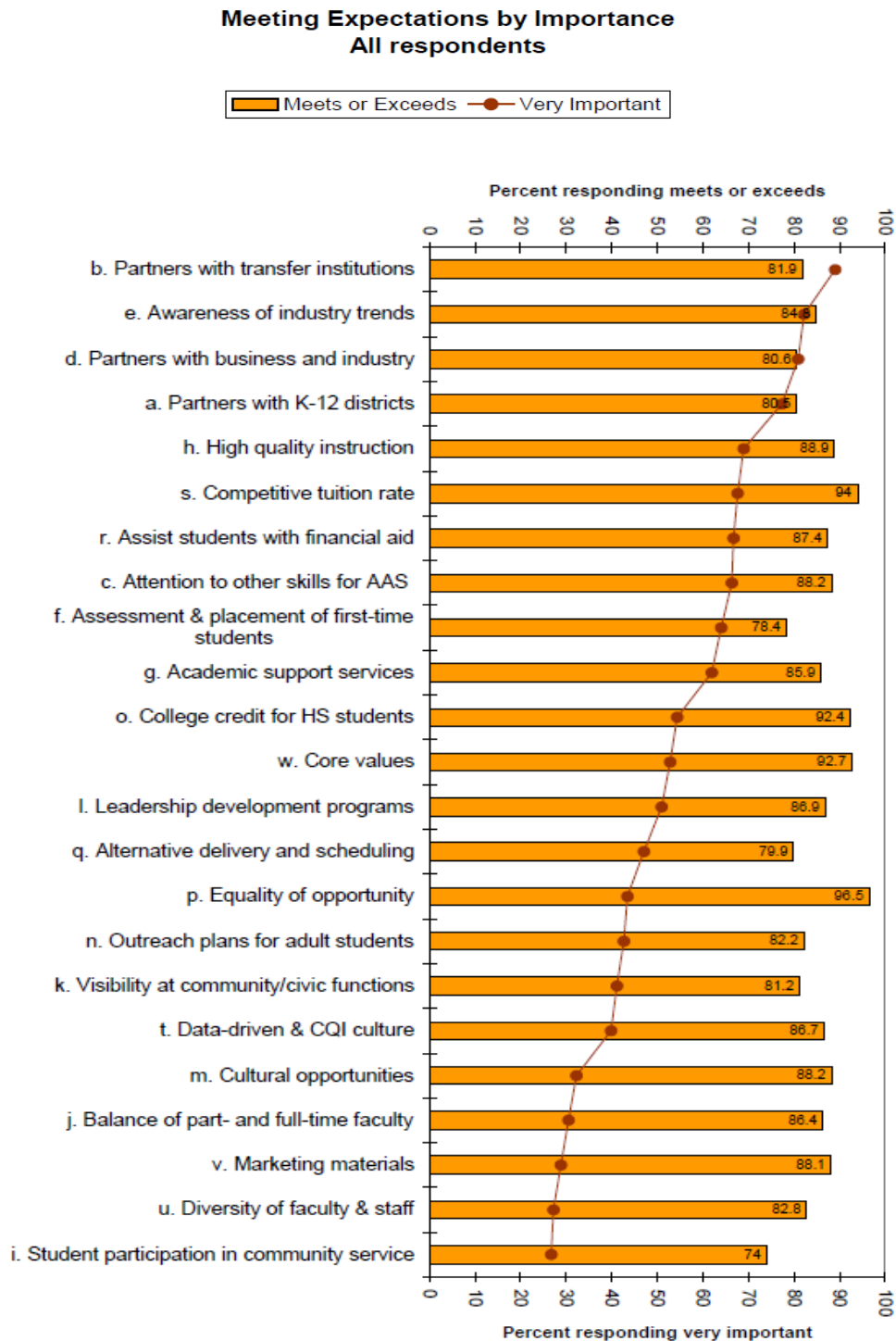
- Since Career Cruising was initiated by the College in January, 2001, there have been 111,107 logins to Career Cruising by area junior high or high school students. In 2010 there have been 84,419 page views in the portfolio section of Career Cruising, 158,747 page views of the careers section, 264,356 page views of the matchmaker section, and 77,115 page views in the schools section.
- Dual credit students are matriculating at a higher rate suggesting that their experience with Highland is positive (see 9R2).
- The College annually assesses the effectiveness of its recruitment and marketing strategies using a survey in the First Year Experience Seminar. The College staff believe the tour experience provides an important point of contact with students that allows for the development or enhancement of relationships with students and families, we train a team of tour guides and annually host a series of Experience Highland! tour days. Students rank the tour number #4 of 11 factors that influence their college decision with 74% indicating it to be "important" to "most important". The *CareerFocus* magazine produced by the College is ranked #1 with 76% indicating "important" to "most important".
- One-hundred twelve of the 114 respondents to our Quick Start evaluation responded that they felt more prepared to begin College after participating in Quick Start. Students were also surveyed using the point of service surveys in the high school and at Quick Start to measure differences in service.

Once enrolled, students are engaged in a variety of relationship building activities and programs such as First Year Experience Seminar, Orientation, Advisement, Student clubs and organizations, Success Center, Adult Student Network, Athletics, Student Activities and opportunities for open communication including Pizza with the President. Evaluations components are included in individual programs and activities, however, information about the College's performance results are gleaned from ad hoc surveys and the alumni survey. Experience with instructors is evaluated in course evaluations and in point-of-service surveys in our writing center.

3R4. The performance results for stakeholder satisfaction presented here focus on four stakeholder groups – business and community leaders, transfer institutions, employers of occupational program graduates, and the Retired Volunteer Service Program (RSVP).

In order to measure the satisfaction of the College in meeting the expectation of local business and community leaders, a survey was distributed to nearly 400 school personnel, business leaders, and city/county officials throughout the district as a part of the strategic planning process (see figure 3.4 on page 47) The survey, which had a 60% response rate, measured the extent to which the College met or exceeded 23 specific expectations derived from the College's mission and vision statements, such as partnership with local business and industry, alternative course delivery and scheduling, and outreach to adult students. Over 80% of respondents indicated the College meets or exceeds their expectations in 20 of the 23 categories.

Figure 3.4 Community Leaders Survey: Meeting Expectations



The level of academic success achieved by HCC transfer students is a significant performance result for the satisfaction of the four-year institutions that receive our students. In response to

1R4, there is data showing that Highland transfer students' average GPA exceeds the average GPA of three of our peer institutions (see Figure 1.4b).

Key performance results for the satisfaction of the employers that hire graduates of selected occupational programs is demonstrated in licensure rates of our graduates in the fields of nursing and cosmetology – two of our largest occupational programs. The response to 1R4 reports pass rates for the State of Illinois Licensed Practical Nurse and Registered Nurse licensure rates between 88% and 100% over the past five years. Licensure Pass Rates for Highland Cosmetology and Nail Technology programs have been at 100% over the same five year period.

The College also measure performance results of organizations served by the Retired Volunteer service Program (RSVP). See 2R2 for detailed results of the programs service site survey in which 88% (or higher) responded positively to the value of RSVP services provided to their organization.

3R5. The College chooses not to respond to this question at this time.

3R6. The College chooses not to respond to this question at this time.

3I1. The College chooses not to respond to this question at this time.

3I2. Common Intake System training on Continuous Quality Improvement that helped staff identify steps in the process and how each step might impact the students' satisfaction.

The College provided quality improvement training for all employees over the last five years: broad training during opening days in service sessions and focused training for specific groups of staff and/or administrators and faculty leading quality improvement teams. In a Creating Quality Service class held in 2007 as part of College's Common Intake AQIP Action Project, the team was trained on processes, process development and process improvement. During this phase of the College's work, process owners were identified. Process owners and trainees used a four level process expertise evaluation to identify their competency and understanding of processes that were to be cross-trained. As part of this training, participants worked in teams to identify the process that corresponds to a troublesome issue (one that gets student complaints regularly). The trainer encouraged participants to look for opportunities to change the process so that the issue could be resolved at a previous step in the process avoiding the complaints and dissatisfaction among students. This training provided an important foundation for the common intake team and has been utilized since in making process improvements in the College's payment process.

Category 4: Valuing People

4P1. Faculty positions: Faculty credentials are identified in HCC Board policy 4.05 and Instructor job descriptions. Associate Dean/Dean/Vice President of Academic Services identify specific licenses and certifications required by the faculty for certain occupational fields. The Higher Learning Commission requires faculty members in transfer, General Education courses to possess an earned master's degree in the appropriate discipline, conferred at any accredited graduate school. Faculty skills are identified through successful teaching methodologies.

Custodial/Maintenance positions: A job description is created or updated by the supervisor with input by incumbent(s) and HR to ensure the skills and credentials accurately reflect those needed for each position.

Non-Union Staff positions: The current classification and compensation system was developed in consultation with Public Sector Personnel Consultants in 2006. This new system provided detailed analyses of job functions utilizing Position Analysis Questionnaires (PAQs). When implementing the system in 2006, each non-union classified, professional and administrative position incumbent prepared a PAQ for their position. The PAQ itemizes the qualifications required to obtain the position, as well as responsibilities involved in its performance. The PAQ also describes the position's impact on end results and gives a perceptive analysis of the environment and objectives surrounding the position. It is a written expression of the job requirements and captures accurate, current job information. From the PAQs and one-on-one interviews with employees and supervisors, a job description was developed for each position. The PAQ is utilized as the basis for development of new positions and revisions to existing positions to address the position's purpose; work activities; information sources; equipment, tools and materials; physical requirements; extraordinary working conditions; work assignments; training and experience; authority and accountability; interaction with others; supervisory span of control, supervisory responsibilities; and financial accountability.

The PAQs and job descriptions are reviewed and updated prior to creating job postings for open positions to ensure the College is identifying current specific needs of the position and the department. In addition to knowledge and skills, we include accreditation requirements, grant program requirements, or specific licenses, certifications or degrees required in position postings. The Service Standards, Employee Characteristics and Core Values (see 5P1) adopted by the College identify expectations of all current and new employees at Highland Community College. These are found on the job posting area of the College's website and on the employee web site section, HR CougarNet.

4P2. To make certain the College employs people that possess the required credentials, skills, and values, the process outlined below is followed:

1. Job postings are created in HR by referencing the credentials and skills identified in the PAQ and/or job description (see 4P1).
2. The advertisement is reviewed for approval by the hiring supervisor and appropriate VICE PRESIDENT or President. In some instances, in order to target audiences that may already possess the qualifications specified, job openings are posted in professional journals, listservs and web sites for particular fields.
3. In addition to a cover letter and resume/curriculum vitae, other items that are requested, depending on the position, may include transcripts, references, current letters of recommendation and teaching philosophy.
4. Trained screening committees (including an Affirmative Action (AA) representative for most FT positions) are used for all regular PT and FT positions, to review, select, interview and advise on selection of a top candidate. The committees are comprised of a diverse group of employees.
5. Screening committees develop questions that would draw out answers to specific knowledge, skills and abilities required and preferred for the position, as well as to bring out values and ethical practices of the candidate.
6. Testing is conducted when appropriate and teaching demonstrations are part of the interview process for faculty positions. Teaching demonstrations are sometimes done with a student audience present.

7. Administrative positions and faculty positions may meet with the appropriate VICE PRESIDENT and/or President. Candidates for higher-level administrative positions may be scheduled to meet with various categories of employees including faculty and Board members.
8. Credentials, references and backgrounds are verified on top candidates.

4P3. This question was answered in the 2006 Systems Portfolio submission and received a (S). The College's recruitment and hiring process continues as outlined in 4P2 of the 2006 Systems Portfolio, with the following enhancements:

- Position Analysis Questionnaire (see 4P1 above) which helps advertisement development that best outlines, for screening committees and candidates, the required knowledge, skills and abilities necessary to perform the most significant responsibilities of the position.
- The College Board redefined "Security Sensitive" positions. This resulted in the number positions requiring background checks prior to hire to be expanded. This improvement was necessary to protect the College and the employees from potential negligent hiring. The College is currently researching companies that provide criminal background check services as the current provider has lost dependability and timeliness of results.

HR is currently making improvements to processes and tools to better train and assist screening committees in understanding the function of their roles and responsibilities as Chair, an AA representative, or member of the screening committee through the search process. These improvements are necessary due to process breakdowns that have been brought to the attention of HR through the last two years. In addition, recruitment software companies have been researched, studied and a recommendation made to assist HR, screening committees and candidates in a more appropriate, up-to-date avenue. Employees are effectively retained through a variety of activities and support as listed in 4P2 of the 2006 Systems Portfolio. Additional activities that have been added are noted in 4I1.

4P4. This question was answered in the 2006 Systems Portfolio submission and received strength (S). As an update to the College's answer on the 2006 Systems Portfolio, HR has created an employee web site, HR CougarNet, which contains information on Highland's history, mission, and values. The site is a valuable resource to new employees and their orientation to Highland's culture. In addition, a committee has been developed to implement a staff mentoring program in 2010. One of the goals of the mentoring program is to support the ongoing orientation process for new employees and strengthen their knowledge of the College's mission, values, and strategic priorities. A renewed focus on Highland's history, mission, and values came about in response to deficiencies noted on six month surveys administered to new employees.

4P5. This question was answered in the 2006 Systems Portfolio submission and received a strength (S). The following items are updates to the responses found in 4P2 of the 2006 Highland Systems Portfolio:

- Highland's Strategic Plan has been updated through 2015 with goals that may require additional personnel.
- A process for staffing needs was implemented to determine human resource needs of the College. It provides an avenue for managers to submit a New Position Staffing Requisition Worksheet early in the budget year. The worksheet includes an estimated

cost for salary and benefits; justification for the position; college-wide impact; position's purpose; and the major duties/responsibilities of the position. The requests are rated by the College Council. Criteria for prioritizing the requests include: the relationship of the requested position to the College's mission, annual goals and priorities and/or strategic plan (Focus/Justification); the requested position shows promise of contributing toward the College's mission, annual goals and priorities and/or strategic plan (Impact); and the requested position would be a prudent use of College resources. Due to the state's funding level decreases, as well as a restructuring of the President's Cabinet, the process was not utilized in FY10. With a new Strategic Plan in place, it is expected this process be reintroduced fall 2010.

4P6. The annual feedback process is designed to link employee goals to distinct College operational initiatives and goals to ensure that individuals contribute to organizational productivity. The feedback process is part of the Goal-Setting and Action Planning Timeline which is referenced in 5P2. Within the feedback form there is also an area for employees to indicate barriers that may contribute to employee dissatisfaction. Supervisors and employees are expected to work together to come up with solutions to overcome any noted barriers within their control. Employees are encouraged to make suggestions for improvement in processes and procedures on departmental and college-wide levels. Employees are given the opportunities to participate in the design of work processes in various mediums including, department/division meetings, College Council, study groups, committees, Leadership projects and AQIP Action Project teams. In addition, in FY2008, the College started a quality review process initiative where employees are directly involved in collecting and analyzing data in a particular area or process. Review teams are made up of appropriate stakeholders to ensure proper input and consideration. After review, improvements may be made to the area/process if warranted. The quality review initiative has resulted in several processes being revamped to allow for greater efficiency and employee satisfaction.

4P7. All employees received specialized Ethics training from the state in 2006 as a result of a newly implemented state law. While the state no longer mandates that community colleges provide annual ethics training to employees, Highland is one of the colleges currently involved in development of an online ethics training module specific to higher education. In spring 2010, the Board approved revisions to the Ethics Policy 5.018 to include Internal Ethics related to conduct, decision-making, conflict of interest, and confidentiality. The Board expects all employees to demonstrate the College's Core Values of Integrity, Compassion and Respect; and the HCC Characteristics, which include Sound Judgment (honest, sincere, respect confidentiality and be ethical in relationships).

Ethical practices are also ensured through the activities stated below:

- All part-time and full-time employees are made aware of Highland's ethics policies and practices, and receive training on Sexual and Other Harassment Prevention and Identity Theft
- The College keeps policies and procedures updated
- All new hires receive materials on Family Educational Rights and Privacy Act (FERPA) and for positions that have access to student information, more intensive training is received
- Health Insurance Portability and Accountability Act (HIPAA) training is conducted for any employee with access to private health information

- Supervisory development training was conducted on topics that included FERPA, HIPAA, and harassment
- Annual outside audit of finances is conducted
- Systems are in place to audit various payroll and benefits processes
- IT processes in place on federal and state data security processes
- Policy against retaliation if a claim is brought forth
- An Ethics Committee was formed to discuss development of an Employee Code of Conduct

The College attempts to maintain an environment where employees and students feel comfortable reporting issues. Complaints are taken seriously. Investigations of reported events, such as harassment, are investigated expediently, appropriate action taken and processes reviewed following the event.

4P8. Training needs are determined by several factors including state/federal mandates, policy changes or additions, College initiatives (technology, priorities, college-wide goals, strategic planning, AQIP projects), needs assessments, exit interviews, and individual and departmental goals. When there is a change in policy or a new initiative is created, it is asked whether training is needed. If it is, training is developed and objectives are determined in order to evaluate the success of strengthening the particular program or service. Once the training is delivered and evaluated, it is then asked if the objectives were met. If not, the process starts over again. As previously stated, when employees work with their supervisors to set individual goals, they are aligned with college-wide goals or initiatives. At that time, employees also indicate whether additional skills or training are needed in order to achieve the goal(s). Training needs listed in Feedbacks are compiled and reviewed for common training needs among employees. Training is developed around trends found. Employees also have the ability to attend external training for job specific or software specific skills.

4P9. This question was answered in the 2006 Systems Portfolio submission and received a strength (S). Since the 2006 portfolio submission, staff development has been centralized with the hiring of a part-time staff development position in late 2007. Additional training opportunities have been developed including a lunch and learn series, a supervisory development series, and a faculty development program. In six month surveys returned by new hires, HR saw a trend in which employees indicated that they were not receiving adequate job training when starting. As a result, supervisors now receive a training plan worksheet for non-union new hires. Supervisors document a description for each concept or skill an employee in the position will need to know, identifies the knowledge level needed for each item to be successful in the position, lists the training resources available for each item, and evaluates the employee's current knowledge level for each item, and then determines whether the employee needs training for the item. By starting employees off on the "right foot," the College is supporting future growth and development at Highland.

4P10. The appraisal system for non-faculty staff was an evaluative rating system through FY99. In FY00, a varied group of employees studied and recommended utilizing a feedback system that focused more on communicating, goal-setting and discussion while separating discipline and performance into a day-to-day system and expectation. This made the evaluation system more of a growing, motivational tool for employee development which better fit the Highland environment. In 2008, a Study Group was appointed to review current feedback system; look at pay for performance and 360 degree evaluations. The group based its recommendations on findings from diverse sources, including surveys from other colleges,

employee focus groups, research, review, and study group discussion. The Study Group reported their recommendations to the President in May 2009. Recommendations included improvements as well as employee education on pay for performance and 360 degree evaluations. To date the following improvements have been made and implemented into the annual feedback process:

- Standardized and effective use of the feedback tools to enhance employee performance
- Written process timeline provided to employees
- Direct administration of supervisor rating questionnaire to employees for completion via an online survey tool
- Addition of a self-assessment form for all employees to promote discussion during feedbacks
- Presentation of supervisor and employee workshops to enhance understanding and consistency of the feedback process
- Review of feedbacks through the appropriate Associate Vice President, Vice President or President
- Linkage of goals to AQIP Principles; Institutional Goals/Priorities; and the Leadership Challenge Model
- Connection made between feedback process and the operating budgeting timeline
- Summarization of all significant individual/departmental goals and accomplishments for the fiscal year is provided to the President by each managing supervisor
- Addition of review of the employee's PAQ to the feedback form to keep position responsibilities current on an annual basis

Faculty appraisals are conducted as outlined in Board policy. FT teaching personnel are evaluated formally a minimum of every three years. New FT faculty are on probationary tenure status for the first three academic years of employment and, as a result, are evaluated each semester by the dean as well as a faculty tenure committee. PT faculty are evaluated a minimum of once each semester of the first three years they teach. After three successive satisfactory evaluations, evaluations will be a minimum of once every three years. Among instruments used in such evaluations, regardless of employment status, is a tool designed to evaluate student satisfaction consistently (access student needs and wants). The same instrument provides faculty members the opportunity to add up to seven more discipline specific questions.

A dean's evaluation consists of a classroom visit, use of a student evaluation survey, an instructor self-evaluation and an evaluation meeting between the instructor and dean. Teaching methods are evaluated by the dean as well as the faculty tenure committee. A dean also, in many cases, reviews syllabi to determine alignment with course outcomes and competencies, reviews students' written work in the course, and other accounts of progress made in recent semesters in the course and throughout instructor's teaching load. Improvement opportunities are discussed between the dean and the instructor.

4P11. This question was answered in the 2006 Systems Portfolio submission and received a strength (S). In the College's 2006 answer it was indicated that the Board had started development of a compensation philosophy and a recommendation was made by the compensation study group to go through a compensation study. Both of these objectives were accomplished (see 4P1). 137 non-union positions were reviewed to ensure proper classification, salary range placement, and exempt/non-exempt status. Job titles, classifications, job descriptions, and salary range placements were changed as appropriate.

Salary increases were phased in over a three year period due to budgetary constraints. The objectives of the classification and compensation program were and continue to be to assist the College in promoting comparable treatment of individuals within and across departments, develop a formal structure for use in recruitment, and provide a systematic method of determining compensation in relation to the difficulty and complexity of the work performed. In addition, employees now have written guidelines to follow when requesting a reconsideration of their current salary placement or classification, whereas before there was no formal, written process in place. By supporting a comprehensive compensation program, the College is supporting the efforts of the employees who enable the College to achieve its mission and goals.

4P12. The College utilizes various tools to determine the key issues (see Figure 4.4). The survey or instrument owner evaluates and determines course of action involving appropriate employees or committees/groups. The process to determine issues related to employee motivation (to perform, to stay, to enjoy) was outlined by a process committee in fall 2007. The steps of the process are:

1. Determine how to gather data including a review and assessment of any prior process, the results, and instrument used
2. Gather Data
3. Process data and communicate with the appropriate group if necessary
4. Analyze data and communicate with the appropriate group if necessary
5. Is Action necessary? If No-Communicate with the appropriate group if necessary (back to start)
6. If Yes-Communicate with the appropriate group if necessary
7. Take Action (back to start)

Figure 4.4

Sample of Instruments and Instrument Owners for Gathering Data on Key Issues that Motivate Faculty, Staff and Administrators	
<u>Instrument</u>	<u>Instrument Owner</u>
Opening Days Evaluations	Academic VP Office
Support Staff Retreat Survey	Support Staff Development Committee
Employee Survey (annual)	Institutional Research/HR
Alumni Survey	Institutional Research
Campus Suggestion Boxes	Community Relations
FT + PT Faculty Evaluations	Division Deans
Student Evaluations	Division Deans
Advisory Committees	Division Deans
College Committees	Committee Chairs
College Council	President
New Hire 1+6 month Surveys	Human Resources
Exit Interviews	Human Resources
Annual Employee Feedbacks	Human Resources
Negotiations	Faculty and Admin Negotiating Teams
Negotiations	Custodial/Maintenance and Admin Negotiating Teams
Contact the Trustee Web Link	President's Office
AdHoc Meetings-Water Fountain	Everyone
Unions	Union President
Employer sponsored events/activities	Various Employees
Incident Communication to Supervisor	Various Supervisors
Focus Groups	Focus Group Facilitator
Accident/Injury Reports	Human Resources

The Instrument Owner(s) of the tool(s) analyzes the data by comparison with historical data, data from other educational institutions, and/or other sources as determined. The Director of Institutional Research is often sought out to assist the instrument owner in development or revision of the tool, conduct the survey, analyze the data and assist in interpretation and communication of the results. In order to extract more specific information on a result, focus groups are oftentimes conducted.

4P13. Highland provides for employee satisfaction, health and safety and well-being through many initiatives and programs including: a comprehensive benefits plan, flexible scheduling, a wellness program which includes wellness testing and activities, providing free YMCA memberships, contracting a crisis counselor to come on campus to assist in student issues, establishing a Behavior Intervention Team, creation of a Crisis Intervention Team and Campus Emergency Action Plan, providing training for various safety topics such as driver safety training, OSHA, ergonomics, sexual harassment and emergency response, and providing educational assistance, tuition waivers, employee assistance programs, and professional development opportunities. The College President holds communication meetings, Town Hall meetings, and Roundtable discussions to promote open dialogue within the College. These forums are not only for employees to learn from the President about College matters, but more importantly, for the President to listen to employee concerns and to find out what is going on in their areas. The satisfaction, health and safety and well-being is evaluated through several tools including the employee survey, six month survey (administered to new hires six months after they start), the annual feedback process, faculty evaluations, annual OSHA Log and workers compensation claims, executive review of wellness testing, and exit interviews. These sources are reviewed regularly to determine if there are ways to increase employee satisfaction, health, safety and well-being. For example, the employee survey contains questions on improving job satisfaction and safety. The survey results are reviewed by the Leadership Team and Director of Institutional Research. In response to some concerns and comments noted on the most recent survey conducted in 2009, additional security has been added on campus along with additional training on the Emergency Guide. There were other questions in which the Leadership Team and Director of Institutional Research felt that additional information was necessary in order to determine what measures could be taken to make improvements. As a result, focus groups are in the process of being conducted to gather more information (see 4R2).

4R1. Employee Survey: This survey annually measures employee satisfaction in areas such as benefits, job support, College mission and strategic goals, employee input into decision-making, employee performance, administrative processes, recommending HCC as a place to work, campus safety, trends in higher education impacting HCC, suggestions for new facilities and programs, improving engagement with the College district, improving job satisfaction, campus morale, and opportunity for open-ended comments.

Exit Interviews: This process provides an opportunity to gather information regarding factors influencing an employee's decision to leave, opinion of salary and benefits, employee morale, evaluation system, opportunity for advancement, communication, cooperation, training, topic questions related to supervisor, workload, College environment, position satisfaction, and if necessary resources, equipment and information were available for the person to do the job. If the individual is going to a different job, the employee is asked what it offers that the one here did not. This information is compiled and analyzed annually. The results are shared with the Leadership Team.

New Hire Six-month Survey: This instrument regularly gathers data with respect to the new employee's perception of the employment process, orientation to the College, department and job, training needs, work environment, and insurances and benefits.

Institutional Balance Scorecard: Recently developed, the Institutional Balanced Scorecard tracks employee satisfaction with the College culture and operations utilizing the annual survey tool (see 7R3). The College Leadership Team selected the final items for tracking on the Scorecard. The Scorecard was shared with the AQIP Quality Checkup Team, the College Cabinet and the Board of Trustees, prior to campus-wide communication.

4R2. Due to space limitations the answer focuses on the performance results in the employee survey. The purpose of this annual survey is to help measure institutional effectiveness. The perceptions of employees are not only important to the College's improvement of institutional systems and processes, but also in the College's efforts to ensure employee commitment and retention. Incorporated in the College's survey are items presented in the popular Gallup survey administered in many organizations to measure employee engagement. Some strengths worth noting from the FY10 survey include the following:

- 78% of each employee classification indicated that they would be very likely or likely to recommend HCC to a friend as a place to work (items factored into this choice included, work environment/atmosphere, people, benefits, and the College's mission and values).
- 85% to 98% (depending on classification) responded "agree" or "strongly agree" to the statement, "I know what is expected of me at work."
- 82% to 86% (depending on classification) answered yes to feeling safe on campus

Some areas of concern found within the results included the following:

- Of those who answered yes to the following statement, "In the last 7 days, I have received recognition or praise for doing good work" only 33% to 50% (depending on classification) indicated that the recognition/praise was received from their supervisor. A question was added asking "from whom the recognition/praise was received" was added in 2009 as a result of research which argued that engagement is enhanced only if at least some of the recognition or praise comes from leadership.
- In response to the statement, "I have adequate input into how the budget is created in relation to my department," only 10% to 46% "agreed" or "strongly agreed" (depending on classification).
- Only 22% to 36% (depending of classification) "agreed" or "strongly agreed" with the statement, "I believe the most qualified and best performers are promoted within the organization."
- When responding to the statement, "The Board of Trustees responds to the needs of the staff and College" only 37% to 58% "agreed" or "strongly agreed" (depending on classification).

When conducting focus groups, additional information is being asked relating to the above areas to determine why employees responded as they did so that improvements can be made in these areas.

Year-to-year comparisons of employee survey results were made utilizing items on the Institutional Balanced Scorecard. For the most part, the differences in percent agreement among the employee groups were most likely due to wording changes made to the items. However, there were some notable differences that it could be argued are not attributable to the wording changes. These include the following:

- A decrease in satisfaction with levels of involvement in the College goal-setting process among all employee groups, but especially the full-time classified staff (24%)
- A decrease in the full-time classified staff's feelings that their opinions count (14%)
- A decrease in the full-time classified staff's and the part-time faculty's belief that the hiring process at the College is fair (15% and 14%, respectively)
- An increase in the percentage of full-time administrators receiving feedback from their supervisor on their progress (13%)
- A decrease (22%) in the full-time faculty's reported awareness to the strategic goals

Listed below are the themes that surfaced from the comments and suggestions to the open-ended survey items that were fairly similar across the four employee groups represented in the report.

- For campus safety, the top themes were lighting, emergency-related training, and security.
- For higher education trends impacting Highland, alternative delivery was by far the most common theme.
- For new facilities and programs, the focus was mostly on various academic programs and alternative delivery.
- For improving engagements with College district, the focus was on more active community involvement and participation.
- For improving job satisfaction, the themes centered mostly on staffing and support.

4R3. Alignment of feedback goals with the Leadership Challenge Model, institutional priorities and goals, and AQIP categories assures employees are effectively working toward common goals. Prior year's accomplishments and goals are submitted annually to the College President. Successful completion of quality review projects demonstrates the productivity and effectiveness of each individual and department. A quality review project completed by Human Resources resulted in changes to the College's [letter of intent and contract policy and process](#). Evidence of employee success is also apparent through progress of strategic priorities, institutional goals, and AQIP action projects.

4R4. Currently, the College does not have a process used to compare performance results with other educational institutions. The College is looking at other methods of conducting the employee survey, including use of the Personal Assessment of the College Environment (PACE) survey by the National Initiative for Leadership and Institutional Effectiveness (NILIE), which will allow comparison to other colleges.

4I1. Highland has made numerous improvements in the Valuing People category. They include:

- Increased intra-campus communication through roundtable discussions and town hall meetings
- In response to hectic enrollment periods during fall and spring registration, an "all-hands-on-deck" procedure was initiated providing additional job support from various areas of the College.
- An Internal Employee Leadership Institute was developed. All HCC employees are given the opportunity to participate using Kouzes and Posner's Leadership Challenge Model.
- A study group looked at the process for Annual Feedbacks (employee evaluations) and made changes based on review and analysis and focus groups on campus.

- A Supervisory Development Series was created and implemented for supervisors. The series consisted of 11 modules conducted on a monthly basis. The modules were based on information gathered from exit interviews, new hire six-month surveys, and employee concerns.
- Process for upward evaluation of supervisors was revised and is now done online. Prior to this, only supervisors of supervisors saw results. Now results are funneled from employees to HR to supervisor's supervisors, to better understand what additional training is needed for supervisors. This also helps to evaluate whether the Supervisory Development Series is achieving the desired outcomes.
- The Board of Trustees conducts an annual Board self-evaluation order to provide a comprehensive, regular assessment of their performance and effectiveness.
- In 2009, the Board began gathering additional feedback from employees on the President's performance as part of the Board's annual evaluation of the President. While previously feedback was only garnered from the Leadership Team and the President's direct reports, feedback is now collected randomly from a variety of employees from different areas of the College in order to provide constructive feedback to assist the President with his professional growth.
- Human Resources created an employee CougarNet HR site and began writing and distributing the HR Pipeline (quarterly HR newsletter).
- Part-time staff development position was created, allowing for greater internal professional development opportunities, including webinars, lunch and learns, Moodle courses, and workshops.
- We began offering safety training online to allow greater flexibility for employees when completing training.
- A new Faculty Development Program, led by faculty, was created to focus on the sharing of instructional practices/techniques and the use of technology in college teaching.
- A vision plan was added to the College's health insurance plan in 2009.
- In response to the H1N1 threat, a Campus Pandemic Plan was developed and preventative measures were implemented to reduce risk to students, faculty and staff.
- A Wellness Program and health screenings were implemented in 2008, which included wellness incentives for employees.
- In response to requests from employees for greater camaraderie, College-sponsored social events are now planned by a committee with the support of the College President.
- A Classification and Compensation Study was completed and recommendations implemented.

All of the above improvements were made in response to information received from methods which are used in evaluating how we value people. The improvements will continue to be reviewed and analyzed to determine whether the expected outcomes of the initiatives are achieved.

412. Avenues that drive the current Highland culture and expectations of every employee include the College's Core Values of integrity, compassion and respect, Employee Characteristics, Service Standards, aligning processes, goals, and responsibilities with the AQIP criteria and the Leadership Challenge Model.

Although the College chooses not to answer this question in detail at this time, some features of how Highland's culture and infrastructure help select specific processes to improve and set targets include the following:

- Employee survey – three institutional improvement opportunities of focus from this year's survey include 1) adequate involvement in how the budget is created, 2) belief of whether the most qualified and best performers are promoted, and 3) response to staff and College needs by the Board of Trustees (see 4R2 response).
- From prior annual feedbacks, communication was noted as an area where there was a great opportunity for improvement. Communication of information for transparency has improved but will continue as a focus for improvement through various means such as written communications, campus publications, town hall meetings, topic meetings, committee meetings, College Council, HR Pipeline, and HR CougarNet. Even with improvement, the College will continue this focus so communication becomes a natural practice for employees.

Category 5: Leading and Communicating

5P1. The College's mission is reviewed and reaffirmed periodically by the Board of Trustees, most recently in March of 2007. The upcoming December retreat agenda will contain a Board review. A review was also conducted as part of the 2010 Strategic Planning Committee's work. Both of these reviews brought about no changes in the mission statement. When any major revisions are recommended, the President appoints a College task force to gather input and suggest revisions for the President to present to the Board of Trustees. The Board then either accepts and endorses the recommendations or asks for further input. Once satisfied with proposed revisions, the Board formally adopts the revised mission. The revised mission statement is then disseminated throughout the college community.

The College's Core Values of integrity, compassion, and respect, were developed as part of all staff in-service activities which culminated in January of 2006 with the formal presentation of the values. The three values and the definitions emerged through the work of an outside facilitator helping the entire staff in this process. Sixty-seven percent of attendees at this session found the presentation to be very helpful or helpful. If it is determined that the core values need to be reviewed, updated, or modified, the same all staff input process will be recreated.

5P2. In addition to a recently completed 2010-2015 Strategic Plan, the College uses both annual goal and budget-setting processes to set directions. The College Board also conducts regularly scheduled quarterly planning retreats. In the past two years, the Vice President of Administrative Services has developed and continues to refine a long-range financial planning document. In the coming year, similar individual plans are being developed for Academics, Student Development, and Human Resources as part of the formal college-wide annual goal-setting process. These plans, developed with wide input, will guide these college areas in formulating long- and short-term action projects.

Figure 5.1 (see page 60) is an annual planning guide to help focus the efforts of all departments with an eye toward ensuring that critical timelines are met. The use of this planning matrix ensures that input is provided at critical decision times associated with goal-setting, staffing, budgeting, compliance with state and federal reports, and ends statement reporting to the Board of Trustees. The table serves as an easy to understand guidance system, which enables the entire organization to understand how all of the processes have to mesh in order for the College to meet its objectives.

Figure 5.1 Goal Setting and Action Planning Timeline

	July	Aug	Sept	Oct	Nov	Dec	Jan	Feb	March	April	May	June
Important Dates			Quarterly Board Retreat (1st week)	Mid-term		Quarterly Board Retreat (1st week)			Mid-term ----- Quarterly Board Retreat (1st week)			Quarterly Board Retreat (1st week)
Budget Timeline	Tentative budget complete ----- ICCB protection health+safety projects		Final budget complete		Tax Levy Approval LT begins discussing resource allocation for inst. priorities		Determine new tuition rate		Budget discussions in relation to College priorities			
HR Timeline	Contracts and letters of employment (7/1)	Faculty contracts (mid-month)	Contracts and letters of employment (9/1)	Market salary studies conducted				Feedbacks begin	Admin feedback due (3/31)	Letters of intent for July Admin (4/1)	Non-supervisory feedback due (5/31)	Letters of intent for Sept. Admin (6/1)
Goal Timeline (blue current FY; red next FY; black prior FY)	Implement Goal action plan for current FY (which then becomes the new blue font)	Goal Accomplishments for prior FY communicated college wide	Begin identification of next FY institutional priorities with faculty and at dept. levels	Identification of next FY institutional priority recs from faculty and depts. Due to Pres Off by end of month	Pres review of inst priorities identified + share w/LT ----- Info also shared at Cab mtg	Interim measurement point for current FY college goals President appoints Goal Setting Committee and training for members is scheduled	President convenes College goal Setting Committee for next FY goals Interim Measures for current FY Goals are reported college wide	College goals set for next FY and action plan leaders identified Goals for next FY are communicated college-wide	Action planning development for next FY college goals			Tentative: Report to Board on Goal Accomplishments for current FY

Deadlines in shaded gray are not flexible
Emphasis is on Goal Timeline sequence; the deadlines associated have more flexibility

5P3. College personnel meet on a regular or periodic basis with the following:

- Program advisory committees
- Area high school counselors
- HCC Foundation board members
- Employee and employer groups
- State and local funding agencies
- HCC Student Senate
- Student Member of Board of Trustees

One of the most valuable sources of information comes from listening to various individuals or businesses as they discuss future plans or employment needs. Additionally, the College’s Transfer Coordinator meets regularly with representatives from the four-year colleges and universities to which our students regularly transfer. This input helps us benchmark our efforts and guides us in making any needed modifications.

The President also meets with all district superintendents on a quarterly basis as part of the regional school superintendent’s academic round tables to better understand the needs and expectations of this important stakeholder group.

Input gathered from program advisory committees guides program planning in many areas with a specific focus primarily on academic areas of the College. The 2010-2015 Strategic Plan encompasses the directions obtained through the Strategic Planning process to help formulate long- and short-range objectives for the various College departments. The Strategic Plan will focus on the following major areas:

- Proactively Identifying Emerging Programmatic Opportunities

- Meeting the Program Delivery Needs of Current and Prospective Students
- Increasing College-Level Enrollment

One of the underlying strategic objectives of the plan is the development of a “think tank”, which will serve the President as a district-wide advisory or long-range planning group. The group will be formed in the late fall of 2010 and will meet on at least a bi-annual basis to help the College seek challenges and consider any changes needed to ensure continued high performance. Recommendations are being submitted for the membership of this group to ensure that representation includes membership from various stakeholder groups.

5P4. The College leadership supports a culture that allows all employees to pursue future opportunities while maintaining a strong focus on students and learning. For each proposed initiative, a College committee is created to study, research, and prepare recommendations to the appropriate college decision-making body. If approved, and implemented, an evaluation of the initiative is conducted to determine how effective that effort has been. Through a variety of mechanisms (i.e., staff development, best practice research, etc.), the College leadership encourages all faculty and staff to propose improvements and innovations and to seek new opportunities. For each initiative, a proposal is submitted to the appropriate decision-making body, and if approved by that body, it is implemented by cross-department teams. At the appropriate time the effectiveness of the initiative is evaluated.

In recent years, the College launched the following:

- The Common Intake System and Online Bill Pay System originated from the College’s annual goal-setting process. These two systems were created to provide better services to students in the admissions, advising, and financial areas.
- The Honors Program originated from a “grass roots” effort when College employees brought forward an idea to support student learning by providing students with an opportunity for advanced research and study.
- The Wind Turbine Technician Training program was spearheaded by faculty within the Business and Technology Division. Through collaboration with the faculty, the Dean of Business and Technology, and business leaders in the wind energy field, the College was able to develop a comprehensive associate degree designed to give students an opportunity to be on the cutting-edge of wind energy and technology.
- In cooperation with Northern Illinois University (NIU), the College applied for, and was awarded, a National Science Foundation (NSF) grant of \$845,000 for three years to develop Wind Turbine Technology Training materials. College leadership both guided and supported all of these endeavors.

5P5. At the College, decisions are made at the most appropriate level, whether that be department, College Council, President’s Cabinet, Leadership Team, or at the presidential level, as the President is responsible for making final recommendations to the Board for their consideration. The College’s committee structure is advisory in nature and is currently being revised to ensure proper focus and committee support of those most mission critical as determined by College Council and President’s Cabinet

At the College, there are several methods for implementation of decisions. Those that impact all College employees are often announced at an Opening Days (the in-service days before the start of each semester) in the fall or spring. When the College implemented its lockdown procedure, it was announced during an Opening Days session. The detailed processes were

outlined, along with who would be involved, and how long the implementation process would take. After the presentation, there was a question and answer session for all College employees. In addition to this initial Opening Days session, there were other follow-up sessions until the full plan was implemented. The employees could also find all related documents on the College's employee website, CougarNet. This is the typical implementation process for decisions that impact the entire college community. For those decisions that only impact a particular area or unit of the College, a smaller version of the above implementation process is used for those immediately affected.

In the 2007 Systems Appraisal Feedback Report, it was indicated that the College had adopted the Carver Policy Governance Model. For purposes of clarification, Highland more accurately adopted a modified Carver Model with primary focus on the development of Ends Statement Reports, which address the questions: "What good? For which people? At what cost?" The end statement reports have remained the constant and continuous element of the modified Carver Model employed by the Board since the mid-1980s. The adoption of these reports has served the Board well in keeping abreast of progress in areas they designated as critical benchmarks. As with a periodic review of mission and goals by the Board, a review of the Ends Statement categories as well as a refresher and review of the Carver Model of Governance is a topic which is planned to be incorporated into an upcoming quarterly Board retreat and self-evaluation. The review will reinforce the Board's understanding that following the Carver Model means that the Board (as representatives of the district residents) defines the results to be achieved (Ends). The Board then rigorously monitors performance to policy to hold the President accountable. Under this model, the Board has three primary jobs: linkage to ownership (those they represent), policy development and assurance of effective operational performance as the ultimate policy and decision-making body of the institution.

5P6. At the institutional level, every four years the College embarks on a comprehensive strategic planning process. This process involves pulling together the College's key stakeholders and using this data to create a five-year strategic plan. This plan becomes the overall basis for decision-making. The most recent planning sessions produced the 2010 – 2015 Strategic Plan. After extensive feedback from the campus community and the larger communities that Highland serves, three strategic goals were created. [[Strategic Plan, 2010-2015](#)]

The processes the College uses to employ data, information, and performance measures in decision-making are exemplified in many ways. Data are reviewed by appropriate committees, College Council, President's Cabinet, and the Board of Trustees. Information is then fed into the goal-setting process at either the department or institutional level, followed by strategy identification, planning, and finally implementation and action. The College is mandated by the Illinois Community College Board (ICCB) to perform both academic and non-academic program reviews on a three-year cycle. These reviews follow a comprehensive process spelled out by ICCB. It requires the collection of data, information, and various performance results. This information is shared with ICCB, but the College examines the data before making a final decision. For example, in FY08 the College reviewed the programs within the Office Technology Department. The program review for Information Word Processing recommended eliminating the program. Although the data indicated the major be eliminated, at the same time, the Information Word Processing Certificate, Clerical Business Certificate, and Clerk Typist Certificate program reviews all identified problems with technology currency and the consistency of information given to students by part-time instructors. Decisions were made to strengthen these areas by instituting hardware and software upgrades and expanded training for part-time instructors, all without need to reduce personnel.

In 2010, the Agricultural Management program review identified a need to better access the animal and plant environments in which the student can replicate agri-industry problems and examine relevant solutions. Outside resources such as professionals in the agricultural field and excursions to farm and industry sites have been identified as possible solutions to this problem. The College has reallocated financial resources to support field trips and farm excursions.

5P7. The College received a strength (S) for this response in 2006 and has included recent updates which indicate that various formal and informal communication methods have been implemented to further enhance that process since that portfolio was prepared. We recognize that effective communication is an ongoing process. To that end, various large-group sessions including all employees have been held for communication of routine as well as critical issues. With the recent State of Illinois financial crisis, the President and Vice President of Administrative Services have held focus sessions just to keep all staff updated on the state budget crisis. Various information updates are widely distributed via all campus emails, our intranet (CougarNet), and most recently on our Facebook page and Twitter account. In the past year alone, the President sent out over 40 all staff emails to help keep the entire campus updated on a variety of matters. While we pride ourselves on being an open organization, the annual employee survey has results which suggest that there is work still to be done despite the fact that all of the following communication-related activities have taken place to ensure that the College community is well-informed.

- Communication meetings
- Employee roundtables
- Support Staff group
- Faculty Senate executive team
- Presidential office hours in various buildings
- Board meeting update emails immediately after each board meeting
- Illinois finance situation updates
- Posting of Board packet and meeting minutes on common “G” drive
- Changing Cabinet format to College Council and shrinking Cabinet
- College Council review of all College committees and task forces
- Foundation Director providing direct reports to Board and all employees through email
- Recently formed communication group for administrative and other professionals employee category

5P8. The College hosts several events and initiatives on a semi-annual basis to achieve this communication objective. We recognize, however, that ongoing efforts are required to ensure that these precepts are reinforced throughout the year and throughout the organization at all levels. Some examples of communication events or channels are Opening Days remarks by College President and Board Chair (see 5R2), the interview process with potential employees that includes questions concerning the overall mission of community colleges, new employee meetings, new student orientation and First Year Experience Seminar.

In the time since the last portfolio was developed, there has been a great deal of process work done to ensure that we are communicating expectations regarding the culture of the College. As part of this process, we have begun to examine in greater detail the feedback from the employee survey and have begun to hold focus sessions with the various employee groups to try to further analyze various response categories which deal with employee perceptions about the organization. The HR department has also refined the annual feedback forms used by all

non-union employees to include specific feedback related to each employee's goals as they relate to AQIP, College goals or the Kouzes and Posner Leadership Challenge Model, as communicated through our Employee Leadership Institute (see 5P9).

5P9. The College's 2006 Systems Portfolio response to 5P6 also outlined how leadership abilities were encouraged, developed, and strengthened. The 2006 response indicated how the College communicated and shared leadership principles throughout the organization. The College recognizes in the Systems Appraisal Feedback report that, "[t]here was no evidence for how effective the leadership training has been in promoting or strengthening servant-leadership among its leaders." Evidence showing the effectiveness of implementing servant-leadership principles through the Employee Leadership Institute can be found in responses to O2, 2R2 and 5R2.

The Employee Leadership Institute, the result of an AQIP Action Project, helps participants understand and benefit from the Servant-Leadership model. Each student evaluates their individual skills and takes part in a class project. In the fall of 2008 and the fall of 2009, the institute surveyed participants regarding the ideals of Servant-Leadership. Each student also completes the Leadership Practices Inventory (LPI) tool to assess, as well as to help focus and guide their personal leadership skill development.

5P10. The College recognizes the need and is in the early stages of discussing the need for at least a six-month contingency plan for all key College leadership positions. Consideration is also being given to preparing such plans for single faculty program areas as well. The College Trustees will play a key role in formulating and ensuring that the plan for key leadership succession ensures the long-range ability of the College to remain viable. Whether leadership succession is carefully planned and orderly or the result of an unpleasant event or transfer, the Board of Trustees is ultimately charged and entrusted with ensuring that the leadership selected does indeed preserve the commitment to high performance and adherence to tradition and values.

One issue that the College may seek to address in the future is the fact that there currently is no formal pathway for promotion and growth opportunities within the College (how one moves from one classification to another, i.e., faculty or classified to administration,). Since there is no formal promotion roadmap for College positions, it is not readily apparent what advancement opportunities exist.

5R1. The College received a strength (S) for the response to this question in its last Systems Portfolio, but the following also represents leading and communicating performance measures collected and analyzed:

- Percent agreement to leading and communicating items on the annual employee survey
- Employee feedback on the process utilized to develop Core Values
- The extent to which the College meets community expectations in carrying out its mission
- Number of future opportunities sought and the level of success with the opportunities of which the College took advantage.
- Employee and Board of Trustee feedback on the process for making major institutional decisions
- Number of program reviews deemed satisfactory by the Illinois Community College Board

- Extent to which feedback is used from external stakeholders (i.e. advisory committees, Strategic Planning Council members) in decision-making
- Percentage of employees who enrolled in the College's Employee Leadership Institute
- Successes of the College's Employee Leadership Institute projects
- President's 360-degree feedback
- Employee feedback on the President's and Board of Trustees' member remarks at the College's Opening Days each semester

5R2. The following are the performance results for a select number of the performance measures listed in 5R1 above:

FY10 Employee Survey Results:

Table 5.1 provides the percent agreement to the employee survey items for each of the major employee classification types relevant to leading and communicating processes.

Table 5.1 Percent Agreement to Leading and Communicating FY10 Employee Survey Items by Major Employee Classification Types

2009-2010 Employee Survey Item	Full-time Admin. and Prof.	Full-time Classified Staff	Full-time Faculty	Part-time Faculty
Information and knowledge about the issues impacting the College are communicated effectively.	64.0	68.9	60.6	70.9
The Board of Trustees responds to the needs of the staff and College.	58.0	44.4	48.5	37.6
I am aware of the strategic goals.	74.0	66.7	63.7	52.1
I understand how my job contributes to the College's mission and purpose.	88.0	80.0	87.9	85.5
I am satisfied with my level of involvement in the annual process of setting college-wide goals.	54.0	66.7	45.4	37.5
I am satisfied with the role I have been asked to play in the AQIP accreditation process.	64.0	57.8	54.6	25.0
I have adequate input into how the budget is created in relation to my department.	46.0	31.1	30.3	10.4
There is someone at work who encourages my professional development.	66.0	77.8	60.6	68.8
At work, my opinions count.	74.0	60.0	54.6	68.7
I believe the most qualified and best performers are promoted within the organization	36.0	22.2	27.2	31.3
I am satisfied with the strategic direction of the College	52.0	48.8	42.4	41.7
Campus morale ratings (either good or great)	58.0	58.0	48.5	37.6

Additional Employee Feedback:

As noted in response to 5P8, the College's Opening Days provide an opportunity for all staff to reflect on the College's mission, vision, and values through presentations and activities. During

each semester between fall 2008 through fall 2010 between 90% to 100% of survey respondents rated the remarks from the College President and Board of Trustees Chair to be “very helpful” or “helpful”. Sixty-seven percent of the Opening Days Core Values workshop participants stated that the activity was “very helpful” or “helpful”.

Community Leader Survey Results:

The purpose of administering the community leader survey is to determine the extent to which the community leaders in the College district believe the College is meeting expectations in carrying out the various aspects of its mission. The results of this survey are utilized in formulating the strategic plan, developing strategic goals, and ensuring alignment with the College’s mission, vision, and values. More information about this survey and the survey’s results are presented in 3R2.

Quality Program Reviews:

The results from the most recent ICCB recognition visit helps demonstrate that the College uses data, information and performance results in its decision-making processes. The College reported on 36 occupational, transfer, and support services programs or areas during the period 2002-2006 and all of the reports were found to be very good with emphasis that the College went beyond the basic requirements in conducting the program reviews.

Employee Leadership Institute Success:

A significant percentage, approximately 40%, of full-time employees have participated in the Employee Leadership Institute, and the students in each course work on a group project where they are to apply the leadership skills they have learned. For example, one of the leadership classes organized the internal fund-raising campaign for the construction of the new nursing wing. This project secured \$104,210 worth of gifts and pledges from HCC employees and Board members. This project demonstrates the implementation of the core principle of Servant-Leadership: serving others.

In addition, the College collects course evaluation data for the Employee Leadership Institute. The fall 2008 class indicated that they had received an “effective” introduction to the principles of Servant-Leadership. The average rating was 3.6 on a 5 point scale. Taking this data into account, and the importance placed on Servant Leadership at Highland, the fall 2009 Institute stressed the importance of the Servant-Leadership philosophy, and there was a marked increase in the average rating of this item. The class indicated that they had a “very effective” introduction to the principles of Servant-Leadership, with an average rating of 4.8 on a 5-point scale.

President’s 360-Degree Feedback:

This year, for the first time, the College President authorized the HR office to administer a modified 360-degree feedback survey to help him assess his performance, primarily in the areas of leading and communicating. The survey was conducted via *Survey Monkey* and went to the 25 members of the College Council. In addition, over 20 randomly-chosen College employees from all levels of the organization received the survey. The results of this survey were shared with the Board and all respondents to promote awareness of this valuable performance enhancement tool. Table 5.2 contains the results for selected items. The response rate for this survey was approximately 71%.

Table 5.2 Average Rating for Select Items on the President's 360 Degree Feedback Survey

Feedback Item	Rating*	Rating %
Listening well and considering a diversity of opinions	3.8/5	76%
Incorporating the ideas of others into the decision-making process	3.5/5	70%
Using sound judgment in decision-making	3.4/5	68%
Willingness to make changes based on new knowledge	3.6/5	72%
Keeping staff informed on important issues	4.3/5	86%
Communicating verbally	3.8/5	76%
Written communication	4.2/5	84%
Practicing a leadership style appropriate to HCC	3.5/5	74%
Responds to challenges in tactful and positive manner	4.0/5	80%
Building commitment by looking for common ground solution	3.8/5	76%
Leading by influence and example	3.8/5	76%

*5 = outstanding; 4 = good at time; 3 = satisfactory at time; 2 = needs work; 1 = really needs work on this

5R3. The College chooses not to respond to this question at this time.

5I1. Communicating effectively is an ongoing process and various methods and mediums have been utilized to improve performance in this category since the last portfolio was written. As we conduct focus groups around employee survey questions (see 4R2), we will determine how effective these efforts have been. One item which may have emerged can be found in a comparison of the communication items on the all employee survey and the survey responses regarding communication in the 360 evaluation of the President. There is a supposition that not enough communication is coming from the middle administrative levels. Once a supposition is explored, the College Leadership will develop the appropriate process to address these issues. While the College has no reportable data at this time, we will be administering the Personal Assessment of the College Environment (PACE) survey as part of our comprehensive survey plan (see 4R4).

The College has begun a process of follow-up focus groups related to the Annual Employee Survey. In the coming year, the College will work on a systematic process to set clearly identified and visible remedies.

In addition to the Annual Employee Survey, the College has instituted a more detailed employee feedback process (see 4P10). The College instituted this process to help measure and improve individual and college performance. Directly related to this is the opportunity for employees to provide constructive input on their supervisor's performance. This will allow the College to see strengths and opportunities for development within its leadership structure. The questionnaire focuses on four major dimensions: self direction, decision-making, communication/interpersonal relations, and planning and controlling. Once the College had collected this data, it will clearly identify those areas that need development and create a process to improve in those areas.

5I2. The College's annual survey and employee feedback sessions are designed to provide information to the College leadership. For example, in the annual survey and in the recently administered Presidential 360-degree feedback survey, questions were asked that are specifically related to leading and communicating. These questions are critical elements for comprehensively assessing the leading and communicating strengths of the College. (see 5R2)

Recent in-depth comparison and analysis of results of the annual employee surveys since 2005 include a special focus on campus morale. Campus-wide discussions and focus groups are intended to isolate remaining issues from the most recent annual employee survey. The purpose of the focus groups is to further explore the reasons for the employees' ratings to three of the items where there was a low percentage of agreement. These items pertained to the promotion of employees, input into the College budget and the College's Board of Trustees responding to College needs (see Table 5.1 in 5R2). The classified employee focus group was held in the late summer of 2010 and the other two focus groups are planned for the fall of 2010. Once all of the focus groups have been held, the College Leadership Team will determine the appropriate process to address these issues.

Category Six: Supporting Institutional Operations

6P1. The College identifies the support service needs of students and other key stakeholders using a variety of both formal and informal methods including the use of survey data, student and community forums, input from student organizations, and day-to-day interaction with students and community members.

In the College's 2006 Systems Portfolio Appraisal Feedback Report, it was noted that the College had no systemic approach to identify student and administrative support services needs. One strategy employed to remedy this was the regular use of surveys. Most recently, an institutional survey plan for FY10 - FY12 (see 7P1) was developed to both measure the effectiveness of current processes and to identify the support service needs of students, staff and stakeholders.

Administered in April 2010, the Transfer Survey was developed to obtain more detailed information about transfer students' course transfer experience, satisfaction with transfer resources, and satisfaction with educational preparation that the College's Alumni Survey could not provide. This survey allows us to determine the needs of our transfer students by identifying issues in usefulness of transfer resources, such as advisors, student transfer plan, and articulation agreements with transfer institutions.

An Occupational Preparation Monitoring Report is presented annually to the Board of Trustees. This report includes data obtained through surveys such as the Occupational Survey, Alumni Survey and workforce development ends statements, which are conducted on an annual basis. These surveys provide data regarding occupational placement and employment by industry group. The Monitoring Report also includes data on state licensure rates in areas such as licensed practical nurse (LPN), registered nurse (RN), cosmetology, and commercial truck driving. This data is used to make adjustments to curriculum and program offerings to better address students' needs.

Students have many informal opportunities to provide feedback on their needs. "Pizza with the President" and "Breakfast with the President" provide opportunities for students to have an open discussion with the President and Leadership Team. All students are invited to attend these events, which are held at various times to accommodate students' schedules.

Student support service needs are also presented to the administration and the Board of Trustees through the Student Trustee, who also serves as a representative of the student body and Student Senate. While state statute does not give the student trustee the right to vote, it is the policy of the Highland Community College Board of Trustees to allow the Student Trustee an advisory vote. Needs are often identified through students' day-to-day interactions with

faculty and staff. These needs are then reported to appropriate departments, committees and/or task forces.

Needs of the College's key stakeholder groups are identified through a variety of methods. In 2009, the College engaged in its five-year strategic planning process. In order to measure the effectiveness of the College in meeting the needs of constituents, a Community Leaders Survey was distributed to nearly 400 school personnel, business leaders, and city/county officials throughout the district (see 3R2). The survey measured the extent to which the College met or exceeded 23 specific expectations derived from the College's mission and vision statements, such as partnership with local business and industry, alternative course delivery and scheduling, and outreach to adult students. The survey also measured the perceived importance of each of the 23 expectations. This data was used to prioritize the College's strategic planning goals.

One of the outcomes that emerged from the Strategic Planning process was the creation of a "think tank" made up of key representatives from business/industry, school district officials, and others to scan the College district for workforce development needs and identify possible new program opportunities (see 5P3). It is expected that this group will serve as a vehicle for identifying the needs of the College's key stakeholders.

Other information channels for identifying stakeholder needs include input from the Alumni Association, program advisory committees, and the Board of Trustees' annual self-evaluation process.

6P2. In order to identify the administrative support service needs of faculty, staff, and administration, the College engages in several annual quality improvement projects that are the result of a formalized timeline of departmental quality reviews, feedback from annual standardized tools and processes, and feedback shared through the organizational and reporting structure of the College.

A formalized timeline of departmental quality reviews allows individual departments an opportunity to systematically identify needs among those who utilize their services and implement changes based on the findings, ensuring continual improvement (see 8I2). For example, a 2009 Human Resources Department quality review resulted in a more efficient process for providing letters of intent and contracts for administrative and professional staff (see 4R3).

Annual tools and feedback processes exist for the College to gather and study feedback on several key areas relating to administrative support service needs such as the Annual Employee Survey, budget process, employee feedback process, and the staffing request process. For example, data from the annual employee feedback process was collected and analyzed which resulted in the creation of a Supervisory Development Series (see 4I1) aimed at standardizing and improving the implementation of College policy and procedures. The College's annual budget process allows each department to meet with its staff and identify the service needs of the department as a whole and recommend new capital projects as well as increases or decreases to operational spending. As each department submits its budget request to the appropriate Associate Vice President, Vice President or President, the service needs are analyzed and prioritized for funding and implementation consideration.

The College also identifies needs through its organizational and communication structure consisting of the President, Leadership Team, Cabinet, Council, and divisions/departments. Information flows through these channels in a bi-directional way; however, needs are most often

identified through faculty and staff input which is communicated to division/department head, who then facilitates the discussion through the proper channels in the formalized organizational and communication structure. Standing committee, task forces, and study groups monitor a variety of areas such as curriculum, instruction, policies, recycling, health insurance, enrollment management, safety, and assessment.

6P3. The College has a Safety and Security standing committee that is chaired by the Vice President of Administrative Services and consists of the Director of Physical Planet, Physical Plant Assistant, Dean of Business and Technology, an HR staff person and two faculty members. Its charge is to develop, train, and implement the College's safety programs. A process map was designed to illustrate how key support processes that contribute to everyone's physical safety and security are designed, maintained, and communicated. In some instances, a law, statutory code or other authoritative guidance may provide the framework needed for designing support processes. In other instances, special needs as identified by staff or students will provide guidance. Maintaining key support processes will involve ongoing training, review of processes, and updating documentation. Communication of support processes will be driven by the message or information that needs to be conveyed, to whom and by what method ([process map](#)).

Recently, the College updated its All Hazards Emergency Procedures Plan to comply with statutory requirements. The process map used to design, maintain, and communicate this plan is described previously in this response. Also, the Student Services unit developed a Violence Prevention Plan that includes the creation of a Behavioral Intervention Team to track referrals and the establishment of a contracted licensed crisis counselor on campus to assist students and provide staff in-services.

6P4. The 2006 Systems Appraisal saw the College's response regarding the measures of student, administrative, and organizational support service processes collected and analyzed as a strength (S); the College **does not request additional feedback** on this item at this time.

6P5. The College chooses not to respond to this question at this time.

6R1. Measures of student, administrative, and organizational support service processes include data gleaned from responses to several surveys, as well as data collected on Financial Aid department and Common Intake System processes. Surveys and evaluation instruments include the following:

- Advising Services survey
- First Year Experience Seminar survey
- Quick Start survey
- Transfer Student survey
- Annual Employee survey
- Supervisory Development Series evaluations

6R2. Performance results for student support services include the following:

Advising Services Survey: The following results are taken from the Student Advisor Survey instrument given to students in the spring of 2009.

Figure 6.1 Advisor Services. Percent who agreed or strongly agreed.

Advisor Survey Question	Percent
The advisor was knowledgeable about Highland Community College's certificate and degree programs.	89.4
The advisor was knowledgeable about potential careers in my area(s) of interest.	92.4
I was assisted in identifying my personal and academic strengths.	86.4
I was assisted in developing goals and a plan for achieving them.	86.4
I was assisted in selecting a course of study or major.	89.4
I better understand my placement test results and how they determine which courses I am prepared to take.	90.9
I was provided with the course information I needed to register.	95.5
I understand how to read the course listing (semester schedule).	92.4
I was provided with helpful information about the transfer of my courses and degree.	87.9
I was provided with accurate information about resources and support (academic tutoring, career services, etc.)	83.3
I felt comfortable sharing personal and/or academic issues that affect my success as a student.	92.4
I understand the steps in the enrollment process.	98.5
I know what to do next to obtain additional information or services I may need.	92.4
I know where buildings, departments, and services are located on campus.	45.5
My advising session was at a time convenient for me.	100.0
I was satisfied with the length of my advising session.	98.5
The purpose of my appointment was addressed and all of my questions were answered.	95.5

First Year Experience Seminar (FYES) Survey: In order to evaluate the effectiveness of the College's FYES, a survey is conducted with all students enrolled in the course. Several units of the course cover College resources and issues related to student support services such as advising, HCC procedures and resources, and HCC technology. Spring 2009 results indicate that over 77% of the respondents found these units to be very beneficial or beneficial.

Figure 6.2 Student evaluations of student support service units in FYES. Percent who found units to be beneficial or very beneficial.

FYES Survey Item Related to HCC Support Services	2009
Introduction to Highland technology	83.0
Moodle (HCC web-based course delivery) instruction	97.0

HCC procedures and resources	91.0
Advising information	91.0
Career Cruising (HCC's career exploration tool)	94.0
Suicide prevention workshop	85.0
Alcohol abuse awareness workshop	77.0
Information literacy/library workshop	80.0

Quick Start Survey: In a satisfaction survey given to participants of Quick Start, a program designed to present a comprehensive one-day intake experience that provided placement testing, advising, campus tours and a series of workshops orienting incoming students to HCC support services. The program currently includes over half of the high schools within the College district. Eighty-four percent of the incoming students found the Quick Start experience well done or very well done, and 98% indicated that they feel more prepared to begin college.

Figure 6.3 Quick Start Satisfaction Survey. Percent who found the workshops to be helpful to very helpful.

Quick Start Satisfaction Survey	2010
Important Admissions dates and forms	82.6
Using ROAR (HCC's online services)	76.2
Success Center and Project Succeed	63.6
Scholarship opportunities	71.3
Student employment	76.8
Financial aid	68.0
Student activities	67.9
Moodle (HCC web-based course delivery) and student email accounts	82.8

Transfer Student Survey: A new Transfer Student Survey was conducted for the first-time in the fall of 2009, which was designed to obtain specific data regarding students' transfer experience (see 6P1). One section of the survey asked students to rate the usefulness of a set of resources that they may have used in transferring HCC courses to their current institution and the usefulness of the resources they may have used to help with the admissions process at their current institution. The transfer resource rated useful by the most students was an advisor or staff person from their current institution. Nearly 80% rated this resource as either very useful or useful. Their current institution's web site was rated the next most useful with nearly 70% of students rating this resource as very useful or useful. The student's HCC advisor, the transfer evaluation from their current institution and the degree audit from their current institution were rated as very useful or useful by nearly 60% of students.

Performance results for financial aid processes include data on student financial need and aid awarded. Figures 6.4 – 6.6 illustrate the results.

Figure 6.4 Financial Need: Degree Seeking Students Awarded Aid

Fall 2008 Degree-seeking Undergraduate Cohort of Students	First-time Full-time Freshmen	Full-time Undergraduate (Incl. Fresh.)	Less Than Full-time Undergraduate
Number of degree-seeking undergraduate students	317	1057	1072
Percent who applied for need-based financial aid	73.8%	68.2%	34.2%
Percent of those who applied and who were determined to have financial need	84.2%	85.4%	94.0%
Percent of those determined to have need and who were awarded any financial aid	91.4%	92.5%	88.1%
Percent who were awarded any need-based scholarship or grant aid	74.4%	79.1%	80.6%
Percent who were awarded any need-based self-help aid	27.8%	35.1%	19.4%
Percent who were awarded any non-need-based scholarship or grant aid	51.7%	55.8%	28.0%
Percent whose need was fully met	0.0%	0.4%	0.0%
On average, the percentage of need that was met of students who were awarded any need-based aid.	32.0%	33.0%	21.0%
The average financial aid package of those awarded financial aid.	\$ 4,290	\$ 4,987	\$ 2,333

Figure 6.5 Scholarships and Grants Awarded. State aid includes all states, not only Illinois; Institutional includes endowed scholarships, annual gifts and tuition-funded grants awarded by the College, excluding athletic aid and tuition waivers (these are reported under Figure 6.6 Other Financial Aid)

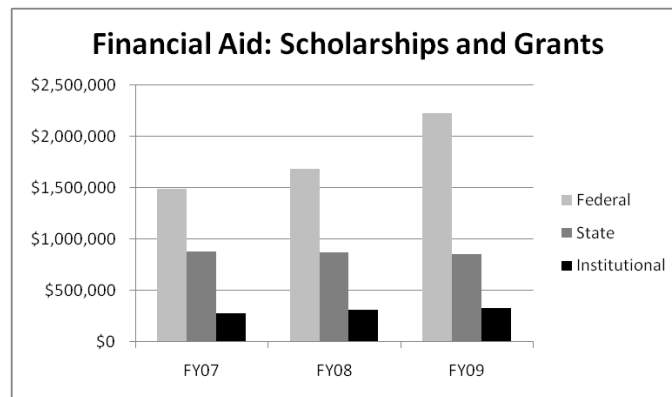


Figure 6.6 Other Financial Aid: Athletic and Tuition Waivers

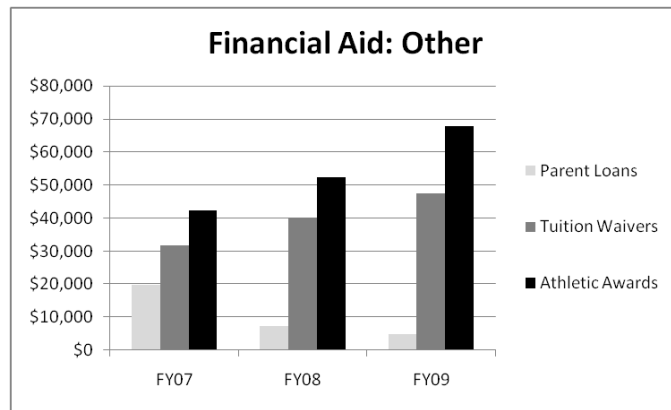
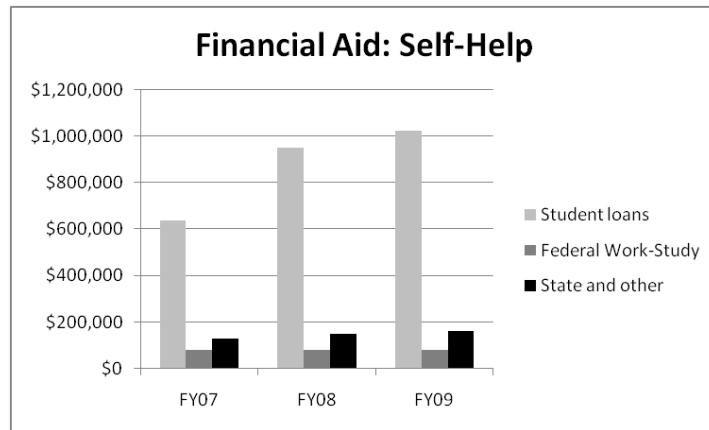


Figure 6.7 Student loans are from all sources (excluding parent loans); State and other is non-need based aid. Example - Institutional work-study employment (excludes federal work-study captured in Scholarships and Grants Aid).



Common Intake: A Common Intake System (see 6I1) was designed to address students' needs and issues related to the intake process. One of the goals of the Common Intake System was increasing the rate of students enrolled in relation to number of inquiries. Figure 6.8 shows the percent of students enrolled to inquiries.

Figure 6.8 Common Intake

	Fall 06	Spring 07	Fall 07	Spring 08	Fall 08	Fall 09
Inquiries	251	305	204	280	264	231
Students Enrolled	36	28	19	32	40	29
Percent Yield	14%	9%	9%	11%	15%	12.25%

6R3. The College primarily utilizes the annual Employee Survey and evaluation of support service trainings/workshops for performance results for selected administrative support processes.

Five Questions were selected from the employee survey as measures of employee satisfaction with the administrative support services of the College. Faculty and staff gave their highest satisfaction with the level of knowledge with respect to knowing what is expected of them at work and their lowest satisfaction with the extent to which their opinion counts at work.

Figure 6.9 Percent Agreement by Employee Group and Fiscal Year

Survey Item		Full-time Admin./Prof.	Full-time Classified Staff	Full-time Faculty	Part-time Faculty
I have all of the tools and equipment I need to perform my job.	FY 09	76.5	71.0	57.1	74.6
I have the tools and equipment I need to perform my job.	FY 10	82.0	80.0	81.8	87.5
I have access to plenty of professional development and training to do my job well.*	FY 09	79.4	71.0	66.7	61.9
I have access to professional development to do my job well.*	FY 10	82.0	77.7	63.6	56.2
I always know what is expected of me at work. *	FY 09	88.2	64.5	71.4	85.7
I know what is expected of me at work.*	FY 10	98.0	88.9	87.9	85.4
In the last six months, my supervisor has talked to me about my progress.	FY 09	85.3	80.6	61.9	63.5
In the last six months, my supervisor has talked to me about my progress.	FY 10	98.0	71.1	57.6	60.4
At work, my opinions seem to count.	FY 09	64.7	61.3	38.1	55.5
At work, my opinions seem to count.	FY 10	62.0	46.7	45.5	41.7

* The differences in percent agreement among the employee groups were most likely due to wording changes made to the items.

In 2009, the College conducted a Supervisory Series designed to standardize the implementation of policies and processes across departments and divisions. Evaluations were conducted at the conclusion of each workshop in the series. Data shows that approximately 99% of the participants “agreed” or “strongly agreed” that the workshops increased their knowledge of the topics presented, were useful and relevant to their needs, and topics were applicable to their work.

6R4. The College has chosen not to respond to this question at this time.

6R5. The College currently has little data collected using standardized assessment tools, making it difficult to benchmark and compare results with other higher education organizations

regarding the performance of processes for supporting organizational operations. In order to address this Outstanding Opportunity, the College recently developed a three-year survey implementation cycle that provides for the administration of 10 different surveys to students, faculty and staff. The Survey of Entering Student Engagement (SENSE) is one of the standardized tools that will be used. SENSE, an initiative of the Center for Community College Student Engagement, was used by 120 community colleges in 31 states in 2009 to discover why some students succeed while others do not. The data collected from the surveys will allow us to benchmark ourselves with other institutions.

611. In the spring of 2008 members of several departments including Accounting, ITS, Financial Aid and Enrollment Services, were charged the College goal of improving enrollment-related business practices. The primary focus was to develop and implement a payment plan solution that would result in improved collections experience for Highland Community College and fiscal responsibility of both students and HCC, along with fees and payment terms comparable to other colleges. Online Bill Pay, through TouchNet, was identified to be the solution to improve enrollment-related business practices. Extensive internal and external meetings involving a TouchNet consultant were held throughout the latter half of 2009 and the first half of 2010. Beginning with registration for the fall 2009 semester, students were encouraged to designate either a checking, savings or credit card account for automatic payment application. They may also enter in to an agreement allowing any refunds they may incur to be electronically deposited to a specified account. All billing information is now electronically communicated. A student will no longer receive a paper billing statement.

Preliminary results appear promising as revenue has increased along with a reduction in aging receivables. Since bills are no longer paper, a cost-savings in materials, as well as manpower, has been realized.

As an AQIP Action Project begun in the fall of 2006, the College began the implementation of a Common Intake System, which was designed to create a process to assess students needs, determine what individual students might require in order to be successful college students, enhance retention, and create a seamless interaction among College support services, all within the context of recruitment, retention, and customer service.

The following is a selected list of the project's achievements:

- Advising staff attended Noel Levitz *Advanced Advising* training.
- New positions were created to maximize use of the existing staff. Frontline positions were upgraded to include student recruitment and guidance components. Student Advisor positions were revised to reflect the availability of career services across the team.
- The College built a new testing lab located in the same area as our academic advising services. This new lab is now being used for daily placement testing.
- The team of student Information Specialists began rotating from the Admissions and Records office to the Student Resources Center (advising and testing area) on a daily basis to provide increased interaction with prospective students.

612. The College chooses not to respond to this question at this time.

Category 7: Measuring Effectiveness

7P1. The *selection* of data and performance information to support instructional and non-instructional programs and services is externally driven by institutional and program accreditation requirements and mandated federal and state reporting; however, HCC's Strategic Plan and institutional and department missions and goals also drive a significant amount of data and performance information that is selected as well.

HCC's assessment of student learning has always had an influence on much of the data and performance information selected. As noted in Category 1, improvements have been made with respect to the assessment of general education and program outcomes. Since the past Systems Portfolio, HCC has made the selection of meaningful data and performance indicators even more of a priority. As such, HCC has established an Office of Institutional Research, is developing an Institutional Balanced Scorecard and is piloting the development of a few department-level Scorecards, and has expanded the amount of data and performance information delivered in the set of four monitoring reports to its Board of Trustees each fiscal year. The Institutional Balanced Scorecard performance areas and indicators are listed in Figure 7.3. Additional information on the scorecard and monitoring reports is provided in the response to 7P4.

There has also been an increase in the number of special research studies. The research/evaluation questions of these studies drive the data and performance information that is selected. One such study was an AQIP Action Project that looked at the relationship between placement test scores and later student success. ([Action Project](#)) Another study that was conducted helped determine the appropriateness of a new writing placement test and corresponding cut-off scores. HCC has also evaluated the effectiveness of its learning community designed for students in a transitional communications course.

Finally, HCC has developed a three-year institutional survey plan. The surveys in this plan include a number of large-scale surveys, both internally and externally developed, that HCC has made a commitment to administering because of the data and performance information the surveys are expected to provide. This plan containing the names of the surveys and the purpose of each is in Table 3.1 as part of the response to 3P1.

Since the past Systems Portfolio, providing relevant training has also been a priority of the College in order to support the selection of appropriate and meaningful data and performance indicators. Supporting this ability was the key focus of a recent AQIP Action Project ([Action Project](#)). A similar focus was part of a Managing Data and Projects workshop that was included in the Supervisory Development Series coordinated by the College's Human Resources department [see responses to 4P9 and 4I1] and of the special training delivered to selected departments working on developing their scorecards.

HCC's last Systems Portfolio provided a detailed description and summary of the systems used to *manage* much of the data at HCC: ([2006 AQIP Systems Portfolio](#), see 7C1).

HCC's *distribution* process incorporates various methods dependent on the type of data and performance information to be delivered and to whom it is delivered. Table 7.1 below provides the methods utilized. This table includes both those that are discussion based as well a set of other commonly utilized distribution tools. While there are numerous ways in which the College's internal and external stakeholders are able to receive these data and information, the methods used are not always used consistently; procedures have not been developed to

provide guidance on what data and reports should go to what stakeholders, when, and how. As a result, some stakeholders are not always aware of the existence of certain data and performance information and/or how to gain access to it.

Table 7.1 Methods for distributing data and performance information

Discussion Groups	Other Distribution Tools
Board of Trustees Meetings College Council All faculty and staff meetings (Opening Days) Strategic Enrollment Management Enrollment Management Communications Meetings Scheduled Roundtables and Focus Groups	All Employee Email College Intranet (CougarNet) College Group Network Drive Highland Website Web Focus Managed Reporting Press Releases

7P2. The *selection* of data and performance information to support planning and improvement efforts is guided mostly through HCC’s strategic planning efforts and institutional goal-setting and action planning efforts. Since the last Systems Portfolio, HCC formed a Strategic Planning Council, that was led by and included several community members, to develop the College’s 2010 – 2015 Strategic Plan. This Council conducted a SWOT analysis; developed, administered, and analyzed the results from a community leader, survey, hosted focus groups, gathered and considered regional demographic data, and reviewed numerous already existing data and documentation related to institutional performance.

Also, since the last Systems Portfolio, HCC created a master timeline for establishing institutional goals and developing action plans. As shown in Figure 5.1 in response to 5P2, this timeline takes into account when the Board of Trustees have their retreats, when the College’s budget must be developed, and when required Human Resource actions must occur. The inputs and outputs of these processes are considered important in helping to ensure that the institutional goals set are financially feasible and that departmental and individual goals can be in alignment. Unfortunately, HCC has had some difficulty implementing this timeline given the constant uncertainty of the institutional budget stemming from the fiscal crisis at the state level.

For more information on the College’s strategic planning efforts, institutional goal-setting and action planning efforts see the College’s response to 8P5.

WebFOCUS is the third-party reporting tool that is available to develop regular and standardized data queries from the College’s enterprise resource system – SunGard’s Banner® (see Table 7.1 in the College’s last Systems Portfolio). While WebFOCUS is used to a certain extent to *manage* some of the data and performance information specifically tied to planning and improvement efforts, it (by its designed purpose and function) contains more operational data than strategic reports. Similarly, HCC has developed various home-grown guidelines and template forms to help structure and document what data and performance information related to goal-setting and action planning is being used, but these forms and documentation are not standardized across the institution. That said, the forms and documentation utilized by the College’s Alternative Delivery Committee were specifically acknowledged and praised by the reviewers last spring during HCC’s AQIP Quality Checkup Visit and thus, could serve as a model.

HCC’s *distribution* process for data and performance information to support planning and improvement efforts reflects the process noted in 7P1 for supporting instructional and non-instructional programs and services. Again, while there are numerous distribution methods (see

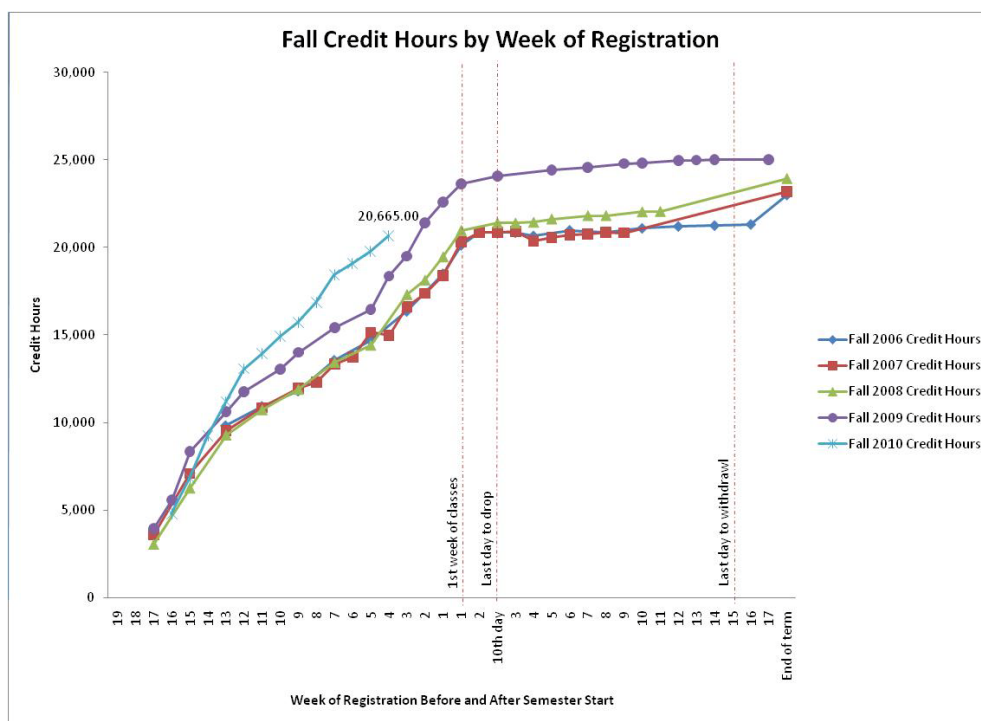
Table 7.1), they are not always used consistently for a given report and the College is lacking a central and organized location for the accessibility of this documentation and reports.

7P3. The Institutional Research (IR) and Information Technology (IT) Offices work both independently and together to determine and deliver on most of the data and performance information needs of College departments and units. One of the resources utilized to determine these needs includes department/unit goals and plans. As an example, the departments and units collaborating to develop the College's Common Intake System began administering point-of-service surveys to students after they have gone through intake and advising processes. These departments worked with the Office of Institutional Research to design a set of surveys to help determine whether the goals and expected outcomes of this system are being achieved. Another example includes the analytical assistance associated with research/evaluation studies cited in 7P1. The IR office works with departments and units to formulate their research/evaluation questions and study design, assists in carrying out the study, analyzes the data generated, and helps the departments/units in interpreting and utilizing the results. Any querying of the College's enterprise resource system, SunGard Higher Education's Banner, is done by IT. Department/units may also complete a report request form if they would like specific data queried from Banner.

Another resource utilized to determine needs is tracking departments'/units' WebFOCUS report requests. Due to the required technical skills, this reporting tool has not allowed large numbers of staff to independently write reports and query Banner as initially hoped, but it has facilitated access by allowing a large number of staff to run and view the data in reports already written. A large initiative undertaken by IT since the last Systems Portfolio was the conversion of reports on a legacy system to WebFOCUS. As part of the conversion process, reports on the legacy system were reviewed by the appropriate department/unit and evaluated for usefulness. The legacy reporting system contained 245 reports and 182 were converted to WebFOCUS. In addition, the running and delivery of a few of these reports is automated. Once run, the reports are pushed to the users' email inboxes on a scheduled basis. Finally, an inventory is currently being developed to index these reports as well as many other formal reports that have been developed. This inventory will be accessed via the WebFOCUS Managed Reporting tool available online. It is expected that this inventory will be helpful to departments in understanding what data is available to them and make the data more readily accessible.

Department/unit performance indicators and program review data requirements are also used as a resource for determining department/unit needs. Figure 7.1 contains an example of the registration activity chart generated weekly for a given semester. This chart is produced utilizing data contained in a WebFOCUS report run weekly and is provided to Admissions and Records, the Enrollment Management Committees, and the Board of Trustees to help track and determine enrollment trends.

Figure 7.1 Registration activity by week of registration



Each year, departments and units are also asked to communicate their budget needs for the next fiscal year, and this process is initiated by the Administrative Services office. Requests are then considered by the College’s Leadership Team for inclusion into the budget.

It is important to note that, for the most part, the response to this process question applies more to the departments/units at HCC who have articulated a mission, have put processes in place to establish long- and short-term goals, and regularly and consistently collect and analyze data aligned with their mission and goals. The extent to which departments/units across campus have integrated continuous quality improvement principles into their department/unit operations does vary and thus, so does the kind of data and information needs.

7P4. The methods used to analyze data and information varies depending on the type of question asked (e.g. descriptive, normative, correlative) and how the data was collected (the research design). However, typically analyses are mostly descriptive (inferential statistics are used when it makes sense) and include comparative data (comparing the College to itself over time, peer institutions, and/or a target) when it is available.

The analysis of data and information regarding overall performance is shared through a number of major report types:

- **Monitoring Reports and Institutional Balanced Scorecard.** There are four monitoring reports that are developed and delivered to the Board of Trustees each fiscal year. The purpose of the data and information contained within these reports helps determine whether the College is delivering on the major aspects of its mission; a focus is on the ends statements developed as part of the College’s adoption of a modified Carver Model (for more information on the Carver Model, see 5P5). The first monitoring report focuses on the recruitment and retention of students and the remainder focus on the extent to

which the College is meeting the expected outcomes for the College's transfer, occupational, workforce preparation and adult education programs.

Similarly, the Institutional Balanced Scorecard was drafted to help determine the extent to which the College is meeting outcomes related to its mission. However, the purpose of the Scorecard is to enable the College to monitor fairly quickly the status of the most important aspects of its mission by having identified a few select key performance indicators and setting performance targets for each. The monitoring reports, on the other hand, provide more extensive data, information and explanation. HCC finds value in both and feels that they complement one another.

- Institutional Survey Reports; Typically reports are written to document and share the background, methodology, results, and conclusions of the major institutional surveys that are administered (Table 3.1 contains the majority of these surveys). However, in addition to being considered individually, survey results are also considered in conjunction with other types of data (e.g., in the monitoring reports) to determine the performance of the institution in a particular area.
- Illinois Community College Board (ICCB) Reports; The ICCB develops several statewide reports using data submissions required from each community college each fiscal year. These include student enrollment, financial, human resource, and other accountability and performance-based reports. Much data in these reports, especially the enrollment-related data, is also considered in conjunction with other types of data.
- Financial and Audit Reports: The College's enterprise resource planning system (SunGard's Banner®) is used to provide detailed financial reports to the Board of Trustees on a monthly basis. In addition, a five-year resource allocation and management plan is updated annually using current economic trends, bench-marking with peer institutions, and feedback from key campus employees to identify emerging needs, opportunities and challenges. An annual audit is prepared according to state and federal guidelines.

All of these reports are shared with the College community in a variety of ways. Table 7.1 lists the methods utilized, but like the other performance data and information referenced in response to the other process questions above, the method(s) used to share each report can vary from one year to the next, and the College is lacking a central location for accessing these reports.

7P5. As the Illinois Community College Board requires standardized data submissions from each community college, one of the sources HCC uses for comparative data and information includes the reports and publications the ICCB develops. Similarly, because HCC has begun administering surveys that have been tested for reliability and validity and have been normed on national databases (see Table 3.1), the data from these surveys are becoming a resource for comparative data as well. HCC also utilizes Integrated Postsecondary Education Data System (IPEDS) and Common Core Data Set (represented by the College Board, Peterson's, etc.) to a certain extent and is considering becoming a part of the National Community College Benchmarking Project (NCCBP).

One of the criteria HCC considers when determining sources of comparative data is standardization of measurement and in case of surveys, validity and reliability testing. A second criterion is the scope of the information the source will provide. The use of the NCCBP and the national survey projects listed above would allow for comparison to other institutions outside of

Illinois. The ICCB has established peer groups based on a set of characteristics for all Illinois community colleges.

7P6. As was mentioned in the response to the process questions about selecting data and performance information, providing relevant training has also been a priority of HCC since the past Systems Portfolio to support ability in selecting *appropriate* and *meaningful* data and performance indicators. These trainings emphasized a set of questions (Why are we here? What do we want to accomplish? How are we doing? What does it mean? Where do we go next?) to consider at the institutional and department levels in order to encourage alignment of the goals set and the data and information analyzed. It is felt that the master timeline for establishing institutional goals and developing action plans (see Figure 5.1) also helps ensure alignment, given that a particular step in that process concerns department discussions centered around both department and institutional priorities and identifying how they are related.

As was stated already, variation is present in regards to the extent to which department/unit level data is collected and analyzed on a frequent basis and the extent to which these data are shared is perhaps even more limited. Again this may stem from the lack of a formalized distribution process.

7P7. HCC's IT department is primarily responsible for the timeliness, accuracy, reliability and security of the information systems. The following lists the means by which these factors are ensured:

- All information systems resource utilization, security and data integrity is monitored through collaborative systems.
- Notification systems are in place to notify key personnel of downtime or severely impacted systems and resources.
- Log files of critical systems are collected and analyzed daily.
- The College has a fire protection system for the data center, network hub, and phone systems.
- The College has a generator for the data center in the case of power outages.
- A Red Flags policy and procedure provides a framework for enhanced security of personal and sensitive information to minimize the risk of identity theft for constituents, including students and employees.
- FERPA requirements are monitored and there is a process for record retention archiving.
- Student email addresses created upon registration are streamed to the College's online course management system (Moodle), ensuring an accurate communication trail between students and faculty
- IT members meet regularly with the College Council and Leadership Team to discuss findings and determine future direction.

7R1. In addition to the Illinois Community College Board (ICCB) mandated program reviews, HCC also has an internal quality review process and schedule for the College's other programs and departments. Like the ICCB process, the internal process requires that each program/department identify and report on a set of performance measures (more information is presented on HCC's internal quality review in 8I2). Included in this response are relevant elements of the IT and IR reviews addressing performance measurements for the College's information and knowledge management system. The following list outlines the desired outcomes for the College's network and enterprise resource planning systems (including all associated applications and data):

- **Security:** User access to systems and data, system password enforcement criteria, firewall configuration review, physical access restriction to sensitive systems (datacenter, tape media, etc.)
- **Availability:** Monitor uptime, immediate notification to key support personnel for any outage issues, daily and weekly downtime windows for patching, adequate notification to all users for outages and/or upgrades, routine upgrades and patches to ensure continued system reliability.
- **Reliability:** Ensuring data backup, off-site storage, continual review and perfecting of data recovery plan, ensuring redundant systems and strategies are used to minimize failures and maximize reliability used where financially responsible to do so.
- **Consistency:** Maintain a consistent hardware base for servers and desktops, ensure naming and addressing standards are adhered to, document installation procedures for consistency and knowledge management purposes.
- **Relevancy:** Continue to assess systems, applications, and services both internally and externally to determine whether it remains a relevant, useful system to the College and the students it serves. These assessments are often done with application owners or a group of stakeholders with a vested interest in positive outcomes with any implementation, upgrade, change, or modification to a system, application or service.

Other measures collected and analyzed by the HCC IT department include system response time, system and network uptime, storage usage and trends, helpdesk support calls, student accounts created, student account use, email delivery statistics, and spam trends.

In preparation for the first department review for the newly established IR office, a number of possible indicators were identified through a compilation of responses received to an inquiry that was submitted to a community college listserv (see Table 7.2 on page 84). Currently, these indicators are being reviewed to determine which are appropriate for HCC. Various methods for collecting data on these measures are also being researched and considered.

Table 7.2 Potential Information and Knowledge Management System Performance Indicators

- | |
|--|
| <ul style="list-style-type: none">• Awareness of IR products and services (i.e. enrollment reports, survey design and administration)• Communication/dissemination of IR products and services• Comprehensiveness of products and services• Efficiency of process for making requests• Timeliness of responses to requests• Completeness of request• Accuracy of data• Data presentation (formatting: easy to read, understand, interpret)• Overall impact and contribution of research/evaluation activities• Utilization of data/information/reports generated• Number of reports/projects completed/accomplished• Customer service orientation of IR staff• Staffing adequacy of IR office• IR staff knowledge of College and programs/issues in higher education• Compliance with privacy laws and professional ethics |
|--|

7R2. Due to space limitations and the fact that everything that is really substantial to responding to this question has been addressed in other responses for this category (i.e. the institutional balanced scorecard, the monitoring reports, the IT and IR department reviews), the College chooses not to respond to this question at this time.

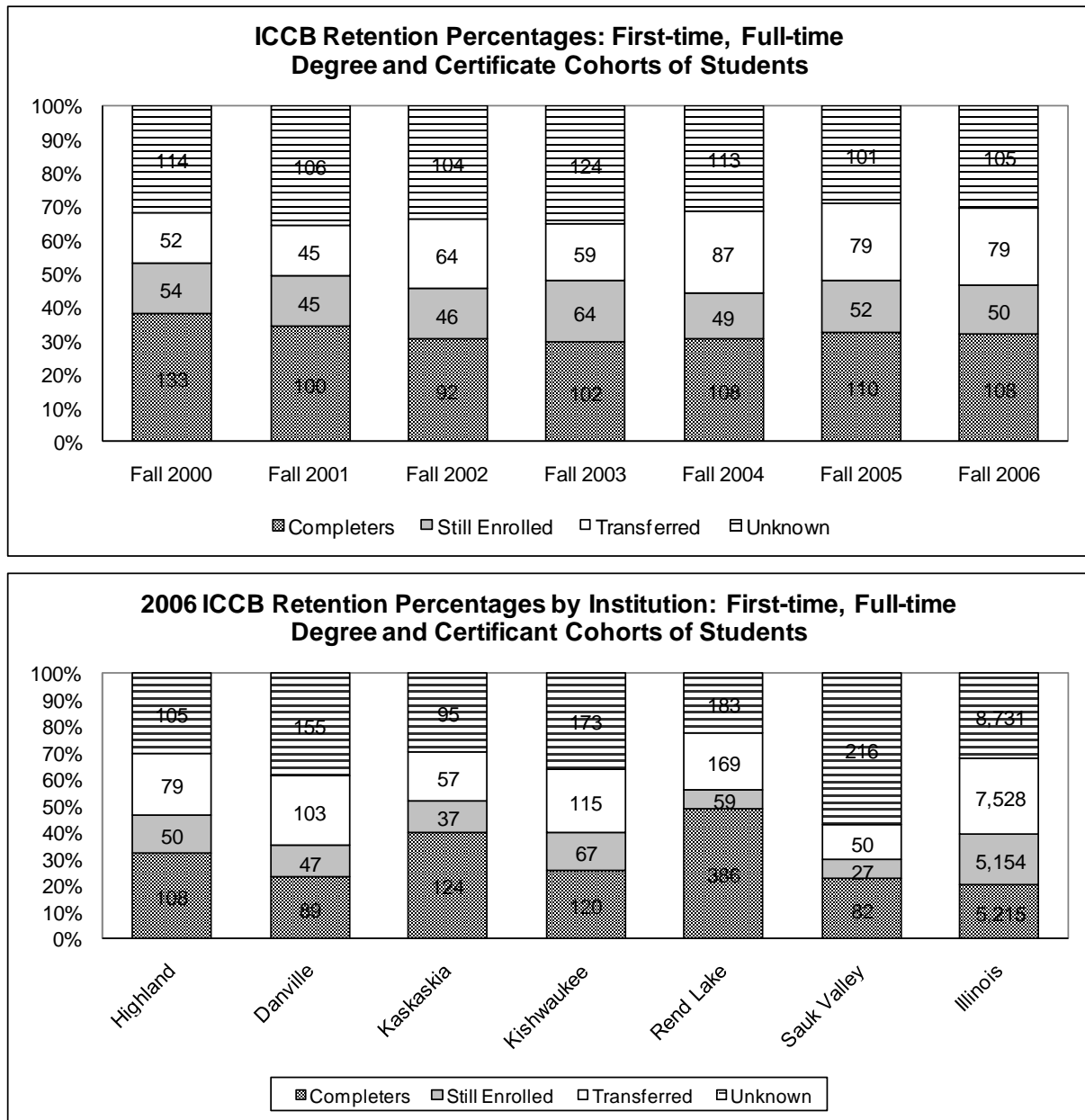
7R3. Currently, HCC is not aware of any standardized measures in which institutions assess their own individualized processes for measuring effectiveness against those of other higher education organizations or organizations outside of higher education. That said, it can be argued that the performance results contained within the Institutional Balanced Scorecard (and from the other sources of comparative data presented in 7P5) can provide an indirect way of making this comparative assessment. The Institutional Balanced Scorecard contains the status of performance on the indicators (see Table 7.3, on page 85). There are also a number of dashboard-like graphs that support the Scorecard, and these graphs provide longitudinal and comparative data and trends. As an example, the graphs utilized to track students' persistence are in Figure 7.2.

Somewhat related, the College's Director of Institutional Research participates in bi-monthly meetings with staff in like positions at other community colleges in the region (a couple of which are in the College's statewide peer group). The purpose of these meetings is to share tools, tips, strategies, and processes, many of which are related to measuring institutional effectiveness. While the discussions at these meetings informally reveal that the College's general methods for measuring effectiveness are similar to that of other institutions, there are natural differences due to each institution's unique qualities. Regarding the College's measures for assessing the effectiveness of these processes, again, while there are general similarities, it is the College's opinion that the measures are not standardized enough for quality comparisons to be made.

Table 7.3. HCC's Balanced Scorecard

Performance Area	Key Performance Indicator	Target	Actual	Status
Student Progress	Percent earning a "C" or better in attempted courses (annual average)	85%	82%	●
	Fall to fall retention (first-time, full-time)	67%	66%	●
	Persistence (combined retention, completion, and transfer rates in 150% time)	70%	69%	●
	Performance after transfer (G.P.A at major transfer institutions)	≥3.0 GPA	Met	●
	Licensure/ Certification pass rates	Cosmo 90%	Cosmo 100%	●
		Nursing 88%	Nursing 89%	●
Transitional Education	Percentage of attempted transitional course credit hours passed (% avg: last three fall cohorts)	Math: 54%	62%	●
		Reading (R): 68%	69%	●
		Writing (W): 64%	58%	●
		R and W: 70%	33%	●
	Transitional student success in first college-level coursework (% avg: last three fall cohorts)	Math: 65%	87%	●
		English: 70%	72%	●
Enrollment	Opening enrollment (total credit hours)	Fall: 21,905	24,090	●
		Spring: 21,793	25,611	●
	End of term enrollment (total credit hours)	Fall: 24,339	26,628	●
		Spring: 26,577	29,674	●
Annual Enrollment (unrestricted reimbursable credit hours)	47,000	51,872	●	
Finance, Facilities, & Human Resources	Operating fund balance as a percent of revenue	15% or more	18%	●
	Total instructional unit cost (as a percent of the state avg.)	100% or less	106%	●
	Affordability (Tuition and fees as a percent of the state avg.)	100% or less	102%	●
	Employee satisfaction (% likely to recommend HCC as a place to work)	80%	85.5%	●
	Student satisfaction (% average on program and service items)	80%	86.5%	●

Figure 7.2 Student Persistence Graphs



711. As many of the improvements in measuring effectiveness relate to the relatively new and/or improved processes expanded upon in response to the process questions (i.e., establishment of the IR office, data related trainings, institutional survey plan, Balanced Scorecard development), HCC chooses not to respond further to this question at this time.

712. Two recent initiatives demonstrate how HCC’s culture and infrastructure has begun to help select processes to improve and to set targets for improved performance results. The first initiative is the Measuring Effectiveness Campaign that was initiated partially in response to the College’s attendance at its second AQIP Strategy Forum. The strategies for improvement in this

campaign were developed in response to identifying shortcomings in measuring effectiveness processes and the ideal outcomes for those processes. The second initiative is the *Defining Key Processes and Performance Indicators* AQIP Action Project, where 10 quality improvement teams, representing over one-third of the College's full-time employees, worked to define or better define processes central to achieving the College's mission and goals. (For more information, see [Action Project](#)).

Category 8: Planning Continuous Improvement

8PI. The Strategic Planning Process is key to many other planning processes, as it acts as a guide for the work of the College over a five-year period. In the feedback from our 2006 Systems Appraisal, it was noted that there was a lack of information about the strategic planning and annual goal-setting processes. The reviewers commented that the key steps, participants, timeline and factors considered were unclear. The key steps of both processes are documented below as part of our response to 8P1, and the following link to the College Strategic Plan provides details about the participants, factors, data gathered and timeline: ([STRATEGIC PLAN, 2010-2011](#)). The College revisits this document on a regular basis as it sets annual goals, which also provides an opportunity for the College to determine the plan's relevancy on an annual basis. The annual goal-setting process casts a wide net and seeks input and suggestions from across the campus. The College's strategic planning and annual goal-setting processes include the following steps:

Strategic Planning Process

- President or designee sets budget for strategic planning expenses
- Select Council co-chairs
- Select Council members
- Review College mission and vision
- Needs assessment/environmental scanning phase
- Report findings
- Strategic Planning Council communication to faculty/staff, Cabinet and administration
- Identify key strategic issues
- Draft strategic plan goals based on strategic issues
- Set long- and short-range strategies
- Draft plan presented for feedback
- Plan revisions
- Strategic plan communicated internally and externally

Annual Goal-Setting Process

- Review/discuss strategic goals and long-range plans
- Review idea bank
- Set fiscal year priorities
- Feasibility assessed by Leadership Team
- President presents reviewed priorities
- Resource allocation
- Goal-setting committee appointed
- Convene goal-setting committee
- Institutional priorities set
- Budget set

One of the improvements discussed in 811 details the goal-setting and action-planning timeline using an alignment chart. The budgeting, goal-setting and human resources annual planning processes are interdependent.

The process the College uses to plan programs, set standards, and determine evaluation thresholds includes program advisory committee meetings intended to maintain our connection with the needs of employers and stakeholders. Additionally, College committees such as the Strategic Enrollment Management committee assist in setting enrollment goals, predicting enrollment trends and exploring opportunities for new programs, which drives planning processes across the institution. Other committees, such as the Alternative Delivery Committee and Assessment Committee, are key to ongoing quality efforts. These groups use tools such as the Charter Document (see 8P3) to further develop Action Plans and implement programs and services.

8P2. In 2008, a quality improvement team was assigned to process map the existing strategic planning process, gather information about the process and make recommendations for improvement. The primary recommendation was to include a long-range planning step in the strategic planning process. Highland utilizes a Strategic Planning Council consisting of both internal and external constituents. The Council is charged with creating strategic directions for the College as a guide for a five-year period. The College had a solid history of developing annual goals based, in part, on the strategic plan. The quality improvement team identified a need to develop long-range plans as an intermediate step between these two planning processes and to further define the action planning steps (See 8P1 for current strategic planning and long-range planning process steps).

The Vice President of Administrative Services developed a five-year financial plan for the institution in 2008 (updated annually), and other College divisions (academics and student services) are currently working with the faculty and staff to develop long-range plans. As demonstrated throughout the Portfolio, more data is being gathered across campus today to fine-tune processes than ever before. These long-range plans are expected to provide additional metrics and focus areas.

8P3. This was identified as an opportunity in the 2006 Systems Appraisal Feedback Report, and the College has utilized a quality improvement team to make improvements in this area. As noted in the Systems Appraisal Feedback Report, the College did not report on steps for resource allocation in 2006. The action planning now includes allocation of resources that are aligned with the budgeting process.

Action Planning Process

- Leaders identified
- Action Plan leaders assigned
- Time line determined
- Resource allocation
- Implementation team members identified
- Team convened
- Action Plans submitted for approval
- Plans presented to Trustees
- Communication of plans
- Incorporate Action Plans into feedbacks and individual goals
- Implementation

- Monitoring and communications
- Final report or progress report

Highland utilized resources from outside the College to help make improvements in this category. Many local manufacturers utilize process improvement models, such as Six Sigma, and some of the theories can also be applied to assist in making the College more efficient in process development. One of the tools adopted for use in our institutional planning processes is a Charter Document that allows us to help identify and select key steps, team members and targets for College processes. The entire College, all full-time and some part-time faculty and staff, were trained to use the Charter Document during an Opening Days in-service in January 2008. The following document has been utilized when the College undertakes new initiatives and Action Plans.

Figure 8.1 – Charter Document Template

Charter Document Process Improvement Teams

1. Process name:		
2. Who is primarily served by this process? <ul style="list-style-type: none"> • What are their needs? • What are their requirements? 		
3. Link to strategy. <ul style="list-style-type: none"> • What are the key reasons we need to improve this process? 		
4. Goals. <ul style="list-style-type: none"> • If the process improvement project were a success, how would we know? • What key performance indicators would be affected? • What should our targets be? 	Key Performance Indicator	Target
5. Scope <ul style="list-style-type: none"> • When does the process begin? • What are the possible inputs that start this process? • When does the process end? • What are the expected outputs? • What other processes must link to this process and what are the required linkages? 		
6. Stakeholders <ul style="list-style-type: none"> • What segments of the organization need to be involved in the improvement process? • Do any external stakeholders need to be involved and, if so, who and how? 		
7. Constraints <ul style="list-style-type: none"> • What constraints are being placed on this project, e.g., time, money, systems, 'sacred cows', etc.? 	1. Define	
8. Timeline <ul style="list-style-type: none"> • What's our timeline? <p>Following the completion of this timeline, we need to integrate adult education and some other programs into the system.</p>	2. Analyze	
	3. Research	
	4. Improve	
	5. Implement	
	6. Control	

8P4. Since the 2006 Systems Appraisal Feedback Report was written, the College has worked to define, refine and align our planning processes. Members of the College cabinet created a chart that aligned several of the College's key goal-setting and planning processes taking into

consideration the timelines and expectations of our budgeting and human resources processes. The alignment provided by this document allows us to more effectively balance the College goals and the resources that need to be deployed to accomplish them. Although the College struggles at times to hit internal target dates, the document has provided a clearer understanding of the linkages between each of these planning processes. The complete chart is available for viewing (see 5P2). The last row of this chart details the goal-setting timeline, including identification of institutional priorities, college-wide communication, convening of a goal-setting committee, Action Plan leader identification, and action planning.

In addition to the processes and timelines observed in the alignment chart, the College is heavily dependent upon committees and cross-departmental work teams for the implementation of key goals and strategies. This is advantageous in allowing more communication at various levels of the organization. The College Council, for example, includes representation from every division in the institution and each employee category. Departmental goals are often set in response to the annual College goals, and individuals are asked to review the strategic plan and set personal goals based upon our college-wide goals and strategies. In addition, AQIP Action Projects are often undertaken to help the College achieve these key strategies. This dual purpose helps to focus our communication and College-wide effort toward achievement of the strategic priorities.

8P5. HCC leadership uses a collaborative process with frequent use of improvement teams to define objectives, measures, and performance targets utilizing the following resources: community strategic planning, campus surveys, key informant feedback, and regulatory changes.

Community Strategic Planning: In fall 2008, the College conducted a Community Leaders Survey (see 3R4), distributing the survey instrument to education and business leaders and city and county officials. This survey had a 60% completion rate and provided information that the Strategic Planning Council could use to assist in the identification of priorities and expectations of the community, as well as their perceptions of our performance. The survey data was further explored in a series of community focus groups designed to gather information from internal and external constituents.

Campus Surveys: The College has long utilized student surveys to identify student satisfaction with programs and services. Examples of some ways the information has influenced our program and service development include the expansion of our online and hybrid course offerings, as well as significant changes in the College cafeteria, including the decision to become an institutionally-managed service. As part of a quality improvement effort, a three-year survey plan (see 3P1) has been implemented to identify the changing needs of students in our district. The plan provides an opportunity to benchmark other institutions and maximize budgetary resources by rotating the use of standardized surveys that meet the current needs and objectives of the College. In fall 2010, the College administered the Survey of Entering Student Engagement (SENSE) survey as part of our follow-up efforts with a major AQIP Action Project to improve our intake services.

Key Informant Feedback: HCC responds to changing technology and key informant partner needs in the workforce; key programs developed as a result of this feedback are the Wind Turbine Technician Training program, the AAS degrees in medical assisting, early childhood education, and paramedic, and the Northern Illinois OnLine Initiative in Nursing (NIOIN). Online Spanish language courses have been implemented as a result of key informant feedback.

Regulatory Requirements: Several new initiatives have been implemented as a result of regulatory changes and safety. The automated call system for campus emergencies and the changes in the publishing of textbook information are current examples.

8P6. The response to 8P4 details the development of an alignment chart that takes into considerations the needs of our budgeting and human resources planning cycles in order to more effectively develop action plans and secure resources needed to meet the College goals. The addition of a long-range planning step that links our strategic goals and action plans will help the College foresee resources that may be needed to fully accomplish a goal in a future year. Some of these needs have also been gathered and incorporated into the College's five-year financial plan. The College's Vice President of Administrative Services interviews budget managers to determine staffing and larger equipment needs. As a result, several directions have been pursued to secure necessary resources, which include the following:

- The College has used a funding bonds process to purchase equipment and services (\$2 million in 2006 and \$1.75 million in 2010). The College Council had significant input into the prioritization of the proposals for use of the funding bond proceeds. The Council members considered the College strategic priorities and student needs, as well as the financial plan document, in prioritizing the proposals.
- Staff have developed processes and resource pools to work around needs of institution. For example, staff have been cross-trained to serve students in key periods such as during registration peaks. This pool of "all-hands-on-deck" (see 4I1) volunteers provide some of the services necessary to help a student register such as orienting them to online registration services and/or assisting with completion of the Free Application For Federal Student Aid (FAFSA).
- The College utilizes electronic solutions to gain efficiency in areas that lack staffing resources. For example, online registration and bill payment is available for students, and the College is in the midst of planning for online financial aid services.

8P7. During the needs assessment phase of the strategic planning process, the Council utilizes a Strengths, Weaknesses, Opportunities, and Threats (SWOT) analysis to synthesize information and consider risks identified from community surveys, key informant interviews, forums, focus groups and a review of state and college reports. The SWOT analysis is summarized in the strategic plan.

Several additional plans have been developed to mitigate risk on campus, including the following:

- Five-year Financial Plan
- Risk Management Plan
- Emergency Operations Plan
- Campus Violence Prevention Plan

8P8. In the 2006 Systems Appraisal Feedback Report, our efforts to systematize employee development and training were listed as a strength. Category (see 4P9, 4I1), Valuing People, provides further information about skills and experiences developed through the College's Employee Leadership Institute and Supervisory Development Series, which were initiated after the 2006 Report was delivered. Those programs, in addition to the professional development provided during Opening Days and as part of our ongoing training efforts, are designed to address emerging needs and skill development that is relevant to the institution's current priorities. The chapter also outlines the employee feedback process. One component of the

feedback is the identification of training and professional development needs corresponding to the individual's goals. Many of the individual goals flow from College-wide annual goals and departmental level objectives.

8R1. In the feedback from the College's 2006 System's Portfolio, efforts to create a balanced scorecard approach were listed as a strength and acknowledged as a benefit to the College's institutional improvement efforts. Also identified in the Portfolio appraisal was an opportunity to improve the College's communication of data and its utilization. The College now uses the Balanced Scorecard as an indirect measure of planning processes, which results in goals, objectives and action plans that have direct measures. The Balanced Scorecard can be viewed in 7R3.

Additional tools such as a Charter Document, which helps determine measurable outcomes, are included in 8P3. The College's response to 8R5 further addresses the mechanisms used by the College to gather data and feedback regarding our strategic and action plans.

8R2. While the College has not chosen to address this question in chapter 8 due to the space limitations, information about the College's Balanced Scorecard and other metrics used to assess performance of the organizational strategies are included in chapter 7, Measuring Effectiveness.

8R3. Many of the College's targets are incorporated in to the Balanced Scorecard as indirect measures of the effectiveness of planning continuous improvement. The Balanced Scorecard may be viewed at 7R3.

8R4. In developing the Strategic Plan, plans from both local organizations, as well as statewide collegiate strategic plans were reviewed. The state strategic plan was also used in the College's planning process. The College also used external resources in the strategic planning process. Many of the Strategic Planning Council members were business leaders from throughout the district. This allowed the College to gather input from, and compare the College to, the other organizations throughout the district.

While developing this Portfolio, the College compared its responses with Portfolios developed by other institutions throughout the state. Having reviewed other institutions' AQIP sites, the College plans to further develop its AQIP website as a resource for the College, the surrounding communities within the district, as well as other AQIP institutions.

8R5. While Continuous Quality Improvement has existed nearly as long as the College, documenting our continuous improvement is still relatively new to the institution. Data from the employee survey, as well as feedback from the College Council, the Cabinet and the general community are used to help identify processes that need improvement and evaluate the processes as improvements are made. As part of the College's efforts, employees are surveyed regarding their knowledge of the College's Strategic Plan and the inclusiveness of planning processes (see 5R2). The College's Annual Report summarizes progress made on accomplishing institutional objectives. [[Annual Report, 2009](#)]

The College employs advisory committees throughout various departments and divisions to help identify strengths and weaknesses of program offerings (see O9). Plans are in place to develop a web-based utility for collecting continuous improvement suggestions from stakeholders.

The College also performs Illinois Community College Board required program reviews on a scheduled basis in order to make changes to curriculum and respond to the needs of business and industry in the district. Existing programs are modified and new programs are developed based upon the findings of the program reviews. However, not every program is included in the ICCB reviews. Therefore, as detailed in 8I2, the College implemented an internal program review process to enhance the ability to assess programs not under ICCB review, benchmark against other organizations, plan improvement and measure the results of our effort.

The College routinely solicits feedback on training programs utilizing feedback forms and evaluations. Following quality improvement training in 2008, the Director of Institutional Research analyzed results of a survey completed by quality improvement co-chairs and held a roundtable session to discuss the training sessions and survey feedback. Highlights of that evaluation include the following:

- 82% of the respondents “agreed” or “strongly agreed” that they would use the knowledge and tools shared in the session to improve the quality of their professional practices
- 64% responded that they understood a method for systematic improvement after the training session
- 55% indicated that they acquired a common language for system improvement

Feedback from the roundtable included the following:

- Co-chairs who were charged with explaining concepts to their team members said that it reinforced their own learning.
- The sessions improved understanding of the interconnectedness of processes.
- It was challenging to be very specific in identifying the steps of a process.
- The College would benefit from ongoing effort to increase knowledge on a College-wide level about AQIP and the integration of related concepts and principles into the culture.

8I1. Many improvements in planning continuous improvement are detailed in 8P1, 8P2, 8P3 and 8P4, and 8P5 including revisions to process steps, the goals and timelines alignment chart (see 5P2), use of a Charter Document, and the development of a community survey to aid the strategic planning process. As demonstrated by the identified planning processes and the goals and timelines alignment chart, the College strives to be more systematic and comprehensive in its planning processes.

8I2. The College is much more data-driven, and has developed a set of measures to make sure that continuous improvement is occurring. Numerous committees throughout campus are involved in the development of new processes. These committees are comprised of faculty and staff from various departments and divisions on campus, and allow interested individuals an opportunity to participate in continuous improvement initiatives.

The process of data-gathering and analysis is now more integrated as staff become more aware of the importance of data-driven decision-making. More staff are now involved because they are more comfortable in the documentation and analysis of processes. The culture of the College has begun to embrace the development of formal, documented processes.

As referenced in 8R5, the College initiated an internal program quality review process to supplement the Illinois Community College Board program review. These reviews are on a three-year rotational cycle and range from Copier Services to Food Services to Community

Relations and Student Activities. The College's internal review process incorporates the following requirements:

- Leaders develop a review team that includes program users as well as service providers
- The team selects a specific area to review based on identified needs and utilization of significant resources, as well as departmental requests
- Data is gathered to evaluate the program
- Recommendations are made for improvement to the program
- The review and recommendations are documented in a report

The leadership of the College has made an effort to remove the barriers to, and instill the concepts of, continuous improvement College-wide. As more processes for improvement are identified, one barrier that has emerged is the need for additional support from the Information Technology and Institutional Research departments. A data-driven institution requires a large amount of information from many different facets of the organization. This data is generated primarily by Information Technology and Institutional Research resources, and the College will need to monitor the staffing adequacy of these departments as our continuous improvement efforts continue to grow.

Category 9: Building Collaborative Relationships

9P1. The College received a strength (S) for this response in the previous Systems Portfolio, so a detailed response will not be provided; however, there is a noteworthy new development in this area. In spring 2010, Student Services began distributing electronic newsletters, developed by academic advisors, to inform individuals about College services, important deadlines, and new processes. Examples of information that have been sent to guidance counselors in the last two newsletters include changes in the enrollment/payment processes affecting fall 2010 semester, scholarship deadlines, and high school senior "Quick Start" processes. The goal for this newsletter is to duplicate the success of these efforts in making a parent newsletter that would be able to be downloaded from the College's website to better collaborate with parents.

9P2. HCC works with many organizations to ensure our students meet the expectations of those organizations. The process for creating new programs can be found in 1P3.

The College collaborates in with a wide-range of organizations with varying missions that depend on a supply of quality students from our institution. These include the following:

- Participation in the Illinois Articulation Initiative (IAI): Transfer Coordinator has the responsibility for maintaining relationships with other academic institutions.
- Advisory Committees: Meetings with professionals from business and industry allow us to ensure that our programs stay relevant to the ever changing needs of employers.
- WorkKeys, a nationwide program to assess students and employees, has been initiated locally. HCC has worked with the Freeport Area Midsized Manufacturers Council, Northern Illinois Development Alliance, and the Freeport Area Chamber of Commerce to align with the local WorkKeys initiative to support development of employees (both current and prospective) and the healthy development of the participating businesses.
- HCC works with a local employer to be the sole provider of military specification soldering training.
- The College conducts business visits to confirm that the technologies being used closely match what is being taught by the College.

- The HCC Business Institute partners with businesses and builds collaborative relationships through the following: pre-call planning, the pursuit of and/or partnering with area chambers of commerce and other economic development organizations, responding to prospective clients, nurturing the relationship, understanding and determining training needs, and maintaining and enhancing the collaborative relationship. While standard course offerings serve the needs of students on campus, the Business Institute delivers course offerings and customized classes specifically designed for the employers' audience.
- The following are some examples of how the College has partnered with local healthcare:
 - Dean of Nursing/Allied Health works with healthcare providers to ensure communication between the employers and the College.
 - Students and instructors are given the opportunity to work with local healthcare institutions through the clinical program.
 - The President and Vice Presidents of Academic Services cultivate relationships with fellow healthcare administrators.
 - The creation of the new Emergency Medical Services program has resulted in a collaborative relationship with local medical providers and emergency response units.

9P3. Identifying student needs and providing services to meet those needs is outlined by the following process:

1. Student needs are identified through the use of staff development meetings, student surveys and the processes described in 3P1.
2. If the need cannot be addressed by the College's existing services, staff will work to identify possible partnership opportunities designed to meet the need.

As the local economy has evolved in past years, the needs of students have changed significantly. Some examples of the partnerships that have developed to better serve these changing needs of students include the following:

- The Nursing Program currently has contracts with 26 organizations that provide placement opportunities for students participating in clinical fieldwork. Organizations are located in northwest Illinois and south central Wisconsin. Nursing students complete clinical fieldwork in their freshman and sophomore years in eight different courses. For Medical Assistant (MA) students, four classes involve clinical fieldwork. In 2009-2010, nine LPN students, 50 RN students, and 10 MA students graduated from the program.
- The College's Americans with Disabilities Act (ADA) Coordinator works with the Regional Access & Mobilization Project (RAMP) to assist students with special needs.
- The College works with Northern Illinois Community Action Agency (NICAA) to help provide students with scholarship opportunities to earn certificates.
- HCC has developed a relationship with the FHN Counseling Center to provide counseling for students on campus.
- The College's Project Succeed program (federally-funded TRIO program) ensures that more at-risk students in our district have support in attaining a college degree.
- HCC collaborates with the Illinois Department of Employment Security (IDES) to assist in the training and re-employment of displaced workers.
- The College contracts with Premier CDL training to provide a truck drivers training program located on campus.

- HCC identified a greater need for public transportation in the Freeport area and partnered with Pretzel City Transit to provide discounted ride cards for students.
- The College contracts with the Stephenson County Sheriff's office to provide deputies who patrol campus on a regular basis.
- Through a partnership between the College and the YMCA, the shared Sports Center, located on campus, provides recreational and athletic opportunities to students.

9P4. As a public institution, HCC has many vendors that supply materials and services to our organization. Those potential vendors wanting to be considered to provide \$25,000 or more in products/services to the College are required to follow the bidding process to help prioritize, as well as build stronger relationships with the vendors the College employs (except where exempted by law):

1. "Bid Team" formed when needed. "Team" made up of originator, supervisor, VICE PRESIDENT and Purchasing Specialist.
2. A "Bid Request/Sole Source Identification Form" completed. (This form will identify item requested, justification for item, space implications, service required, outline process, set parameters for need for pre-bid meeting, specifications, vendor expectations, and special requirements related to bid. These will include what is to be bid and date needed. This form will also guide the development of the specifications and will indicate requirements, special needs or circumstances, organizational preferences (local bidder preference), and brand name (if truly required). This form will be completed/reviewed by "Bid Team" and approved by supervising executive (VICE PRESIDENT and/or President). Terms such as "equal", "equivalent", "equal or lesser value", etc., will be clearly defined based on item(s) being bid.
3. A "Vendor Packet" will be developed. This packet will clearly identify vendor and College expectations related to bid process, notification of selection, substitutions, questions, and appropriate forms to be completed.
4. Pre-Bid and Bid meeting dates will identified and the rules clearly written out. A written justification will be necessary if no pre-bid meeting is to be held.
5. Purchasing specialist will do advertising for bid lettings.
6. Purchasing specialist will distribute "Vendor Packets".
7. Documentation is required for questions asked by vendors or changes in specifications. Changes in process, expectations, or specifications will be documented and communicated to vendors by purchasing specialist.
8. Bid selections must be justified in writing to purchasing specialist and supervising executive if it is not the low bid or has any other unusual circumstances or exceptions. Supervising executive not part of "bid team" will review bids.
9. Purchasing specialist will develop Board item and get Agenda number from President's Office.
10. Vendors will be notified of selection and informed of notification time. Special efforts will be made to notify vendors of bid results before newspapers or media report the results.
11. Purchase Order for item or projects bid will be completed from Bid Request Form.

9P5. The College chooses not to respond to this question at this time.

9P6. Partner relationships with the College are evaluated in varying ways dependent upon the nature of the function or service provided. Contracted services are reviewed on a regular basis. The following is an example of this process used to evaluate our partnership with Freeport Health Network to provide counseling services to students on campus:

1. Need identified (See 9P2)
2. RFP process followed to select external provider
3. Primary contact person identified for provider and HCC
4. Services communicated to students
5. Behavioral Intervention Team tracks referrals
6. Regular meetings are scheduled with provider
7. Service is reviewed annually, and a report is made the Board of Trustees
8. Services are adjusted annually on an as-needed basis

9P7. The College facilitates many activities; both on- and off-campus to allow for better relationships to be built across campus (See 4I1and 5P7).

9R1. The following is a partial list of ways in which we measure the outputs of many of our internal and external relationships:

- Success (GPA) of transferring students (results documented in 1R2)
- Success (Baccalaureate degree completion) of transferring students
- Percent of district high school graduates recruited by HCC
- Enrollment in dual credit programs
- Matriculation of high school dual credit graduates to HCC
- Enrollment in partnership program with Sauk Valley Community College
- Action taken in response to feedback received from advisory committees and other external partners

9R2. Performance results for building key collaborative relationships, both external and internal, are indicated in our Transfer Monitoring Reports. These reports present information about the academic success of students at HCC and at their transfer institution. The primary transfer institutions that the College has collaborative relationships with include Northern Illinois University, University of Wisconsin-Platteville, Illinois State University, Western Illinois University, and Columbia College-Missouri.

About 75% of the College's 2008 transfer graduates were enrolled at an institution of higher education in spring 2009. As of spring 2009, a total of 97 baccalaureate degrees had been awarded to the 192 students who graduated from the College in 2006. Evidence that the College's curriculum prepares students well for the final two years of their baccalaureate degree programs is supported by high GPAs earned by HCC alumni (see results document in 1R2).

Performance results are also noted in high school enrollment and recruitment data. Table 9.1 provides numbers and percentages of high school seniors recruited by the College from the district each fall. In fall 2008, 34% of the district's 2009 high school graduates enrolled at HCC, an increase of 6% from 2005, 2006, and 2007. Note that not all seniors are college bound; when considering only college bound high school graduates, the percentage of those enrolling at HCC is estimated to be 46%.

Table 9.1: Recruits

	Fall 00	Fall 01	Fall 02	Fall 03	Fall 04	Fall 05	Fall 06	Fall 07	Fall 08	Fall 09
Total # of HS Seniors	1139	1062	1128	1201	1104	1101	1177	1105	1034	1023
# Seniors attending HCC	344	297	286	330	329	311	327	309	355	325

% of Total Attending HCC	30%	28%	25%	27.5%	30%	28%	28%	28%	34%	32%
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Data Source: Regional Office of Education and HCC Banner

As shown in Figures 9.1 and 9.2, there has been much growth in HCC's dual enrollment program in the last several fiscal years. There was a slight decrease in both headcount and credit hours in FY09, as shown in Figure 3.2; this was due to decreases in enrollment in the spring semester.

Figure 9.1

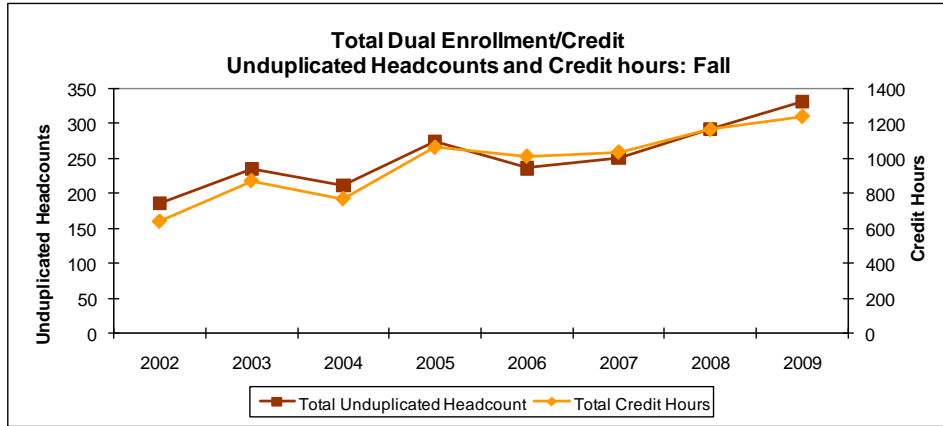
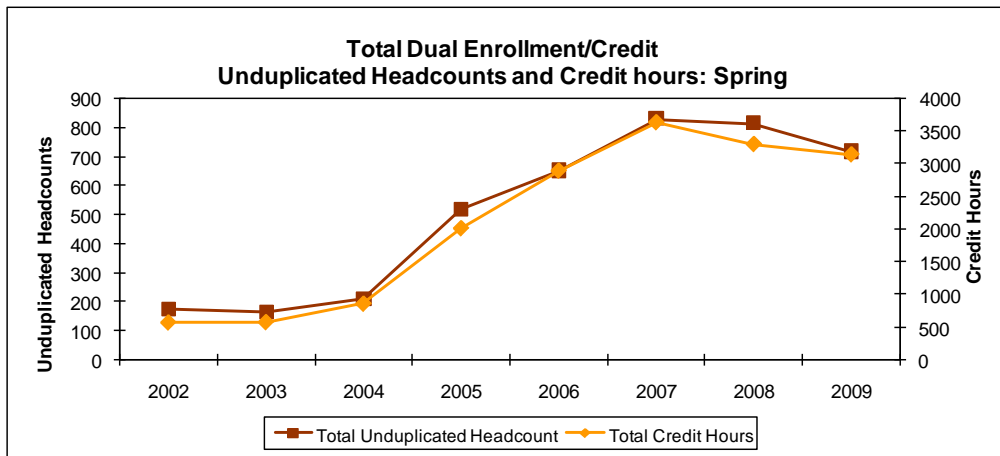


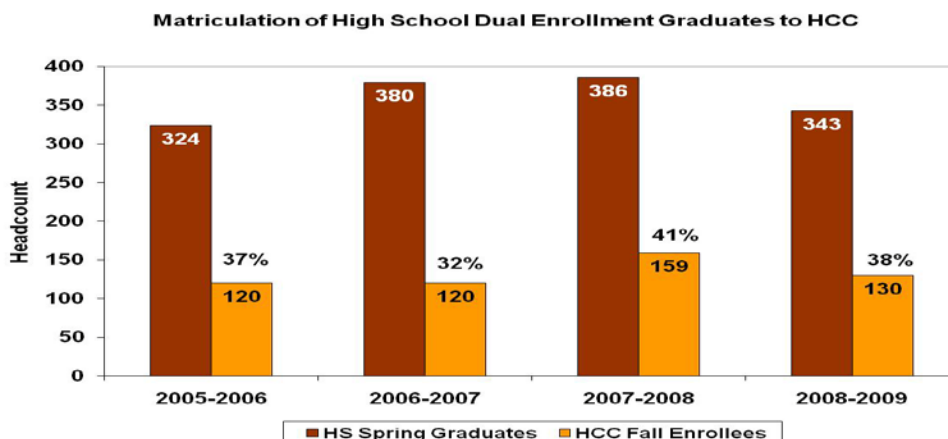
Figure 9.2



Note: These figures include both in-district and out-of-district high schools
Data Source: HCC Information Systems

Figure 9.3 (see page 99) shows the total number of dual enrollment students who graduated and the number and percent of those graduates who matriculated to HCC. The average percent of high school graduates that participated in the College's dual enrollment program and matriculated to Highland over the last four years is 37%.

Figure 9.3



In 2000, a formal agreement between Sauk Valley Community College (approximately 35 miles southeast of Freeport) and Highland Community College to offer Criminal Justice courses over interactive television was completed. This partnership allows both institutions to maintain a viable program, and at the same time, alleviate the necessity for HCC students to travel to Sauk. Within the last three academic years, 161 students have completed these courses generating 485 credit hours. According to survey results, student evaluations and faculty reviews, the program has been very successful.

In addition to the data provided above, advisory committee work has resulted in several programmatic changes. In response to feedback from the Automotive Advisory Committee, major modifications were made to the automotive program to address the needs of employers in the district, as well as to continue to meet the requirements of the National Automotive Technicians Education Foundation (NATEF) certification. The Early Childhood Education (ECE) program recently made changes suggested by the Early Childhood Education Advisory Committee that include reviewing attendance and cell phone policies, developing an Associate of Arts in Teaching degree in Early Childhood Education, and providing more creative course offerings by adding eight-week, hybrid, online, and Saturday courses.

9R3. Table 9.2 and 9.3 show the number of, and percentage increase in, dual credit course offerings from 2006 to 2008, and enrollment from 2004 to 2008 for HCC and cohort community colleges (Danville, Kaskaskia, Kishwaukee, Rend Lake, and Sauk Valley),

Table 2: Dual Credit Course Counts

College	2006	2007	2008	% Change
Danville	203	407	365	79.8%
Highland	111	124	122	9.9%
Kaskaskia	335	89	434	29.6%
Kishwaukee	157	146	126	-19.7%
Rend Lake	174	176	296	70.1%
Sauk Valley	268	352	473	76.5%

*Source: Dual Credit in the Illinois Community College System, ICCB, January 2010 (<http://www.iccb.org/reports.students.html>)

Table 3: Dual Credit Enrollment

College	2004	2005	2006	2007	2008	% Change
Danville	770	826	837	1,554	1,446	87.8%
Highland	595	487	1,134	1,173	1,113	87.1%
Kaskaskia	3,998	4,190	4,562	1,329	5,392	34.9%
Kishwaukee	619	773	785	967	853	37.8%
Rend Lake	1,364	2,819	3,460	3,296	4,962	263.8%
Sauk Valley	198	557	1,193	1971	2,259	1,040.9%

*Source: Dual Credit in the Illinois Community College System, ICCB, January 2010 (<http://www.iccb.org/reports.students.html>)

911. Many recent improvements have been made in terms of building collaborative relationships in our Business and Technology Division. Some of these include the following:

- While the College has always had a relationship with Northern Illinois University (NIU), the relationship has been strengthened recently due to the collaboration between HCC and NIU in order to obtain a National Science Foundation (NSF) grant. The major emphasis of the grant project is to develop and field test wind turbine technician training materials, simulation modules, and a supporting remote laboratory for wind turbine technology.
- Related to securing the grant mentioned above, the College will be working to strengthen the relationship with the NSF.
- SkyStream, a nationwide wind energy company that focuses on residential wind turbine and wind energy systems, utilized our new Wind Turbine Technician Training Center to conduct training.
- Students in the automotive program are now strongly encouraged at the end of each school year to take National Automotive Technicians Education Foundation (NATEF) certification exams to ensure that they meet the expectations of NATEF, as well as build a certification portfolio that assists them when applying for jobs in the automotive industry.
- Referred to in 9P2, the relationship with WorkKeys, is relatively new, but is developing into a stronger, more comprehensive relationship.
- The Dual Credit/Dual Enrollment program has been reviewed to ensure that students participating in the courses are being held to the same high standards as students taking the equivalent course at the college level.

912. HCC was selected to be one of the county-wide emergency disaster response sites. The Retired and Senior Volunteer Program Director and College President serve on the Stephenson County Unified Command Response Coordinating Committee. RSVP became initially involved because of the ability of the program to coordinate volunteers. When there is a need for disaster response, the RVSP program at HCC is designated as the agency responsible for tracking volunteers.

From November 2009 through January 2010, the county-wide disaster response was put into practice in response to the H1N1 concern. HCC was one of the sites for individuals to receive their H1N1 immunizations. During this period, nine other locations were utilized and staffed by 154 volunteers providing 400 hours of service and assisting in the registration of over 5,000 people to be vaccinated.

Index to Evidence for the Criteria for Accreditation 2010

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

Core Component 1a – The organization’s mission documents are clear and articulate publicly the organization’s commitments.

- The College reviews the mission with external and internal constituents as a step in the strategic planning process [8P1].
- The mission statement is widely available, specifically in the College catalog, both print and on the College website. [[HCC 2009-2011 Catalog, p.1](#)]
- The Board of Trustees is the policy-making board authorized by the State of Illinois, through the ICCB to ensure that the College operates and is in compliance with all local, state, and federal regulations which apply to Illinois community colleges [C5].
- Highland Community College strives to serve as a model for legal, ethical, and social issues through enactment of policies and procedures, as well as through active partnerships with district communities. [O5]
- The College’s mission is reviewed and reaffirmed periodically by the Board of Trustees, most recently in March of 2007. [5P1]
- The administrative structure of the College provides the framework through which ICCB rules and regulations and Board policies are enacted and implemented. [O5]

Core Component 1b – In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.

- The College provides for the learning needs of its diverse citizenry by offering more than 60 programs of applied and transfer degrees, community education and business training. [O1]
- The College’s focus on diversity is highlighted by its participation in collaborative relationships with an array of organizations that not only work to make education better for students, but also work to make the surrounding communities better for everyone who lives in our district. [9P2].
- In support of the College’s commitment to meeting the needs of a diverse population, the College is committed to achieving diversity among faculty and staff. That commitment is enforced by our Diversity Statement and our hiring process. [4P2]
- For purposes of clarification, Highland more accurately adopted a modified Carver Model with primary focus on the development of Ends Statement Reports which address the questions: What good? For which people? At what cost? [5P5]

- The Student Senate provides a communication link from the student body to College administration and the Board of Trustees. [O5]
- As a comprehensive community college, Highland is looked to not only for education but also for enrichment, service on local non-profit boards, volunteer efforts in the communities and as a prime component of economic development. [O5]

Core Component 1c – Understanding of and support for the mission pervades the organization.

- Collaborative relationships are maintained on the strategic goal to carry out the College's mission to support community needs. [9P6]
- Throughout their orientation to the College, new employees are provided information relating to the mission and vision of the College through verbal communication, handouts, and online resources available on the HR CougarNet site. [4P4]
- When any major revisions are recommended, the President appoints a College task force to gather input and suggest revisions for the President to present to the Board of Trustees. [5P1]
- Some examples of communication events or channels include Opening Days remarks by College President and Board Chair (see 5R2), the interview process with potential employees that includes questions concerning the overall mission of community colleges, new employee meetings, new student orientation and First Year Experience Seminar.[5P8]
- The review will reinforce the Board's understanding that following the Carver Model means that the Board (as representatives of the district residents) defines the results to be achieved (Ends). [5P7]

Core Component 1d – The organization's governance and administrative structures promote effective leadership and support collaborative processes that enable the organization to fulfill its mission.

- The College has defined a collaborative planning and resource allocation process that helps the College carry-out strategic planning and goals. [8P4, 7P2]
- Employees are given opportunities to participate in the design of collaborative processes through department/division meetings, College Council, study groups, committees, Leadership projects, and AQIP Action Project teams. [4P6]
- Effective leadership is promoted through upward evaluation of supervisory positions, including the President, to assist in continued professional development. [4P10, 4I1]
- Highland Community College is considered a unit of local government controlled by a seven-member elected Board of Trustees, serving staggered six year terms, joined by an elected Student Trustee, who serves a one-year term. [O5]

- At the College decisions are made at the most appropriate level whether that be at the department level, College Council, President's Cabinet, Leadership Team or at the Presidential level as he is responsible for making final recommendations to the Board for their consideration. [5P5]

Core Component 1e – The organization upholds and protects its integrity.

- The College has a process to investigate and resolve student complaints and keeps records of these actions. [3P6]
- The College has a process to investigate and resolve, if possible, complaints and concerns from other stakeholders. [3P6]
- The College has a General Education competency concerning "Discriminate between ethical and unethical conduct." [1P18]
- The timeliness, accuracy, reliability, and security of the College's information system is ensured. [7P7, 7R1]
- The Highland catalog lists student codes of conduct and includes a complaint procedure that values due process for students and faculty. [[HCC 2009-2011 Catalog, p.21 - 26](#)]
- The College ensures that employees are knowledgeable concerning ethical practices by providing training on such topics as identity theft, sexual and other harassment, FERPA and HIPAA. Complaints relating to unethical behavior are investigated promptly following established processes. [4P7]
- The College's Core Values of integrity, compassion and respect were developed as a part of all-staff in-service activities which culminated in January 2006 with the formal presentation of the values. [5P1]

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

Core Component 2a – The organization realistically prepares for a future shaped by multiple societal and economic trends.

- The College develops new programs based on market need, enrollment projections, cost analysis, assessment plan, and curriculum. [1P3]
- The College uses data collected from its collaborative relationships to make sure that necessary updates are being made to keep students competitive as societal needs change. [9R1/9R2]
- One of the most valuable sources of information comes from listening to various individuals or businesses as they discuss future plans or employment needs. [5P3]

- The College strategic planning process includes a needs assessment phase during which data is collected from community surveys, focus groups and documents. [8P1, 7P2]
- The College identifies the changing support service needs of students, through a variety of surveys and monitoring reports. [6P1, 7P1, 7P4]
- The College identifies changing administrative support service needs through quality improvement projects that are the result of a formalized timeline of departmental quality reviews. [6P2, 7R1]
- The College uses a systemic approach to budgetary and operational planning with the use a Resource Allocation and Management Plan, which takes into account recent trends, potential challenges and opportunities, and College-wide needs. [O4, 7P4]
- The College recognizes and is in the early stages of discussing the need for at least a six month contingency plan for all key College leadership positions. [5P10]

Core Component 2b – The organization’s resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.

- The financial targets (i.e. operational fund balance, instructional unit cost, affordable tuition) on the College’s Balanced Scorecard are met or within an acceptable range of being met. [7R3]
- The College supports educational programs and plans for maintaining and strengthening quality through training and development opportunities for faculty and staff. [4P8, 4P9]
- The College uses a funding bonds process to purchase equipment and services (\$2 million in 2006 and \$1.75 million in 2010). [8P6]
- The College is mandated by the Illinois Community College Board (ICCB) to perform both Academic and Non-Academic program reviews on a three-year cycle. [5P6]

Core Component 2c – The organization’s ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.

- The College has in place a sound process for assessing student mastery of its general education and program competencies. [1P1, 1P2, 1R1 and 1R2]
- The College assesses the effectiveness of its other distinctive objectives. [2R2, 2R3]
- The data and performance information provided as a result of special research studies informs policy-related decisions, such as those related to placement testing. [7P1]
- The College’s strategic planning is based on a wide array of data and performance information. [7P2]

- The College has developed a three-year institutional survey plan. Many of the surveys included have been tested for reliability and validity and have been normed on national databases. [7P1, 7P5]
- A variety of methods are used to analyze data and information regarding overall performance. The major ways in which the results of these analyses are shared include a set of monitoring reports, the Institutional Balanced Scorecard, survey reports, Illinois Community College Board reports, and financial and audit reports. [7P4]
- Through the Common Intake AQIP Action Project, the College developed a point-of-service survey process that provides additional data and information for evaluation and continuous improvement of intake services. [3R3, 7P3]
- The College collects data to measure effectiveness of both student support services and administrative support services. [1R1, 6R1, 6R2, 7P1]
- The College's ongoing evaluation and assessment in relation to valuing people is evident in the many improvements made in the last few years which have been based on data and feedback received from the various tools we use to collect and analyze data. [4P12, 4R1, 4R2, 4R1]

Core Component 2d – All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.

- The training to provide staff on how to select appropriate and meaningful data and performance indicators emphasizes a set of questions to consider at the institutional and department levels in order to encourage alignment in setting goals. [7P1, 7P6]
- The College's master timeline for establishing institutional goals is structured to take into account several key financial and human resource processes and deadlines so that goals set are financially feasible and that departmental and individual goals are in alignment. [7P2]
- Processes in the recruitment and retention of employees (from the new position staffing process, to the hiring process, to the orientation process, to the feedback process, to the design of employee recognition, benefit and compensation systems, to the determination of training needs) are developed to align planning with the fulfillment of the mission statement through College-wide goals. [4P1, 4P2, 4P3, 4P4, 4P5, 4P6, 4P8, 4P10, 4P11]
- Figure 5.1 is an annual planning guide to help focus the efforts of all departments with an eye toward ensuring that critical timelines are met. [5P2]
- The 2010-2015 Strategic Plan encompasses the directions obtained through the Strategic Planning process to help formulate long- and short-range objectives for the various College departments. [5P3]

Criterion Three – Student Learning and Effective Teaching – The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

Core Component 3a – The organization’s goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.

- The College periodically reviews its General Education competencies (learning outcomes). [1P1, 1P18]
- The College assesses student mastery of General Education competencies (learning outcomes). [1R1, 1R2, 7P1]
- College programs have program outcomes and student mastery of these outcomes is assessed. [1P2, 1R1, 1R2]
- Processes in the recruitment and retention of employees (from the new position staffing process, to the hiring process, to the orientation process, to the feedback process, to the design of employee recognition, benefit and compensation systems, to the determination of training needs) are developed to align planning with the fulfillment of the mission statement through College-wide goals. [P1, 4P2, 4P3, 4P4, 4P5, 4P6, 4P8, 4P10, 4P11]

Core Component 3b – The organization values and supports effective teaching.

- College faculty are encouraged to use a variety of teaching methods recognizing that students have different learning styles. [1P9]
- Instructors are supported in these teaching styles with computer laboratories, etc. [1P9]
- The College’s assessment of student learning has always had an influence on much of the data and performance information selected to support instructional programs and services. [7P1]
- Highland provides opportunities for faculty development and enhancement of the teaching process through an internally developed Faculty Mentoring Program, external conferences, and individualized and group training in instructional technology. [4P9]
- The faculty appraisal and tenure processes support effective teaching. [4P10]

Core Component 3c – The organization creates effective learning environments.

- The College’s physical plant and facilities provide support for the academic mission. [O6b]
- The College provides extensive student support and administrative support services to provide support for the academic mission. [O6a]
- Highland has demonstrated that it values a life of learning by providing opportunities for continued learning through tuition waivers, educational assistance and training and development opportunities. [4P9, 4P13]
- Each academic division has access to sufficient funds to approve nearly all requested faculty development over the last three years, including professional development for

part-time faculty, which ensures that courses and teaching techniques are meeting the current trends in higher education. [1P13]

- The College leadership supports a culture that allows all College employees to pursue future opportunities while maintaining a strong focus on students and learning [5P4].

Core Components 3d – The organization’s learning resources support student learning and effective teaching.

- The College provides services and systems to aid learner success.[O2]
- New students at HCC take a free sixteen-week course called First Year Experience Seminar designed to allow students to assess their learning styles and strengths, and improve critical thinking, time management, and motivational skills. [1P9]
- The Office of ADA Services, housed and supported by the staff of the Success Center, exists to provide information, advocacy and support for students with disabilities. [1P10]
- Learning resources are available and utilized to help students learn. [1R5, 1I1]
- Highland adopted a set of employee characteristics that it believes each employee must possess in order for the College to successfully achieve its stated mission and goals. Several of these characteristics include being a lifelong learner, open to change, adaptable, display initiative and pursue creative improvement. [[HCC Employee Characteristics](#)]

Criterion Four – Acquisition, Discovery, and Application of Knowledge – The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

Core Component 4a – The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.

- Highland has demonstrated that it values a life of learning by providing opportunities for continued learning through tuition waivers, educational assistance and training and development opportunities. [4P9, 4P13]
- The College works directly with organizations that provide for student needs so a student has the best chance possible to succeed in their education. [9P3]
- The College’s 2006 Systems Portfolio response to 5P6 also outlines how leadership abilities were encouraged, developed and strengthened. [5P9]

Core Component 4b – The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.

- The College has assessed general education outcomes and competencies and program outcomes that span the breadth of knowledge and skills needed by students and supports intellectual inquiry. [1R1, 1R2, 1R3]
- Student organizations provide opportunities to enhance classroom learning. [[HCC 2009-2011 Catalog, p. 20](#)]

Core Components 4c – The organization assesses the usefulness of its criteria to students who will live and work in a global, diverse, and technological society.

- The College has identified as a general education competency, “Acknowledge personal, social, political, cultural, gender, and intellectual diversity”. [1P18]
- The College has identified as a general education competency, “Select and apply the appropriate procedures, tools, and other technologies to complete a task successfully.” [1P18]
- Through the use of advisory committees, we ensure that the skills a student attains will make them a productive member of a global workforce. [9P2]
- Under the [Carver] model the Board has three primary jobs: linkage to ownership (those they represent), policy development and assurance of effective operational performance as the ultimate policy and decision-making body of the institution. [5P5]

Core Component 4d – The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.

- The College established a new Office of Institutional Research. [7P1]
- The College has provided a significant amount of staff training on how to select appropriate and meaningful data and performance indicators. [7P1, 7P6]
- The College has developed a three-year institutional survey plan. Many of the surveys included have been tested for reliability and validity and have been normed on national databases. [7P1, 7P5]
- The College provides evidence of leadership development programming for faculty and staff. [8P8]
- Highland has policies in place to ensure faculty and staff are aware of federal and state laws regulating the privacy of student and employee records. Policies also enforce proper use of technology and copyright practices among others. [4P7]
- The Employee Leadership Institute, the result of an Action Project, helps participants understand and benefit from the Servant-Leadership model [5P9].

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

Core Component 5a – The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.

- The College fosters leadership development both internally and externally. [C2]
- The College employs an Institutional Survey Plan to identify the changing needs of students, staff and alumni groups. [3P1, 7P1, 7P4]
- The College surveys community leaders to identify expectations and evaluate performance in meeting the needs of its constituents. [3R4, 7P2]
- The College creates, prioritizes, and builds relationships with many different organizations (both on-campus and throughout our district) to ensure that identified needs are being met. [9P1,9P2]
- Category eight describes a process that takes constituent needs into account during strategic planning. [8P1, 8P5, 7P2]
- Information is gathered from faculty and staff regularly to ensure their needs and expectations are being met by the College. [4P12, 4P13, 4R1, 4R2]
- College personnel meet on a regular or periodic basis with program advisory boards, area high school counselors, HCC Foundation board members, employee and employer groups, state and local funding agencies, the Student Senate, and the student member of the Board of Trustees. [5P3]

Core Component 5b – The organization has the capacity and the commitment to engage with its identified constituencies and communities.

- The College's RSVP program and Leadership programs serves many of the College district's employers [2R2]
- HCC has identified both measures and results that prove our commitment to the organizations we serve. [9R1,9R2].
- A robust information-gathering process designed to engage constituents in discussions that will inform our goals and objectives is described. [8P5]
- The College employs a number of strategies to build and maintain relationships with key stakeholder groups such as district high schools. [3P4]
- The Ends Statement Reports have remained the constant and continuous element of the modified Carver Model employed by the Board since the mid-1980s. [5P5]
- The process the College uses to employ data, information, and performance measures in decision-making are exemplified in many ways. [5P6]

Core Component 5c – The organization demonstrates its responsiveness to those constituencies that depend on it for service.

- HCC's responsiveness to ideas generated via collaborative relationships can be seen in the development of new partnerships aimed at meeting new and/or additional needs of the community. [9I1, 9I2]
- The College developed a common intake project based on input from faculty, staff and students. Additionally, it created a three-year survey plan that includes administration of the SENSE (entering student survey) and a point-of-service survey to further the continuous improvement efforts in this area. [8P5, 7P1]
- Survey information that is gathered from employees is used to make improvements in processes, procedures, services and benefits. [4P4, 4P9, 4P10, 4P13]
- Community Leader Survey results are presented in 3R2. [5R2]

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

- Internal and external constituencies are very satisfied with HCC's other distinctive objectives. [2R2]
- HCC collects information and generates results based on collaborative activities to be able to identify whether the services provided do in fact meet the needs of our external constituencies. [9R1, 9R2]
- Survey data from the community leaders survey conducted as part of the strategic planning process provides evidence that the College's services are valued. [3R4]
- The College's key stakeholder groups are satisfied that the institution is meeting or exceeding expectations derived from the College's mission. [3R4]
- The College's employees report that they have the tools and equipment and access to professional development needed to perform their job. [6R3]
- The value that internal constituencies place on the services that the College provides is evident in the pride that employees bring to their positions and the understanding that their job contributes to the College's mission and purpose. The value that they place on the services that the College directly provides them is apparent in the responses from the FY10 Annual Employee Survey where 78% of employees indicated they would be very likely or likely to recommend Highland as a place to work. [4R2]
- The purpose of administering the community leaders survey is to determine the extent to which the community leaders in the College district believe the College is meeting expectations in carrying out the various aspects of its mission. [5R2]