



**HIGHLAND COMMUNITY COLLEGE
STRATEGIC PLAN
2010 - 2015**



HIGHLAND COMMUNITY COLLEGE

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Institutional Context for the 2010 – 2015 Strategic Plan

The 2010-2015 Strategic Plan presents the framework which will guide Highland Community College toward its 50th anniversary in 2012, as well as lay the groundwork for the institution's second 50 years.

The community-wide strategic planning council (council) began its work in the fall of 2008 and completed its assignment in the late spring of 2009. The work of the council was followed by a great deal of internal analysis and planning. Throughout the fall of 2009 and the spring of 2010 the College's cabinet, leadership team, academic divisions and other departments focused on how to bring the plan to life. This process has been hampered by the global financial meltdown and the resulting financial difficulties faced by the State of Illinois. These factors have made long-range planning more difficult and uncertain. In recognition of that uncertainty, the end date of this plan was extended one year to 2015.

Institutional Impact of the 2003 – 2008 Strategic Plan

The previous strategic plan spanned the years 2003-2008 and that period saw much change at the college as a direct result of those planning efforts including the following achievements or directions:

- A referendum was approved by voters (effective in tax year 2004) which raised our operating tax rate from \$.25 to \$.355. This increase allowed Highland's total tax rate to stabilize at around \$.48 per \$100 of Equalized Assessed Valuation.
- New programs have been developed in the areas of dual credit, expansion of on line classes and alternative delivery (hybrid classes), and Wind Turbine Technology
- New outreach facilities were opened to serve the Jo Daviess County community. HCC West in Elizabeth was established and made fully operational through a lease with the village. This facility is a former high school and since it has science labs, this location does allow us to offer almost an entire associate degree at this outreach site.
- The College experienced a presidential change in fall of 2006 followed by a reorganization that reestablished a Student Development Division.
- Several strategic initiatives were compelled by the plan including the development of a strategic enrollment committee, an internal leadership development program, increased capacity in our human resources office particularly in staff development.
- The College was accepted into the North Central Association's Academic Quality Improvement Program (AQIP) accreditation program. As one of 13 Illinois community colleges participating in AQIP, Highland has coupled quality training initiatives and process improvement to achieve strategic plan goals related to creating a culture of inquiry and data driven decision-making.
- Highland received continued recognition from the Illinois Community College Board through 2014.

Financial Crisis Impact

As state and local budgets are finalized, Highland is able to move forward with the implementation of this Strategic Plan. Many challenges wait on the horizon, not the least of which is financial. The College district has experienced steady increases in assessed valuation for

the past few years, but this growth is not likely to be sustained and this will pose continuing long-term budgetary and planning issues for Highland. Given the current state of finances in Illinois, the College will increasingly have to rely on local tax revenues and student tuition dollars. These two areas currently fund approximately 85% of overall college operational expenses, and there is no indication that the state's contribution will get back even close to the 33% level during the life of this plan.

Illinois' budget in general, and for higher education specifically, has been in a continuing and declining state since 2003 with the 2008-2009 school year showing increased stress and the 2009-2010 budget situation even worse. To top it all off, there are no signs of improvement on the near horizon and predictions abound for an even tougher fiscal year 2011. The funding system for the Illinois Community College System was established with the enabling legislation in 1967. Since the system's inception, the funding model has been 1/3 state, 1/3 local taxes, 1/3 student tuition. As state resources have dwindled over the past few fiscal years, the Illinois community college system has been underfunded. Our funding level is now below what it was in fiscal year 2003. This is especially problematic given the fact that Illinois community colleges now serve over 67% of all higher education students yet get less than 13% of the total amount allocated for all higher education funding in Illinois.

Enrollment

The fall semester of 2009 saw dramatic increases in enrollment across all categories and groups of students attending Highland. This dramatic increase in the number of students, coupled with dramatic decreases in state funding, has placed a strain on the college budget which will not be eased for the next two to three fiscal years. The enrollment impact is being faced by all community colleges in Illinois as well as community colleges nationwide. Regional unemployment, currently at 11.8% in our Local Workforce Area, is one driving factor behind the upward enrollment trend. Our district's counties have all experienced a rise in unemployment during the last year:

Stephenson Co. – 12.5% in November 2009 - Up from 5.9% in November 2008

Ogle Co. – 12.9% in November 2009 – Up from 8.5% in November 2008

Jo Daviess Co. – 9.5% in November 2009 – Up from 5.9% in November 2008

Carroll Co. – 11.6% in November 2009 – Up from 6.5% in November 2008

SOURCE: Illinois Dept. of Employment Security, Economic Information and Analysis

Another critical factor behind the enrollment increase at Highland and at all Illinois community colleges is the dramatic increase in tuition at all of the state four-year public universities. These institutions are even more dependent on state payments and the financial meltdown in Illinois, while a disaster for them, is a blessing, even if a mixed one, for us and other community colleges. Students have chosen to attend community colleges over the even more expensive four-year schools, either in their initial decision making or in reverse transfer situations.

The Strategic Planning Council identified several environmental challenges the College is either currently facing or will face in the next five years:

Declining State Support

- Declining state support will continue and put more pressure on local taxpayers and student tuition.
- Highland is committed to student access, but the impact of dramatically reduced state funding is causing an overreliance on local taxes and student tuition, which has the potential to limit access, primarily for the underserved residents of the district.

Competition and Other Enrollment Challenges

- The College is experiencing a short-term enrollment increase based on a lack of employment as well as the high cost of four-year institutions.
- Online Colleges are increasingly competing for the students who traditionally would have chosen Highland. Additionally, many smaller private schools will become ever more aggressive in their recruiting efforts.
- The Highland district is a very large geographic area. Residents of other district communities are often commuting to other cities (away from Freeport and specifically, in the state border communities, into Iowa or Wisconsin) for employment, education and recreation/entertainment.
- The lack of public transportation options outside of the city of Freeport severely limits many residents from enrolling or even considering being involved in main campus or HCC West offerings. This is a double-edged sword as the people who lack transportation often are those most in need of services and they not only lack reliable transportation, they often do not have access to on line learning.
- National trends include consumer driven approaches to educational delivery such as online, accelerated, and weekend programs. These trends create a demand for more flexibility.
- As a campus of commuter students, there are particular campus life needs and considerations that can challenge the institution.
- Consistent with national trends, 80% of Highland's student population places into transitional coursework requiring some form of math, English, or reading preparation prior to enrolling in college-level courses.

External Accountability Demands

- With the comprehensive mission of Illinois community colleges, there has always been this balancing act of providing both transfer and technical education.
- The Illinois Board of Higher Education (IBHE) has developed the "Illinois Public Agenda for College and Career Success," and this will become a framework for Highland and all other Illinois community colleges to follow in addition to local plans.
- The College and the Foundation have co-existed from the days when the name was Freeport Junior College. Throughout the years, donors to the Foundation have provided the money to fund many critical special projects and initiatives. The most recent example is providing the fundraising for both the Ray and Betty Stamm Health Science Nursing Wing and the Wind Turbine Technology Training Center. The Foundation and the generous philanthropy of area residents are more important than ever for the College to meet the challenge of the next half decade.

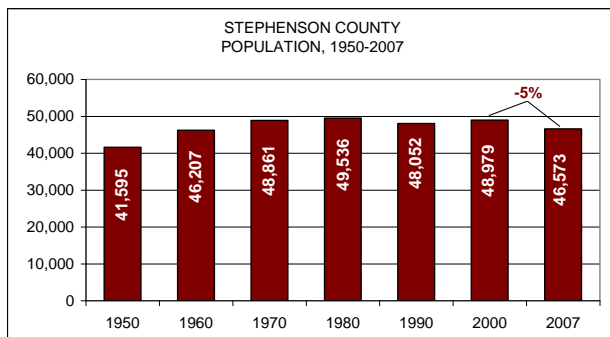
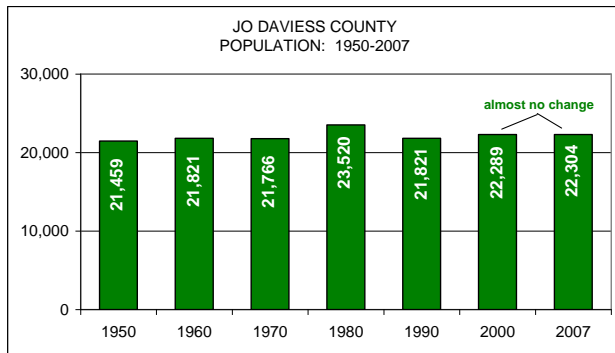
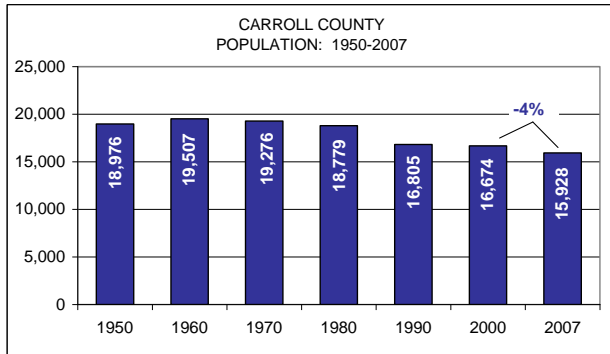
Population Declines

- Reports by the Regional Office of Education show a declining base of K-12 students. Based on their reports, the College predicts a potential 10% decline in traditional students over the next 10 years.
- Although the College is currently in an upward enrollment trend, population data shows that our regional population is decreasing. According to estimates from the U.S. Census Bureau, Stephenson, Jo Daviess and Carroll counties have collectively lost 3,546 residents between the 2000 Census and the July 2008 estimates. Additional population data is available: [G:\Strategic Planning\HCC Group 02,09](#) and [G:\Strategic Planning\HCC Group 02,10.ppt](#).
- The shrinking potential student base of traditional age students often results in too few potential students (critical mass) to balance expenditures required to provide new programs and services even if there is a need.
- The College district has an aging population, with Northwest Illinois often considered as a lower cost recreation or retirement option by urban/suburban residents, especially in Carroll and Jo Daviess County with popular lake communities.
- Out migration of the adult population impacts not only the adult enrollments but also their children as future potential students and this is clearly demonstrated through school district annual enrollment figures and projections.
- Economic impact of company closures both in terms of tax revenue, increased enrollment demand, and the reality of out migration due to loss of employment opportunities are impacting all levels of education in our area with the long-term impact being an ever dwindling student base to draw from. The tables below show how the population has changed in three counties in Highland's district. While Ogle County is experiencing population growth, that growth is primarily outside the Highland taxing district. Tables 1 – 3 illustrate these population trends.



Tables 1 – 3: These tables represent the population trends in Carroll, Jo Daviess and Stephenson Counties. Carroll County’s population has dropped every decade since 1960. From 2000 to 2007, the county experienced a 4% loss. The Jo Daviess population has remained very stable in the past 17 years. The county’s population peaked in 1980. Like Jo Daviess, Stephenson County’s population peaked in 1980. The rate of decline has accelerated since 2000.

DATA SOURCE: **Health Systems Research**, University of Illinois College of Medicine at Rockford



Terminology

As the College moves forward with this Strategic Plan, consistent terminology will provide an overall hierarchical framework for the plan and our Key Planning Processes and the development of Key Performance Indicators (KPI's):

- Strategic Goals/Organizational Strategies cover 1 to 5 years
- Long-Term Strategies cover 2 to 3 years
- Short-Term Strategies cover 1 to 2 years
- Short-Term Strategies are underlain by Key Action Plans and Key Performance Indicators
- Key Action Plans and Key Performance Indicators are underlain by Departmental Action Plans/Annual Goals



Strategic Planning Process

As the period of time covering the 2003 – 2008 strategic plan came to a close, the College president selected community co-chairs to lead a strategic planning council of community members and College faculty and staff charged with reviewing the previous plan, gathering feedback and input, and developing directions that will guide the College during the first half of the next decade [Attachment A].

The Council's initial meeting was held in September 2008. The group met nine times over the next nine months. Initial meetings included a review of the College's accomplishments from the 2003 – 2008 strategic plan, discussions of the College vision and mission, and organizational work such as developing sub-committee groups, organizing a series of focus groups, and providing input on the community leaders survey intended to gather input and inform the council's work.

The council's discussions were also grounded in factual information about the region's population and demography as well as educational and economic environment. A series of informational forums were held with HCC Director of Institutional Research Dr. Misty Thruman, Stephenson County Board Chair John Blum, Regional Superintendent Marie Stiefel and Jo Daviess Economic Development Director Pat Leitzen-Fye. Sub-committees were assigned reading, research and discussion work regarding the College's performance and best practices intended to provide another perspective [Attachment B]. State and local reports and documents were compiled and held on reserve in the library for sub-committee use.

A survey was delivered to 398 identified community leaders in public service, education and business with 232 responding (60%). Information from this survey helped the council understand the community's perceptions of and priorities for Highland Community College. Responses were provided in several different formats including rank order, open-ended responses, and rating scale. The Council also reviewed reports by sector. Two charts were especially important in identifying priority issues [Attachment C and D].

Council members led 10 focus groups including one in each of the counties comprising the Highland district (Carroll, Jo Daviess, Ogle, and Stephenson). Other groups included: students, full-time staff, part-time staff, faculty, African-American community members, and Hispanic community members or service providers for the Hispanic community. Following each focus group, a report was provided to the council by the facilitator and/or note taker.

The Council used a variety of techniques to assimilate gathered information. A SWOT analysis (Strengths, Opportunities, Weaknesses, and Threats) was one tool utilized [Attachment E]. The Council was also challenged to identify major themes in an effort to categorize the large amount of input that had been gathered. Themes include: Flexibility, Diversity, Collaboration, and Outreach, Looking to the Future/Scanning, Career Development and Quality.

Near the end of the council's work, the co-chairs probed members with key questions to determine the absolute priorities of the council. These exercises included asking council

members to draft recommendations and to answer challenging questions about the College's future direction.

The council's work culminated in the release of three strategic goal or organizational strategy recommendations:

Goal 1 - Proactively identify emerging programmatic opportunities.

Goal 2 - Meet program delivery needs of current and prospective students.

Goal 3 - Increase college-level enrollment.

During a July Board Retreat, the strategic planning council co-chairs presented Trustees with an overview of the planning process and the summary recommendations developed by the Council. At that time, it was explained that the College community would need to develop long- and short-range strategies to achieve these goals. The three goals were presented to the President's Cabinet in an August 2009 retreat during which the Cabinet members worked to develop long- and short-range strategies that are included later in this document.

The Strategic Plan is focused on a limited number of key issues that have been determined to be of greatest importance at this point in time. The expectations for the council's planning process was to identify the priority strategic goals that would require additional emphasis over the next five years rather than to develop detailed operational plans for organizational units. Based on the Plan's strategic goals or recommended long-range plans, division and departmental objectives will be established to support the achievement of the plan.



Strategic Goals, Outcomes and Strategies

Goals #1 - Proactively identify emerging programmatic opportunities.

Planned Outcomes:

- *Increase the number of programmatic feasibility studies conducted as a result of the environmental scanning process.*
- *Improve our district's awareness and identity with Highland Community College through structured outreach efforts.*
- *Increase the number of faculty and staff engaged in community outreach efforts and providing feedback regarding programmatic opportunities.*
- *Utilize student data in analysis of program opportunities.*

Long- and Short-Range Strategies:

- *Design, implement and execute a continuous environmental scanning process.*
- *Develop a think tank.*
- *Utilize a web based tool to gather feedback and ideas from community.*
- *Increase outreach efforts and provide a mechanism for reporting information and opportunities.*
 - *Full review of data reports available; utilize data in analysis.*
 - *Survey students annually to identify changing needs.*
 - *Develop a process for a feasibility study.*
 - *Develop mechanisms to gather information from faculty and staff related to the communities where they live.*

Goal #2 - Meet program delivery needs of current and prospective students

Planned outcomes:

- *Improved college image among stakeholders related to flexibility, transfer and alternative delivery.*
- *Increase penetration in Highland Community College district.*
- *Increase success of students in alternatively delivered programs and courses.*
- *Provide student and academic services that meet the needs of students enrolled in alternative delivered courses and programs.*



Long- and Short-Range Strategies:

- *Provide high quality on-line courses and degree program.*
- *Provide accelerated program options (for example, degrees in 18 months, 8-week courses, weekend courses/programs, 2 + 2, 1 + 3, and other degree models with four-year schools).*
- *Feasibility plan for degrees – online (pilot and evaluate hybrid courses and degrees before seeking Higher Learning Center accreditation)*
- *Readiness instruction for potential on-line students.*
- *Increase District 519 student enrollment in Highland online courses and degree programs.*
- *Increase the number of 2 + 2 packaged baccalaureate completion programs.*
- *Offer classes (remedial, gen. ed., more popular) in accelerated or decelerated fashion or offer clusters of classes/types of classes.*
- *Initiate and routinely survey transfer students to identify course transfer issues.*

Goal #3 – Increase college-level enrollment

Planned outcomes:

- *More students will be retained through transitional courses and enroll in college-level courses*
- *More students will place into college-level courses.*
- *More students will enroll with a major or course of study selected.*
- *More district students will enroll at Highland because of their experiences in career exploration.*
- *More underserved and diverse students will enroll.*

Long- and Short-Range Strategies:

- *Increase the number of students placing appropriately into college-level course*
- *Develop vigorous transitional student retention program.*
- *Develop career exploration and mentoring opportunities for elementary and middle school students.*
- *Reach out to underserved and diverse community members.*



Attachment A

Strategic Planning Council Members

Co-Chairs

Jim Fritz, Shannon, IL

Joanne McFadden, Apple River, IL

Community Members

Carol Davis, Mt. Morris, IL

Brenda Fox, Lena, IL

Teresa Hines, Freeport, IL

Bruce Johnson, Freeport, IL

Connie Lower, Lanark, IL

Arnetta McGee, Freeport, IL

Sarah Newton, Galena, IL

James Rhyne, Freeport, IL

Daniel Scheider, Freeport, IL

Ed Garrison, Mt. Morris, IL

Margaret Larson, University of Illinois Extension

Faculty and Staff Members

Scott Anderson

Nancy Barker

Thompson Brandt

Carol Gage

Liz Gerber

Nathan Hensal

Mark Jansen

Jill Janssen

Dr. Joe Kanosy

Dr. Shannon Lizer

Steve Mihina

Lori Miller

Karl Richards

Jim Setterstrom

John Sullivan

Misty Thruman

Virginia Ware

Teresa Williams

Attachment B**Research and Data for Strategic Planning**

- Performance Indicators from the Illinois Community College Board Results Report
- Socio-economic benefits of Highland Community College – Executive Summary and Detailed Report
- Alumni Surveys
- FY2009 Budget and audit report
- Census Information and District Demographics
- Facilities Master Plan
- Regional economic studies, NIU Center for Governmental Studies – Stephenson, Jo Daviess, Ogle, Carroll, Winnebago
- AQIP portfolio
- AQIP feedback
- Accountability Program Review
- Underrepresented Groups report
- Enrollment Trends from A-1 report
- Monitoring Reports
- Project 2009
- Highland Community College Strategic Plan 2003 – 2008
- Rock Forward
- HCC Action Report
- ICCB Biennial Report 2005-2006
- ICCB Illinois Adult Education and Family Literacy Data and Characteristics 2008
- HCC Performance Report 2008
- HCC Performance Report 2007
- Data Book Illinois Higher Education 2007
- Data & Characteristics of IL 2008
- Adolescent Report Card 2008 Stephenson County Health Department
- NIU Center for Governmental Studies Regional Summary

The following reports are available on the Illinois Community College Board web site at <http://www.iccb.org/studies.reports.html>

General Reports

Final Report of the Illinois General Assembly Joint Task Force on Community Colleges

Report on Textbook Cost-Saving Measures in Response to SR298

AEFL Data & Characteristics

FY02 | FY03 | FY04 | FY05 | FY06 | FY07

Baccalaureate Completion Programs at Community Colleges (2007)

Biennial Report

2001-2002 | 2003-2004 | 2005-2006

Data and Characteristics of the Public Community College System
[2001](#) | [2002](#) | [2003](#) | [2004](#) | [2005](#) | [2006](#)

[Economic Impact Study - 2007](#)

[Community College System Economic Impact Study Fact Sheet - 2007](#)

Illinois Community College System Performance Report
[FY 2002](#) | [FY 2003 ~ Part I, Part II](#) | [FY 2004](#) | [FY 2005](#) | [FY 2006](#) | [FY 2007](#)

Salary Report for the Illinois Public Community Colleges
[FY 2000](#) | [FY 2001](#) | [FY 2002](#) | [FY 2003](#) | [FY 2004](#) | [FY 2005](#) | [FY 2006](#) | [FY 2007](#)

Access & Diversity

[Baccalaureate Completion Programs at Community Colleges \(2007\)](#)

[Baccalaureate Access Task Force Report \(PDF\)](#)

[Community College and Adult Education Latino Highlights \(PDF\)](#)

Underrepresented Groups Report
[2002](#) | [2003](#) | [2004](#) | [2005](#) | [2006](#)

Web Accessibility Evaluations
[Evaluation methods & outcomes](#)
[Evaluation Tools](#)
[Plans for Improvement](#)
[Policies, Training & Vendors](#)

Accountability & Productivity

Accountability and Productivity Report for the Illinois Community College System
[FY 1999](#) | [FY 2000](#) | [FY 2001](#) | [FY 2002](#) | [FY 2003](#) | [FY 2004](#) | [FY 2005](#) | [FY 2006](#)

Accountability/Program Review Addendum
[2001-2002](#) | [2002-2003](#) | [2003-2004](#) | [2004-2005](#)

Illinois Community College System Performance Report
[FY 2002](#) | [FY 2003 ~ Part I, Part II](#) | [FY 2004](#) | [FY 2005](#) | [FY 2006](#) | [FY 2007](#)

Program Review Statewide Summary Report
[2007](#)

Salary Report for the Illinois Public Community Colleges
[FY 2000](#) | [FY 2001](#) | [FY 2002](#) | [FY 2003](#) | [FY 2004](#) | [FY 2005](#) | [FY 2006](#) | [FY 2007](#)

Finance

Fiscal Profile of the Illinois Public Community College SystemRoad to Ruin

Unit Cost Report

FY 2000 | FY 2001 | FY 2002 | FY 2003 | FY 2004

Unit Cost Report (Unrestricted Costs Only)

FY 2003 | FY 2004 | FY 2005 | FY 2006 | FY 2007**Student**Career & Technical Education Challenge Task Force ~ 2001 Report

Dual Credit and Dual Enrollment (P-16 Grant)

FY 2003 | FY 2004 | FY 2005 | FY 2006

Fall Enrollment Reports

1999 | 2001 | 2002 | 2004 | 2005 | 2006 | 2007

Follow-up Study of Career and Technical Education Program Graduates

FY 1995 | FY 1998 | FY 1999 | FY 2001 | FY 2002 | FY 2003 | FY 2004 | FY 2005 & FY 2006Collaborating to Strengthen Student Preparation (March 2001)Remedial/Development Education in the Illinois Community College System (Sept. 1997)Report on Industrial Production Technology Programs (June 1997)

Spring Enrollment Report

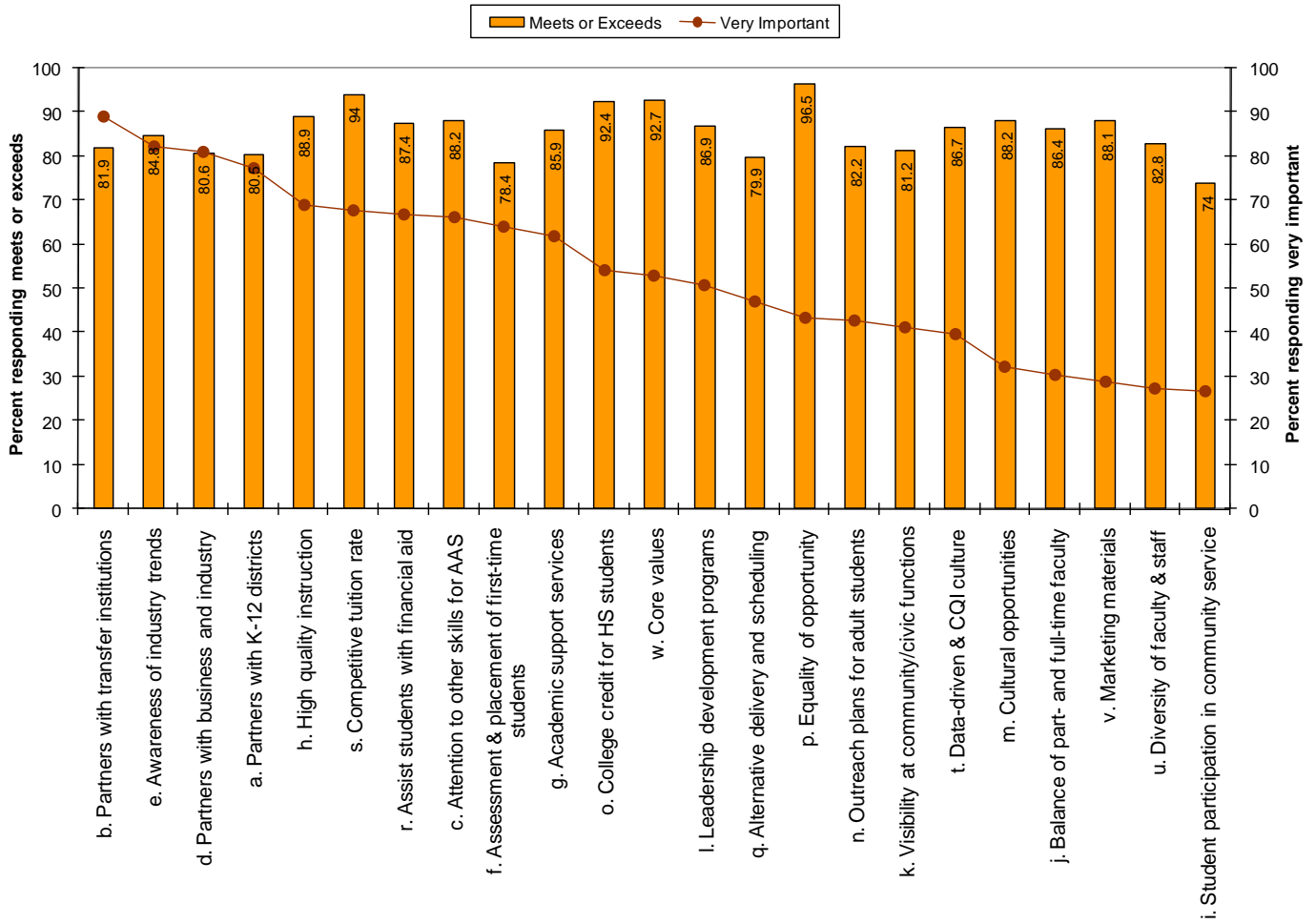
2002 | 2003 | 2004 | 2005 | 2006 | 2007 | 2008

Student Enrollment and Completions in the Illinois Community College System

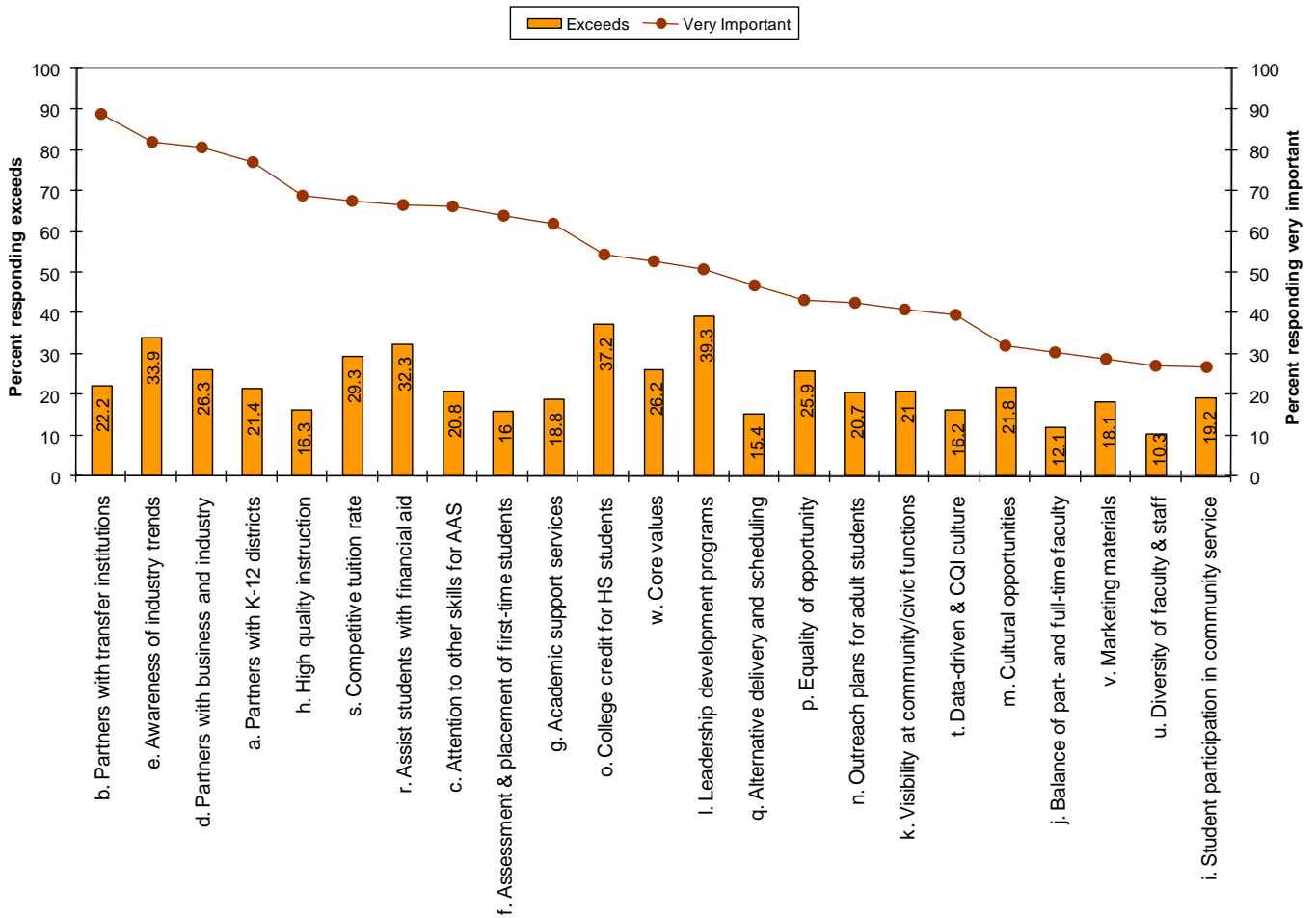
FY 1999 | FY 2002 | FY 2003 | FY 2004 | FY 2005 | FY 2006 | FY 2007**Books on Reserve**

- New Directions for Institutional Research
- The Rise and Fall of Strategic Planning
- Losing Ground- A National Status Report on the Affordability of American Higher Education

Meeting Expectations by Importance
All respondents



**Exceeding Expectations by Importance
All respondents**



Attachment E

**Strategic Planning Council
Strengths, Weaknesses, Opportunities, Threats (SWOT) Analysis**

Strengths

Affordable tuition
Flexibility
Personnel
Network of partnerships
Strong HCC Foundation
Leadership programs
Credibility & reputation
Columbia College
Cultural events
Responsiveness to observed needs such as wind turbine and nursing
Campus (physical)
Location
Partnerships with other community colleges and universities
Consumer oriented economy
First Year Experience

Weaknesses

Tendency toward being reluctant to change
Faculty participation in opportunities to learn new technology
Flexibility
Appropriate, qualified staff
Pigeonholed to only training to certain roles
Strong foundation has been weakened by economy
Cultural events (need to reflect programming to certain groups)
Relationship with communities
Recruiting 1st generation college
Lack of accelerated programs
Schedules (i.e., 8 week blocks)
No systematic process to evaluate alternative programs
Transportation
Internal communication
Size of faculty; capacity
No cohort options due to lack of critical mass
Community involvement
State and Federal red tape to allow HCC to respond

Opportunities

Stimulus package (Obama)
Partner with high school and others
Use technology to partner
Dual credit
Workforce needs different skills
Student markets haven't been tapped

HCC West more vital thru dual credit and other programs
 Good partnership local health network
 Poor economy
 4-year school tuition increases
 Partner with assisted care
 Older workers create a need to provide training for today's workplace
 Town/Gown (relationship w/ communities)
 All in same financial situation
 Re-tool for older workers
 Proximity of four-year schools
 Monroe and southern Wisconsin communities
 Partner with churches
 Mentoring in the high schools and junior high schools to improve/influence their future
 University of Illinois starting a pharmacology school in Rockford (often two years to be accepted)
 Incentives for displaced workers
 Columbia College
 Exploring/Recruit diverse population
 Online four-year programs
 Clear Pathways
 Equine Programs
 Communicate needs for support by businesses, communities
 Retention
 Young veterans
 Centers for excellence (seal of approval promote itself)
 Green careers; build on wind technology program
 Idea Incubator
 More integration across disciplines
 Build stair step programs
 Initiative for K-12/college partnership to improve readiness
 Junior high connections
 Packaging 2+2 with four-year schools
 2+2 + Job to create local internships
 Collaboration between community colleges and private colleges
 (Ex: Nursing online) (Ex: 2+2 at four-year private colleges)

Threats

Online colleges
 Large geographic area
 Fewer students
 Energy (cost, available)
 Decrease State funding
 Critical mass (need vs. number of students)
 Aging population
 Unfunded mandates
 All in same money situation
 Migrating out adult population
 Transportation
 Childcare
 Community college model sustainability
 Economy
 Lack of flexibility

Attachment F

Highland Community College Strategic Planning Survey for Community Leaders

In an effort to build a strong relationship with the communities Highland Community College (HCC) serves, improve the services we provide, and gather important information for the College's next five-year strategic plan, HCC asks for your assistance in completing this survey.

This survey will take approximately 15 minutes to complete. As you complete the survey, keep in mind that your responses to the questions will remain confidential, and all responses will be reported in the aggregate only. If you have any questions regarding the purpose of this survey, please contact Liz Gerber, associate vice president, student services, at 815.599.3531 or liz.gerber@highland.edu. Any technical questions about this survey should be directed to Dr. Michelle (Misty) Thrumman, director of institutional research, at 815.599.3575 or misty.thrumman@highland.edu.

Please read each question carefully and, unless otherwise noted, select only one answer for each item. When you have completed this survey, please return it using the business reply envelope provided. Please return the survey no later than **November 21, 2008**.

SECTION 1: ABOUT YOU

How long have you *lived* in the HCC district?

- 0 – 2 years
- 3 – 5 years
- 5 – 10 years
- More than 10 years
- I do not live in the community college district

How long have you *worked* in the HCC district?

- 0 – 2 years
- 3 – 5 years
- 5 – 10 years
- More than 10 years
- I do not work in the community college district

What is the zip code where you *live* in the community college district? _____

What is the zip code where you *work* in the community college district?

In column A, indicate your *primary* leadership position in the community college district. In column B, indicate *any other* leadership positions you may hold in the community college district.

COLUMN A	COLUMN B	Leadership Position
Primary	Other(s)	
<input type="checkbox"/>	<input type="checkbox"/>	City official (elected or employed)
<input type="checkbox"/>	<input type="checkbox"/>	Chamber officer or employee
<input type="checkbox"/>	<input type="checkbox"/>	Business owner/CEO
<input type="checkbox"/>	<input type="checkbox"/>	School district administrator
<input type="checkbox"/>	<input type="checkbox"/>	School teacher
<input type="checkbox"/>	<input type="checkbox"/>	Media
<input type="checkbox"/>	<input type="checkbox"/>	Legislator
<input type="checkbox"/>	<input type="checkbox"/>	Librarian
<input type="checkbox"/>	<input type="checkbox"/>	Religious Leader
<input type="checkbox"/>	<input type="checkbox"/>	Volunteer/Leader for Club or Organization
<input type="checkbox"/>	<input type="checkbox"/>	HCC Foundation
<input type="checkbox"/>	<input type="checkbox"/>	HCC Board of Trustees
<input type="checkbox"/>	<input type="checkbox"/>	Other:

Identify your primary racial/ethnic group (Select one.):

- American Indian or Alaska Native
- Asian
- Black or African American
- Native Hawaiian or Other Pacific Islander
- White

Choose not to respond

Identify your gender (Select one.):

- Male
- Female
- Choose not to respond

SECTION 2: HCC EXPOSURE

For this set of survey items, think about your exposure to Highland Community College.

Indicate whether you or an immediate family member has done the following within each time frame (Check all time frames that apply.):

	Last 6 months	Last 6 to 12 months	Last 1-3 years	More than 3 years	Not done at all
a. Visited www.highland.edu	0	0	0	0	0
b. Attended a sporting event	0	0	0	0	0
c. Attended a theatre event	0	0	0	0	0
d. Taken a credit course	0	0	0	0	0
e. Taken a community education course	0	0	0	0	0
f. Enrolled in a certificate or degree program of study	0	0	0	0	0
g. Collaborated with faculty and/or staff member(s) on a project	0	0	0	0	0
h. Attended an event or taken a course at HCC West	0	0	0	0	0

SECTION 3: HCC 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 meeting the expectations in each of the focus areas in the table below.

On the left, indicate the *extent* to which HCC meets each expectation.

On the right, indicate how *important* it is that HCC meet the expectation.

Extent expectation is met						Level of importance				
Does not meet expectation	Somewhat meets expectation	Meets expectation	Exceeds expectation	Do not know		Not important	Somewhat important	Important	Very important	Do not know
					Focus Areas and Expectations					
					Educational Preparation for Transfer					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	a. Partners with K-12 school districts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	b. Partners with transfer colleges and universities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
					Vocational Degrees/Certificates and Occupational Training					
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	c. Allocates significant attention to other important skills (i.e. communication), in addition to technical skills, for associate of applied science degrees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	d. Partners with business and industry to ensure programs are responsive to local needs.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	e. Aware of industry trends and emerging technologies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Extent expectation is met					Focus Areas and Expectations	Level of importance				
Does not meet expectation	Somewhat meets expectation	Meets expectation	Exceeds expectation	Do not know		Not important	Somewhat important	Important	Very important	Do not know
					Strengthen Academic Skills and Support Educational Goals through Student Support Services and Developmental Education					
o	o	o	o	o	f. Assesses the academic ability of first-time students and makes appropriate course placements	o	o	o	o	o
o	o	o	o	o	g. Provides supportive services to strengthen academic skills (tutoring, orientation, academic advising)	o	o	o	o	o
o	o	o	o	o	h. Ensures high-quality instructional methods	o	o	o	o	o
o	o	o	o	o	i. Encourages student participation in community service programs	o	o	o	o	o
o	o	o	o	o	j. Maintains appropriate balance of part-time and full-time faculty	o	o	o	o	o
					Economic Development and Partnerships					
o	o	o	o	o	k. Is visible at community/civic functions	o	o	o	o	o
o	o	o	o	o	l. Makes leadership development programs available for the community	o	o	o	o	o
					Community Education and Lifelong Learning					
o	o	o	o	o	m. Provides cultural opportunities for northwest Illinois	o	o	o	o	o
o	o	o	o	o	n. Develops outreach plans for adult (non-traditional) students	o	o	o	o	o
o	o	o	o	o	o. Provides high school students opportunities to receive college credit	o	o	o	o	o

Extent expectation is met					Level of importance				
Does not meet expectation	Somewhat meets expectation	Meets expectation	Exceeds expectation	Do not know	Focus Areas and Expectations				
					Not important	Somewhat important	Important	Very important	Do not know
					Access as an open-door institution				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	p. Reaffirms equality of opportunity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	q. Provides alternative delivery (i.e. online) and scheduling of courses and programs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	r. Assist students in securing financial aid, scholarships, and loans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	s. Maintains a competitive tuition rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
					College culture and Operations				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	t. Exhibits an established data-driven and continuous quality improvement culture	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	u. Increases the diversity of faculty and staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	v. Disseminates user-friendly and informational marketing materials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	w. Reflects its core values of integrity, compassion, and respect	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the letters next to the *expectations* listed above, indicate the top three HCC should make a priority in addressing in its next five-year strategic plan:

1. _____
2. _____
3. _____

SECTION 4: ENVIRONMENTAL ISSUES

For this set of survey items, think about the *environmental* issues that many communities face.

Indicate the extent to which you agree each of the following *environmental* issues is a current issue or likely be an issue for your community in the next five years.

Environmental Issue	Strongly Agree	Agree	Disagree	Strongly Disagree	Don't know
a. Number of low-income households	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Number of single heads of households	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Unemployment rate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Creation of new jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. State support for community colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
f. College readiness levels among high school graduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
g. Educated/skilled workforce (employees come with the education/skills needed to succeed) in high need occupations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
h. Work ethic of workforce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
i. Population growth	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
j. Number of individuals for whom English is a second language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
k. Violence/criminal activity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
l. Transportation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
m. Arts and cultural event offerings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
n. Other: _____	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Using the letters next to the *environmental* issues listed above, indicate the top three HCC should consider in its next five-year strategic plan:

1. _____
2. _____
3. _____

SECTION 5: CHALLENGES AND BARRIERS

What do you anticipate will be the most significant challenges to be met or barriers to be overcome as HCC plans for the next five years? Consider whether there are disagreements, ideological differences that need to be addressed or important issues that no one seems to be talking about at the local, state, or national level.

SECTION 6: VALUES AND VISION

From your perspective, how would you describe the ideal outcomes of HCC’s strategic planning process? Think about your vision regarding the role of the community college in the educational development of the region.

SECTION 7: OTHER COMMENTS, CONCERNS, OR SUGGESTIONS

We would appreciate any other comments, concerns, or suggestions regarding HCC’s next five-year strategic plan.

Thank you for taking the time to complete this survey.