

Southwestern Illinois College

AQIP Systems Portfolio

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June 1, 2009

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SOUTHWESTERN ILLINOIS COLLEGE SYSTEMS PORTFOLIO OVERVIEW

Serving 26,000 students annually and over 440,000 residents in southwestern Illinois, Southwestern Illinois College (SWIC) has emerged as Illinois' largest and most comprehensive community college south of the Chicago area. SWIC was founded in 1946 as part of the Belleville Township High School District, later becoming part of the state wide Illinois Community College System. It was accredited by the NCA Commission on Schools in 1949 and became affiliated with the Commission on Higher Education in 1969. Over the years, the college's district was substantially enlarged to where it now serves the people in a 2,100 square mile region that spans eight counties. Since 1999, the college is also serving educational needs for residents in an area served by the former Metropolitan Community College in East St. Louis.

As a region, southwestern Illinois is a dynamic mix of urban, suburban, and rural economies. The northern part of the area is a center for heavy industry, material processing, and transportation. The central portion serves as the region's hub for banking, medical, legal, and retail services—as well as a growing light-industrial sector. The college's southern part is predominantly agricultural but includes a healthy mix of small-town retail, agribusiness and light industrial concerns. East St. Louis is a post-industrial urban area that the college is serving in collaboration with other partners—including a major commitment from Southern Illinois University Edwardsville.

The college has responded to the challenge of serving this large and diverse region by establishing three degree-completion sites (Sam Wolf Granite City Campus, Belleville Campus, and Red Bud Campus), 26 extension sites, and through its collaboration in the East St. Louis Higher Education Center. Additionally, a large distance education program utilizes telecourses, video conference courses, and online instruction to further provide regional access to higher education.

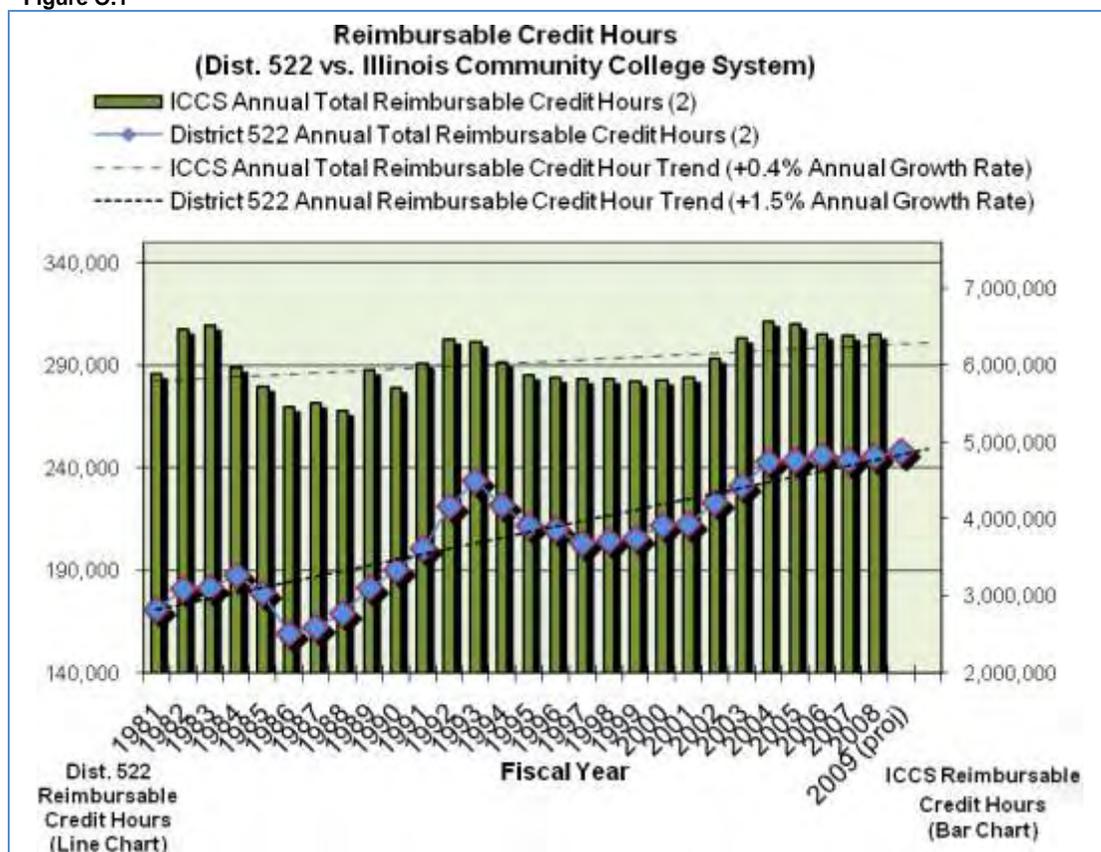
Southwestern is a public institution and a unit of local government organized under the Illinois Community College Act. It is governed by a seven member Board of Trustees with each member elected from one of seven geographic districts. A student trustee is also elected by the student body and casts advisory votes. The college is closely regulated by the Illinois Community College Board (ICCB) and is also responsible to the Illinois Board of Higher Education (IBHE). ICCB's span of control centers on the college's curricular and financial practices. Approximately two-thirds of college revenue comes from state appropriations channeled through ICCB and through local property taxes. There is extensive fiscal and programmatic accountability while the IBHE's oversight is more evident at the strategic level. In 2008, the IBHE adopted the *Illinois Public Agenda*, a series of state wide priorities for higher education. Southwestern responds to this initiative and submits annual reports on its progress in achieving IBHE's vision.

Southwestern has significantly grown its enrollment in both absolute and relative terms, as seen in figure O.1 below. The college's enrollment is at a record high while state wide community college enrollments show little substantive gain since the early 1980's. The institution's growth is intentional and results from concerted strategies to gain market area, market share, and increase student retention.

Student demographics are typical for suburban comprehensive community colleges. However, several trends are occurring and have caused the institution to consistently reevaluate its instructional and student development programming:

- SWIC has a growing number of students from underrepresented groups, especially African-Americans. In 1994, African Americans comprised 8.1% of the student population; this grew to 20.9% in fall 2008.
- The average age of students has shifted from 31 in 1994 to 28 in 2008.
- To some extent, there is a re-emergence of the traditional student. The number of full time students has grown from 25.7% of the population in 1994 to 33.2% in 2008.
- Students increasingly require developmental courses. The number of students taking at least one developmental course has increased from 16.3% of headcount in 1997 to 18.8% in 2008. In FY 2008, developmental students accounted for 31.1% of the college’s total credit hours attempted, only one third of which were developmental course credits. Southwestern’s students present a diversity of educational and personal goals. The overwhelming majority of students are preparing for their future either by enrollment in a Career and Technical Education (CTE) program or by working toward transfer to a four year institution.

Figure O.1



Helping Students Learn: Southwestern offers a wide variety of educational opportunities and services to its district. To accomplish its mission and goals, the college offers seven Baccalaureate/Transfer degrees, over ninety occupational degrees or certificates, a comprehensive Adult Basic Education program, and numerous non-credit courses.

Southwestern's faculty identified three learning objectives common to all degree-seeking students. These learning objectives and their clarifying competencies include:

- Reasoning Skills – The ability to organize, evaluate, and apply information in order to express ideas in a useful form.
- Communications Skills – The ability to convey information verbally, electronically, or in written form, in a manner that is clear and appropriate to the circumstances, and that increases understanding in the audience.
- Citizenship – The ability to recognize and assess the implications of our behaviors to ourselves and the community and to adapt as needed.

Each of the disciplines/programs within the institution has identified their own mission and educational goals. Faculty use these to guide the review of syllabi, course objectives and to determine classroom level assessment tools. Each AAS degree and CTE certificate has a program specific mission statement and a set of educational goals and graduation competencies required for graduation.

In addition to degree or certificate programs, the college offers courses to meet the varying needs of its district including continuing education, developmental courses, community education and other personal enrichment courses. Selsius, the customized training division of the college, also provides a variety of training opportunities for business in the region. Meeting highly individualized needs of students and/or industry, the expectation of the common competencies are not applied to these offerings. Though not considered a separate academic program, developmental education is a strong component of the curriculum offered through the college's credit generating offerings. Presently, 20.9% of the students enrolled in the college's baccalaureate/transfer or CTE programs are enrolled in developmental education.

SWIC recognizes the value of instructional technology and the majority of classrooms on all campuses are equipped with smart classroom technology. The integration of technology occurs in a variety of ways and many disciplines and programs utilize software programs and technology to enhance curricula. Moreover, faculty are integrating online homework systems into courses and using social networking (blogs, etc.) and iPods in classrooms. Extensive access to technology is also available in the Special Services Center's resource lab for students with disabilities.

Southwestern is committed to the values of intellectual freedom and inquiry, respect for intellectual property, and respect for differing and diverse opinions. The college believes that these values comprise an essential foundation for any academic enterprise and are an indispensable element of educational effectiveness. The faculty strives to establish and maintain classroom environments in which an open spirit of intellectual inquiry and respect for the ideas of others is the norm. College publications such as the college catalog and student handbook state that students have the right to engage in "free, open and responsible discussion and inquiry" as they pursue programs of study. The college prioritizes the creation of learning-centered classrooms in which intellectual freedom and respect for others are exercised and enjoyed collaboratively by faculty and students.

Accomplishing Other Distinctive Objectives: The college's instructional services to students through its degree and certificate programs are augmented by its fulfillment of five distinctive objectives. These objectives are derived from the college's mission and core values statements: Lifelong Learning; Community Outreach; Partnerships; Meeting a Diverse

Community's Needs; Accessibility. (The concept of "accessibility" often refers to access for persons with disabilities. However, this objective has a broader definition at SWIC where it refers to a barrier-free physical environment, as well as accessibility provided to students through a multi-campus system, off-campus sites, distance learning opportunities, on-campus transit services, and alternative programming.)

Lifelong Learning: Supporting and promoting life-long learning is integral to SWIC's mission. To accomplish this objective, the college develops significant programming including its workforce division; Selsius Corporate and Career Training; Programs and Services for Older Persons (PSOP); Community Education Department programs including Kids on Campus, College for Kids, life skills classes for developmentally delayed adults, free public seminars; Schmidt Art Center children and community programs; Adult Basic Education GED, Even Start, English as a Second Language (ESOL), and Adult Volunteer Literacy programs; College Activities public programs, and AmeriCorps initiatives in elementary schools.

Community Outreach: SWIC recognizes that it can more fully realize its mission by partnering with its communities. This principle is reflected in many college efforts such as the one described below; also see figures 9.1 – 9.4.

The Selsius Corporate and Career Training program partners with approximately 200 businesses annually and maintains an on-going environmental scanning process to stay abreast of community needs. These needs guide the design of workforce projects throughout the district. Selsius collaborates with district economic development offices to effect business attraction and retention projects, and staff are active in local and state workforce development efforts. Additionally, Selsius implements provisions of the Workforce Investment Act for eligible dislocated workers and adults by providing Worknet Resource Rooms at three sites.

Partnerships: The college develops and maintains hundreds of partnerships that advance its mission, goals, and curriculum. Among the more critically important of these relationships are:

- Lead partner on Southwestern Illinois Regional Leadership and Development Committee
- 708 Mental Health Board, and other St. Clair County governmental entities
- St. Elizabeth's Hospital and other regional healthcare centers
- High School Academy K-12 program joint initiatives
- Southern Illinois Collegiate Common Market
- Southern Illinois University representation on the Belleville and Red Bud campuses
- Dual credit classes and Schmidt Art Center partnerships with regional K-12 systems
- College CHOICE, a coalition that works to promote healthy life-style options among youth
- Department of Transportation East St. Louis construction trades program with organized labor
- Even Start programs partners with the Cahokia School District and Cahokia Library
- Volunteer Literacy Project partners with the Madison community library
- Illinois Department of Corrections to provide job readiness classes to incarcerated individuals

Meeting a Diverse Community's Needs and Accessibility: The region is marked by significant diversities including economic, ethnic, geographic/environmental, and educational. The college has a variety of initiatives to provide accessibility and to meet these diverse needs.

To provide accessibility, SWIC maintains three campuses providing programs leading to degree completion and off-campus sites including Scott Air Force Base, the East St. Louis Community College Center, PSOP, and 26 satellite centers. The Industrial Technology Center at the Sam Wolf Granite City Campus serves special interest populations. Distance learning opportunities are presented in a variety of formats including online, telecourses, and video-conferencing: the campuses are linked by video telecommunications, enabling an instructor to teach and interact with students at all three campuses simultaneously.

The Adult Basic Education (ABE) department encourages its GED graduates and ESOL completers to continue their education at SWIC by maintaining multiple programs such as the Board of Trustees' top 10% tuition scholarships and by providing a mentor for college enrollees. The department offers an extensive vocational program to GED graduates, non high school completers, Workforce Investment Act clients, and students receiving public assistance. It has a strong presence at the East St. Louis site which enables it to offer educational opportunities in this community with more than 98% minority students. These efforts, together with English as a Second Language, combine to provide accessibility to district residents typically underserved in higher education.

All SWIC students are eligible for a free metro transportation system (bus and train) pass each semester. A MetroLink train stop is on the Belleville Campus and another is close to the East St. Louis Center provide not only accessibility to each campus but convenient transportation between the two locations. PSOP operates an on-demand para-transportation service for seniors and the disabled.

Understanding Students' and Other Stakeholders' Needs: Southwestern's Mission and Values address the needs of student groups as well as numerous stakeholder groups whose interests in the college are diverse and reflect a dedication to active partnerships. These groups are identified and differentiated in figure O.2 with their requirements and expectations and are a driver for the institutional processes and systems that address and serve their needs. Based upon the 2007 – 2008 student population served of 21,874, the following are representative student characteristics: 28% minority enrollment/increase of 2.6 % from the prior year; 79% first generation according to Community College Survey of Student Engagement (CCSSE) data, 80% are underprepared based upon incoming assessment data, 4,000 students seeking adult basic education coursework, 849 students with disabilities (typically the second highest number in the state); and 18,224 financial aid authorizations.

While figure O.2, depicting student groups, utilizes the broad categories of "Prospective, Degree Seeking, and Non-Degree Seeking," there are many subcategories within these for which unique processes and services apply. As previously noted, the current student population represents a wide variety of student characteristics. For example, with more than 90 occupational/career programs offered at the college, students' needs are differentiated to address educational and employment objectives. Additionally, university transfer students seeking access to four year institutions upon completion are similarly differentiated. Offerings at the East St. Louis Community College Center site continue to expand to meet the growing needs of this region in the developmental/adult education areas and selected vocational programs. The proximity of Scott Air Force Base to the Belleville Campus provides Southwestern an opportunity to be the community college serving the largest number of veterans in the state of Illinois, averaging 600 – 800 per semester. With expanded veteran's education benefits scheduled to be available beginning August 1, 2009 Southwestern has established an AQIP action project to focus collective institutional effort on addressing this population.

Figure O.2

Student Groups and Requirements and Expectations		
Students	Short Term	Long Term
Prospective Degree Seeking Transitioning Out Non-Degree Seeking	<ol style="list-style-type: none"> 1. Ability to communicate with the college and receive responses to individual needs such as enrollment process, programs and resources and services available as well as cost to attend, etc. 2. Ability to achieve their short-term goal (i.e. personal growth, credentials, skill acquisition, etc.) 3. Ability to navigate in a physically accessible environment 	<ol style="list-style-type: none"> 1. Accomplish their education and employment goals 2. Acquire knowledge and skills to enhance quality of life 3. Access to their academic records 4. Lifelong learning opportunities. 5. Expectation that their credentials will be recognized

SWIC segments stakeholder groups (figure O.3) based upon two criteria: those with whom the college does business and those who need to know about the college and its mission. In general, many departments, either through a process that is a required function or through more informal processes, receive feedback from these stakeholder groups. Information is then shared through the strategic planning process or individual departments utilize the information to achieve goals or improve functions. Each group has common short and long-term requirements and expectations as well as those that are unique to their function or purpose.

Figure O.3

Stakeholder Groups and Requirements and Expectations	
Stakeholder Groups	Requirement and Expectations
Business Community	Financial accountability
District Citizens	Affordability
Board of Trustees	Accurate information
Parents	Safe quality facilities
Community Agencies	Good reputation
Elected Officials	Easy access to information
Regulatory/Government Agencies	Relevant training and education
Employees	Quality education
Alumni and Friends	Responsiveness
Other Educational Institutions	

In serving these populations, primary competitors include public, private, proprietary, and on-line institutions as well as employers that provide their own in-house training. SWIC recognizes that in a time of fiscal shortage there is finite funding and looks to develop partnerships such as articulation and dual admission agreements with these entities to better serve students.

Valuing People: During the spring 2009 semester, the college is tapping the talents of the following 1,582 faculty and staff:

128	Full time administrative/professional	7	Part time administrative (5 FTE)
158	Full time faculty	650	Adjunct/part time faculty (334 FTE)
<u>165</u>	Full time support staff	<u>474</u>	Part time support staff (325 FTE)
451	Total full time	1,131	Total part time

SWIC negotiates with seven collective bargaining unions – representing all non-administrative and non-exempt employees. There are a number of factors which influence how many types of employees are needed by the college and how these employees are deployed:

- education/training needs articulated by local employers
- changing technology (particularly information technology)
- declining financial support from the state
- changing expectations of our students and the community
- regulatory/compliance needs

Most of these factors come from the external environment and the institution's management team assesses these external factors to determine the most appropriate use of human resources.

Leading and Communicating: Teamwork, two-way communication and transparency are leadership and communication strategies which align SWIC leadership, decision making and communications processes (figure 8.4) with the college's mission and values (figure 8.5), its oversight policies and requirements, and its legal, ethical, and social responsibilities.

Teamwork: SWIC dedication to teamwork – getting all governing and otherwise interested parties involved in the leadership and communication process – was confirmed in the November 22, 2005 “Systems Appraisal Feedback Report.” SWIC was acknowledged, as follows: “The mature leadership of vice presidents, well-defined committees, and numbers of teams commit the college to communication, visibility and access in a highly public setting. SWIC places considerable emphasis on communicating with its varied constituencies.” In this effort, SWIC employs a wide range of collaborative, inter-disciplinary, and inter-agency teams for communication and problem-solving. These teams often lead the implementation of the projects they handle. One or more vice presidents are responsible for leading and representing these teams, which typically include administrators, faculty, staff, students, and the community. Always standing and regularly convened policy-delivery (top-down) and policy-shaping (bottom-up) teams meet to work on: AQIP projects, academic programs and curricula, disciplinary appeals, employee benefits, enrollment management, information technology, multicultural affairs, outcomes assessment, programs and services for older persons, public safety, strategic planning, student leadership, to name a few examples.

Two-Way Communication: SWIC relies on two-way and dialogic communication by teams, who routinely interact with the Board of Trustees through the vice presidents. A central example of that continuous dialogue is the Board Policy Manual, a dynamic and public (transparent) document which outlines the major policies and procedures of the institution. Suggested updates or changes to board policy can originate from anywhere within the institution. Policy revision and subsequent implementation occurs only after due-process communication involving the board and the college president, a vice president and/or a committee chair sponsor, the recommending group or individual, and – most significantly – the college community at large.

Transparency: SWIC board policy posted on the college website is the most conspicuous example of transparency. SWIC's board and committees (Personnel/Programs/Services, Facilities/Finance, and Policy/Planning) convene monthly, preceded by public notifications delivered on the college website and through news releases published in local/regional newspapers; all meetings offer opportunities for public comment and comply with the Illinois open meetings act. Monthly board agendas, voting outcomes and subcommittee minutes are posted on the college website.

Other significant means by which transparent communications occur among the college's governing and otherwise interested parties (figure 8.3) include the college website, and the SWIC public information and marketing team. The 1,000-plus page college website is being updated to communicate home-page public safety and/or urgent messages, easier visitor accessibility (including ADA-compliant software) and real-time update access to page-owner content managers to ensure most timely message delivery to users. Other internal transparency tools/vehicles include: annual independent-agency audits; college and SWIC Foundation annual reports to the community; the Insider Chat e-newsletter for administrators/staff/faculty that is also posted on the college website for community access; online and printed versions of the college catalog, course schedules and student handbook; the college Master Site Plan; the eSTORM intranet and email system; and the "Eye of the Storm" student newspaper. External media channels for all of these tools are routinely engaged by SWIC public information and marketing.

SWIC leadership and communication strategies help administrators and staff to understand and articulate legal, ethical and social responsibilities as defined in college Board Policy Manual, or otherwise by statute. With regard to faculty, the college is attentive to the guidelines that the American Association of University Professors and additionally, its agreements with seven distinct bargaining units incorporate standards of performance and conduct that are appropriate to the institution and its mission. Provisions for ethical hiring practices are detailed in 4P3. The vice president for human resources is the officer designated to receive and act on grievances involving unequal treatment and to comply with the Freedom of Information Act provisions assuring public access to institutional documents/records.

Supporting Organizational Operations: SWIC key student and administrative support processes support the Mission and Values of the college by providing accessible, affordable educational opportunities for all students and members of the community. This alignment relates to a Strategic Goal which is designed to "create an environment that is centered on learners, their needs, and their goals." The Tactical Plan, reviewed and updated annually, guides implementation at the departmental level. Departmental level supervisors use input from multiple sources including stakeholders to determine departmental and individual performance objectives in alignment with the Tactical Plan. Detailed information on this process can be found in Category eight.

The administrative and student support goals are established to support the three major focus areas of the institution: instruction, student services, and operations. In each of these areas there have been significant enhancements in services, facilities, and equipment.

The college offers a full range of services to meet student and other stakeholder needs including: fulltime counselors at each campus, success centers, multiple registration venues, student success workshops, financial aid services, full-services libraries at each campus, online and in-person orientation programs, services for students with disabilities, and diversity programming.

As part of the master site plan, facilities are designed to enhance administrative services and student success and learning. Renovations at each of the campuses and at the East St. Louis Community College Center have been designed to provide better administrative services through co-location of student and administrative support programs. Crime prevention through environment design concepts were utilized to enhance physical security during the construction of a new classroom building in 2008 and in other recent projects. In addition, the college has

established new physical security standards for systems such as access control, emergency call-boxes, classrooms communications, and key control.

Measuring Effectiveness: The data and information SWIC collects and distributes are driven by two processes: external requirements or requests, and internal needs.

Top-down Requirements: This process relates to regulatory demands from federal/state agencies and to requests from external entities for standard or unique datasets and descriptive information. These requirements usually enter at the highest levels of the institution and are driven downward to the function(s) that possess the information or can generate the required response. If the requirement is of a recurring nature, then procedures and processes are established to capture and generate the required data/information when needed.

Bottom-up Needs: This process originates within the institution's functional areas and is generated by the need to manage the various work centers and programs or to provide specific information concerning individual students or employees. Competition for scarce resources drives the institution's need for data and information to assess and effectively manage people and programs. This need has caused SWIC to develop measures of efficiency and effectiveness that reconcile resources with outcomes achieved and drive strategic or programmatic decision making.

Institutional information is collected and stored by the Information Technology Division (IT) through the following college-wide administrative systems: PeopleSoft Portal modules, PeopleSoft Finance modules, PeopleSoft Human Resource Management System modules, PeopleSoft Student Administration modules, Resource 25, Request for Service (RFS), Help Desk Tracking system, Scheduling system, and Legacy Student Records (a custom PeopleSoft application.) Data is entered and maintained in these systems by properly authorized and trained functional users. Some work-centers may develop and maintain unique databases.

Institutional data is centrally stored to ensure data integrity. Functional users are stewards of their data and manage who may access the data for which they have responsibility. The process followed in PeopleSoft is the standard being deployed and allows users outside a functional area to request access. The process is reviewed annually through an Information Technology systems security audit. IT development and production operations departments develop and maintain the systems that process centrally stored data. Clear lines of access to these systems are established, and checks and balances are externally audited.

Requests for studies and analyses of data beyond the retrieving and organizing of data elements in the central storage systems are referred to the Office of Institutional Research (IR), the originating and responsible office for distributing complex analyses of institutional data. Studies of limited interest that IR generates are distributed as paper or as electronic files.

Planning Continuous Improvement: The college possesses a very robust planning process that fully integrates its strategic vision, priorities, and goals with its tactical objectives and AQIP action plans. Planning, goal-setting, and evaluation of results are achieved through structures that formally convene faculty, staff, administration, president, and trustees into a joint body that has responsibility for the whole planning system; AQIP and continuous improvement are subsumed within this charge. Greater detail about Southwestern's process is provided under 8P1.

As a regionally-accredited institution of higher learning, a state-funded entity, and a tax-levying unit of local government, the College’s planning is guided by a welter of commitments, constraints, challenges, and opportunities. Key elements of these influences are given below:

Figure O.4

Commitments	Opportunities
SWIC students District 522 citizens and taxpayers District 522 business and labor communities Citizens of the State of Illinois Faculty, Staff, and Trustees of District 522 The Illinois Community College Board The Higher Learning Commission The Illinois Board of Higher Education	Resilient local economy Continued population/enrollment growth projected Excellent college/business/labor partnerships Strong institutional support for “improvement” K-12 systems receptive to partnerships Well-qualified and motivated faculty and staff Outcomes assessment system
Challenges	Constraints
Enrollment-driven funding mechanism Competition from proprietary schools Student base presents profound financial need Coping with technology changes Use of social networking	Illinois state statutes Limited fiscal resources Insufficient space to meet peak enrollment demand Expansion of service beyond district limited

The resulting set of five strategic priorities and their underlying strategic goals is presented in figure 8.4; each of the goals is articulated into objectives that form the starting point for a well-developed Tactical Plan.

Building Collaborative Relationships: Southwestern creates partnerships which expand and enhance educational opportunities throughout the district. The college prides itself on its strong community integration. Partnerships with businesses, local chambers of commerce, two workforce investment boards, local civic and service clubs and organizations, area school districts, and higher education institutions keep Southwestern attuned to community needs and SWIC’s role in meeting those needs. Strong internal collaborations enable the college to effectively serve its constituents. Figures 9.1 to 9.4 provide a list of key partnerships, their purposes and the criteria for measuring their effectiveness.

CATEGORY ONE – HELPING STUDENTS LEARN

1P1. Determining common student learning objectives. Southwestern’s common core competencies/student learning objectives are identified through a faculty-driven process. Core competencies are informed by the Illinois Articulation Initiative (IAI) and are embedded in course descriptions approved by the IAI for the General Education curricular component. A full time (FT) faculty member with full release time serves as the OA Coordinator. This individual facilitates and coordinates outcomes assessment activities throughout the institution.

Oversight for development and assessment of the core competencies is conducted through the Outcomes Assessment (OA) General Education Committee and the three competency committees. Committee membership is representative of the five instructional divisions and at least one instructional dean, representing administration and providing institutional support as required. Committee members report back to their respective divisions to further solicit input from faculty and facilitate the decision making process.

The core competencies (figure 1.1) were chosen based on a survey of the full time faculty at large and input gathered from an “all-faculty discussion day.” Focus groups consisting of faculty representatives from every division were then assembled to further define the competencies. Polling of the full time faculty followed to assure consensus. Faculty attended SWIC sponsored panel discussions, in which employers, recent graduates and some four year transfer institutions identified their expectations. The OA Coordinator also met with the SWIC student leadership group to solicit their input. Based on the feedback gathered from faculty, employers, transfer institutions, recent graduates and current students, three main categories were identified with subcategories for the college-wide core competencies.

Figure 1.1

Communication Skills	Reasoning Skills	Citizenship
<ul style="list-style-type: none"> • Writing • Oral Communication • Computer Literacy 	<ul style="list-style-type: none"> • Critical Thinking • Quantitative Literacy 	<ul style="list-style-type: none"> • Accountability • Civic and Social Awareness

A timeline has been established by the OA Coordinator and the General Education Committee to ensure that all core competencies are assessed college-wide at regular intervals as well as reaffirming the competencies as core for all degree seeking students. Faculty OA competency committees are also responsible for determining benchmarks for these competencies and developing/determining multiple measures to assess student performance for each competency skill.

1P2. Setting specific program objectives. Program specific learning objectives are developed by the faculty who are primarily responsible for the degree/discipline. Program coordinators, department chairs, and the two committees representing the Associate in Science and Associate in Arts degree programs assume the leadership role in working with the appropriate full time and/or adjunct faculty in developing program/discipline mission statements, educational goals, program and course-specific competencies, curriculum maps, and the methods and measures that assess student learning at this level.

As part of the process to determine program specific objectives, all CTE programs collect input from advisory committees comprised of practitioners, graduates and/or students and faculty. These committees review program mission statements, educational goals, course and curricular competencies and outcomes assessment findings. Each committee advises its program’s

faculty and recommends improvements. Faculty also meet with major transfer institutions to assist in identifying goals for the AA/AAS degrees.

Faculty are supported in their efforts to conduct programmatic and classroom level assessment by the Disciplines Outcomes Assessment committee, which is chaired by the OA Coordinator and composed of faculty representatives from all of the instructional divisions, the dean liaison for outcomes assessment, and an additional dean representing the occupational programs. Through frequent meetings, conversations, surveys and faculty workshops, the committee provides assistance and oversight for the development of program/discipline mission statements and educational goals, development of assessment methods, and utilization of collected data to ensure program specific goals are met. Directions for “Determining Student Learning Outcomes” are included in Southwestern’s Outcomes Assessment Handbook, which is distributed in hard copy to all full time faculty and is available on the college website.

All new programming requires the submission of program mission, programmatic learning objectives, and curriculum map to the college’s curriculum committee. If new/revised courses are proposed, faculty must identify the role the course plays in meeting the student learning objectives. Revised goals and curriculum maps are submitted as needed. The OA Coordinator also serves on the curriculum committee, which enhances the communication between the OA committees, curriculum committee, and the faculty in developing Southwestern’s learning objectives.

1P3. Designing new courses and programs. Faculty, staff, administration, students, advisory committees, trustees, district citizens and/or state or local businesses or industry may propose new programs or courses. Most often one or more of these members assume the role of “champion” for new programs or courses. The administration will assign new program development to an appropriate instructional division. After validating need for this programming, the faculty and staff develop curricular proposals identifying needed resources. The champions will forward the requests to the internal and external approving authorities through the curriculum committee. With state wide funding problems impacting Illinois community colleges, Southwestern has adopted a program development model that reflects its strategic planning process. The system relies on internal and external environmental scanning efforts that provide opportunities for new growth and revision to existing programs as the research indicates. Since the results of the college’s scanning effort are communicated throughout the institution, every stakeholder becomes a possible “champion” for improvement.

The coordination of the development of new courses and programs is facilitated through ongoing meetings of and frequent communications within the instructional leadership team, which is comprised of the vice president for instruction, the deans of instructional divisions, learning resources, counseling and student enrollment services, the director of student success programs, the OA Coordinator and the faculty development coordinator. Since most of the instructional leadership team members also serve on the curriculum committee, coordination relevant to course and program design is greatly expedited. Moreover, a recent series of institutional reorganizations have joined enrollment services with instruction and placed Selsius and counseling services in another administrative area, which has enhanced coordination and even further reduced the possibility of redundancy and duplication of effort.

1P4. Responsive, balanced academic programming by design. In development of the programmatic and core learning objectives (see 1P2), input was solicited from employers, graduates, and transfer institutions. In doing such, the faculty believe that the established learning goals are reflective of student career needs and the realities of the employment market.

To confirm graduate preparation for employment, the occupational programs collect graduate and/or employer surveys six to twelve months post graduation. In addition, program advisory boards provide feedback regarding student performance in the workplace. For the AA/AS transfer programs, graduate surveys are also conducted six months post graduation to determine how well students were prepared for successful transfer. By annually reviewing this data, faculty are able to quickly respond to changing career/employment needs.

1P5. Ensuring student preparation. To ensure that students are adequately prepared for courses, some courses require completion of foundation courses or demonstrated skill levels prior to enrollment. The faculty with expertise in the subject area recommend course prerequisites and they are considered by the curriculum committee.

Mission Success is an assessment and counseling program that assists students with successful entry to Southwestern. It is a three-step process including a college information/welcome session, an assessment/course placement component, and Individual counseling. The college information/welcome session provides the student with information about the college, as well as the resources and services available to each student. The main goal of the assessment process is to gather information about current skills. COMPASS, the computerized assessment tool, is available at each of Southwestern's campuses. COMPASS identifies skill levels in math, reading and language usage. Because assessment is simply an indicator of skill level, a student cannot pass or fail this program. Assessment will not prohibit a student from entering the college. However, some of Southwestern's Allied Health programs may require assessment or additional testing before entering the programs.

Adult Basic Education (ABE) employs frequent objective and performance testing to determine student placement in courses and programs. External standards frequently determine the minimum requirements for specific programs. Prior student experiences are also used to determine minimum preparation for specific programs. Vocational programs have program orientations that include review of past accomplishments, testing results, written and oral communications competencies, and individual interviews. The English Speakers of Other Languages (ESOL) program administers individual intake interviews which assess student receptive and productive English skills.

1P6. Communicating expectations to students. How do admissions, student support, and registration services aid in this process? Southwestern relies upon its catalog as the primary source of academic information for current and prospective students. Every student who participates in the Mission Success program (identified in 1P5) receives a catalog and meets with a counselor. Also available are brochures, flyers, pamphlets and other documents that reflect the requirements and provisions found in the catalog. Southwestern's student development staff utilizes these documents throughout recruitment, admission and advisement activities to ensure consistency with the provisions found in the catalog. The development of class schedules mailed to all homes and businesses within the college district and placed on the its website by SWIC marketing staff further ensures that the most current academic requirements are reflected in the publications shared with students and communities. Prospective high school students can participate in onsite assessments in which academic requirements are outlined. Following the assessments students meet with counselors who help with course selections that are appropriate to individual skill levels and program requirements. The new degree audit system makes it possible for students to obtain curricular information about specific degrees, to monitor their progress toward completion, and to create "what if" scenarios as a means of exploring additional programs of study.

The enrollment services office provides recruitment, admission, and evaluation services for prospective and current students at Southwestern. The newly revised new student orientation program is also available to address the needs of incoming students (see 6R2.) The SWIC website serves as an information tool to facilitate student access to class schedules, course descriptions, and college announcements. It also serves as a conduit for current and prospective students to email questions regarding the college. High school visit days and weekly tours are conducted by admissions representatives to connect students to an instructional representative who addresses areas of interest and academic requirements associated with degree choices. The student handbook provides a concise reference tool to clarify student and institutional expectations, student rights and responsibilities, and opportunities for student engagement in the college community. The student ambassador program allows current students to represent Southwestern and assist prospective students in getting to know the college through campus tours, admissions/college events, and by individual contacts.

The faculty have developed a standard course syllabus template designed to ensure the communication of course, program and institutional requirements as well as to satisfy ICCB requirements. Syllabi are normally distributed and reviewed at the first class session. A collaborative faculty effort that ties outcomes assessment measures with the requirements of the curriculum committee ensures that all syllabi clearly identify student learning objectives, that curriculum maps indicate the role of every course in a degree or certificate program, and that courses satisfying general education requirements add value to one or more of the learning objectives expected of all degree-seeking students.

A handles its own admissions and registrations. ABE distributes written course/program expectations to its students and discusses these individually and in groups prior to or at the beginning of its instructional programs. ABE makes a department-wide effort to speak with one voice regarding student expectations. This extends to the students and staff who answer the phone, to the instructor in the classroom, to flyers and informational materials printed about SWIC's programs and the college's website. Two ABE programs – ESOL and vocational – hold pre-enrollment orientations to ensure that students understand the programs they are considering and what will be expected of them. ABE instructors' guidebooks and course syllabi communicate course expectations to faculty and student alike.

1P7. Advising and placement. The department of counseling and human development provides services at each campus and at many extension center sites designed and implemented to foster the support and development of the whole student. Services are provided through the counseling center, the career activities and employment center, Personal Advocate Linking Services (PALS), the minority transfer and multicultural student services center, and the special services center. Counseling center services are both educational and therapeutic and are designed to foster academic, personal, and career success. Students are able to explore career and curriculum options through career assessment instruments such as Strong-Campbell, Meyers Brigg Type Indicator Self-directed Search and computer guided software such as Discover and Kuder. Follow-up workshops provide students with the opportunity to meet with professional staff to discuss individual results. Faculty counselors help students make educational and career compatible with their goals for completing a degree or certificate program, provide on-going personal support and counseling, and assist students in transferring to a four year college or university. Academic advisement has been enhanced through the AQIP four and AQIP seven projects. The AQIP four project focused on improvement of academic advisement leading to many positive changes in our processes and

identified the need for a degree audit software implementation leading to AQIP seven. Students are assessed for course placement and individual needs before meeting with a counselor during their participation in the Mission Success program (explained in IP5.) The counseling center provides workshops on career assessment and decision making. The career activities and employment center offers services in three broad areas: job leads/job search training, career assessment/career decision making, and career exploration/labor market information.

1P8. Helping underprepared students achieve success. The college offers a strong sequence of developmental course work to prepare students for the challenges of a college level curriculum. The success centers offer support for students who are underprepared for academic programs and/or who need additional assistance for their classes (see 6R2.) The counseling center provides support to underprepared students through individual counseling as well as programming specifically directed to these students. The RESTART program addresses the needs of students whose grade point average is below 2.0. These students are provided a systematic program of individual counseling along with a targeted workshop. Students must complete the steps in the process to enroll for the next term. The counseling center also sponsors the Legacy program (see 1P10.) The PALS program provides support to students in developmental reading classes by serving as professional mentors in the Reading Increases Student Excellence (RISE) program which also includes tutoring and counseling services.

Even with all of the assistance listed above, the faculty in many of the college's programs is prepared to advise, assess and facilitate students during the initial class sessions if they believe a student has been improperly placed in their course. For adult education, extensive pre-enrollment activities are conducted to determine student interest and aptitude for specific vocational programs. These include phone and face to face interviews, Tests of Adult Basic Education (TABE), academic record reviews, past attendance records, consultation with former instructors or employers, and group orientations.

1P9. Addressing different student learning styles. The counseling center offers workshops each year on learning styles and many instructors have students take a learning styles inventory in class. As part of tutor training, tutors learn characteristics, study tips, and tutoring strategies for working with students with different learning styles.

In the classroom, faculty use Course Assessment Techniques (CATs) and other assessments like Myers-Briggs to evaluate and address students' learning styles. A variety of course formats and delivery systems are also offered to meet the diverse needs of students.

1P10. Meeting needs of students. The college has an established veteran's services area that serves 600-800 veterans each semester. With the anticipation of over 2 million returning veterans in the next couple of years and the expansion of the G.I. Bill scheduled for August 1, 2009, the college is focusing its efforts through an AQIP action project targeted at increasing and enhancing services to veterans.

The special services center offers special population students a range of support services to assist in their college learning experience. The center works with college departments and community agencies throughout the college district to help students overcome barriers and attain success. The career center also offers a district-wide comprehensive program entitled "NETworks" (Non-traditional Education and Training Works) that is used to recruit and provide support for students in vocational careers based on interests, experiences and abilities— not on gender. The program provides currently enrolled and prospective students with information on

non-traditional careers, and assists them with career exploration, internships, career mentoring, and job search and job opportunities. The Minority Transfer and Multicultural Student Services Center (MTMSSC) provides student support for academic success and successful college transfer along with multicultural programming.

1P11. Documenting teaching and learning effectiveness. Expectations for effective teaching are defined, communicated, and documented through a comprehensive faculty evaluation process. The evaluation system utilized varies to meet the requirements and needs of the varying faculty groups. Evaluation tools and expectations are shared with all faculty. Non-tenured full time faculty are required to successfully complete three years of effective service monitored by their tenured colleagues and divisional dean. Tenure committees mentor and evaluate their non-tenured colleagues in accordance with state law, the faculty union *Memorandum of Understanding* and the needs and expectations of the department or program. The primary purpose of the process is to assist in the development of the non-tenured faculty member. Committees have the responsibility of recommending continued employment or termination during each of the years under evaluation. Recently several divisions have required the development of a portfolio by the non-tenured faculty member demonstrating his/her professional growth and development. Some instructors have continued to use the portfolio process even after receiving an award of tenure.

Tenured faculty members are evaluated on a periodic basis utilizing student/course evaluation documents developed for that purpose. The results of these evaluations are shared with the faculty member, the department chair/program coordinator and divisional dean. The expectation is that the faculty member will reflect upon the results and determine if adjustments to course, methods or other factors are warranted. The college provides full time faculty with an annual allocation of individual development funds that may be utilized to facilitate the development of an improvement plan or increase his/her expertise in the assigned area.

Adjunct faculty and part time faculty are most often evaluated every semester during the first several years of employment at Southwestern. Recent negotiations with the adjunct faculty found mutual agreement regarding the issue of faculty evaluations. Both labor and management desired an effective and well-prepared instructor. To this end, both sides worked to establish a rigorous evaluation process that would nurture professional growth and development and eliminate ineffective teaching. This process includes the same student/course evaluations and class observations by faculty and/or administration. A faculty development system created for the development of adjunct and part time instructors (the Adjunct Academy) has initiated a system of peer classroom visits, mentoring and evaluation. Participants in the program find it to be professionally beneficial and personally satisfying.

Expectations for effective learning are defined, documented, and communicated by the faculty with administrative support. Institutional, programmatic and classroom learning objectives are defined in performance based terms in relationship to students' knowledge, skills, and attitudes/beliefs as describe in 1P1 and 1P2. Institutional core competencies and program specific competencies are documented and communicated through the college website and/or in student programmatic handbooks. Classroom learning expectations are identified through course syllabi.

The OA Coordinator utilizes the following mediums to communicate and coordinate efforts related to student learning: monthly OA email reports, OA meetings, workshops, the OA Handbook, web access to all OA minutes and reports, and individual meetings with faculty and

students. Department chairs, coordinators, and deans frequently use division and department meetings to define and/or communicate student learning issues.

Assessment findings are documented and reported to faculty, students and trustees as portions of internal and external program review requirements, advising efforts and curricular development activities. Faculty members report their findings to the Curriculum Committee as they propose changes to courses or programs. Advisory Committees are informed of the findings and provide assistance to the occupational faculty as the data are interpreted. Transfer program faculty receives feedback from senior institutions as they report the performance of Southwestern's graduates during the junior and senior years.

1P12. Instructional delivery process. The effectiveness of the college's course delivery system is evaluated through student course enrollment patterns, student focus groups and surveys, environmental scanning activities, course and program articulation with four year collegiate institutions, and feedback from advisory committees and employers. The college's Master Site Plan and Enhanced Faculty Staffing Plan are both significant responses to input the college has received relevant to its course delivery system. An AQIP action plan was also initiated in order to address the educational technology needs of current and prospective students.

1P13. Curricular currency and effectiveness. Consistent and regular assessment at each level – classroom, programmatic and institutional - assists in ensuring that courses and programs are effective and up to date. The assessment process requires faculty to continually review and evaluate course and program/degree/discipline objectives as well as the teaching methodology used to foster student learning. To ensure that all faculty are aware of and competent in utilization of assessment tools, the college offers CATs training workshops to educate as many new and adjunct faculty as possible in classroom assessment. Currently an on-line assessment educational module is being developed for faculty to allow greater flexibility in accessing assessment information. The inclusion of outcomes assessment data in program review ensures that timelines of assessment are being met. In addition to the faculty self-assessment of student learning, the collection of assessment data from external constituents also assists in assuring that programs and/or courses are effective. This feedback is gathered from graduates, employers, clinical instructors, internship supervisors, advisory board members, transfer institutions, and other colleagues/professionals not directly involved in teaching the course/program. The OA Coordinator also conducts a syllabi survey every other year to assist coordinators/department chairs in validating that when multiple course sections are taught by multiple instructors, that all the involved faculty are teaching to the same course learning objectives and description, therefore enhancing the effectiveness of the overall program or degree.

1P14. Assessing and comparing effectiveness. As mandated by the ICCB and IBHE, SWIC annually conducts a program review for approximately 20% of its CTE degree and certificate programs on a schedule designated by the state agencies. During this five-year cycle similar reviews of the baccalaureate disciplines, student services and academic services are also conducted. This permits each community college in the state to compare its performance with that of the other colleges in the system. Transfer areas gather data similar to that of the occupational programs and explore the aspects of quality, cost, need and the assessment of student learning outcomes as well. In addition to determining the effectiveness of academic programming, program review also serves to discover the need for new programs and to identify programs that may need to be discontinued. This process is fully described in Category eight.

1P15. Determining learning support needs of students and faculty. The student services areas and the community service divisions, along with instructional division faculty and staff regularly confer regarding student needs. Southwestern utilizes nationally normed student surveys such as the Community College Student Survey of Engagement (CCSSE). The marketing department conducts periodic focus groups to determine specific student related concerns. The college activities director regularly meets with student leadership and brings new needs to the attention of college staff. The student services areas regularly identify issues and concerns that impact student success.

The counseling center offers advisement and placement as part of mission success (explained in 1P5). Implementation of a web accessible degree audit system through AQIP Action Project seven provides students with up-to-date and consistent critical decision making information and feedback (see 1P7.)

Success centers, which house specialists, peer tutors and LACE Assistants (faculty tutors), provide tutoring for students district-wide. In addition to tutoring, specialists are liaisons to their respective academic departments and work with the faculty to assure that the tutoring needs of their students are being met. Faculty refer students in need of additional assistance or at risk of failure to Project Success, the early alert system (see 6R2.).

Library learning support needs are determined by a variety of measures employed to track student and faculty use of library services. These statistical measures provide a clear picture of current library use as well as a guide to planning for needed expansion and improvement (see 6R2 and 6I2.)

Distance learning students are surveyed each semester to help identify their needs and how well the college is meeting their needs. Data from the surveys helps identify why students enroll in distance learning courses, the type of media they have access to at home (i.e. DVD/VCR, computer, Broadband/Dial-up), the technical skills and knowledge level of students using the distance learning technologies, if students prefer taking courses in a distance learning format, and student needs for streaming media and rich, interactive learning materials.

Faculty needs are addressed in a variety of methods. Support staff is available at the divisional level and the college has invested in technology, such as voice messaging and email messaging to facilitate faculty communications. There are well-accepted processes for faculty to document their needs including a well-organized faculty development program with resources and responsibilities embedded at the individual, division and institutional levels to address faculty issues and concerns as they impact teaching and learning. Recently an institution-wide survey was conducted to solicit input from the faculty and evaluations are conducted at the conclusion of every faculty development session. The faculty development system also provides the services of a faculty technology center. Staffed by experts in course design and technology applications, the center is the driving force behind the college's growth in online courses and computer assisted instruction. Recognized as a strategic priority, faculty development serves as a major response to faculty needs and has been adequately funded to serve its mission.

1P16. Aligning goals and learning objectives. At Southwestern, college activities contribute to the range of student learning experiences. Through various social, cultural, educational and recreational activities organized at sites throughout the district, students find avenues for

interaction with other Southwestern students, faculty, staff and the community. Clubs and organizations are organized at various campuses as interest warrants. Many courses offer “service learning” opportunities that align community service with curricular objectives and a separate Service Learning course has been created for students who wish to focus on community service. Students have developed not only leadership and team skills through participation in volunteer activities but have also devoted effort that has helped grade and high school students improve their reading performance. Development of an honors program at the Sam Wolf Granite City Campus has matched scholarship with service and provided challenging opportunities and learning experiences to those selected for the program. Moreover, the OA Coordinator has established regular meetings with the student leadership team to provide assessment updates and get student input. The student leadership team includes current students who lead the various clubs and organizations throughout the college. Many CTE programs have associated clubs in which the students engage in community and professional function. Faculty sponsorship of these organizations provides a strong link between the co-curricular and curricular objectives of the college. This process is fully described in Category six.

1P17. Measuring student success. Southwestern uses multiple measures to determine how well prepared its students completing associate degree programs and occupational certificates are for further education or employment. Specifically, transfer graduates completing the Illinois Articulation Initiative (IAI) general education core curriculum are tracked by most of the public colleges and universities and compared to the performance of other transfer students and the performance of that institution’s native students. The assessment program is designed to evaluate how well students have mastered the general education expectations as established by the faculty. The program review process, which satisfies ICCB and IBHE state mandated requirements, identifies the preparedness of occupational students for employment through graduate and employer follow-up surveys. Prior to graduation, students completing capstone internships or clinical courses provide additional sources of external feedback regarding performance and preparedness. State wide data designed to measure the value of federal Perkins funding provided to CTE programs allows Southwestern to compare the performance of its programs and students against that of other Illinois community colleges. Additionally, those programs whose graduates are required to challenge licensure or other professional examinations are monitored and the results compared against previous graduating classes at Southwestern as well as the performance of other institutions.

1P18. Designing an effective assessment process of student learning. The OA steering committee is responsible for the oversight and evaluation of the efforts of the Outcomes Assessment Committees and the OA Coordinator. The committee also oversees any AQIP action project related to outcomes assessment and the improvement of student learning. The committee annually reports to the college and the Board of Trustees regarding its findings and makes recommendations to improve student learning related to outcomes assessment findings. In collaboration with the OA Coordinator and the vice president for instruction the committee develops an annual OA plan and reviews the effectiveness of the on-going OA processes.

The outcomes assessment committees consisting of 45 full time faculty members, adjunct faculty and five instructional deans, with input gathered from institutional research and the vice president for instruction have determined the assessment process for exiting degree seeking students. The competency skill and/or General Education Committees and institutional research staff determined the methods to collect data from stratified and/or cluster samplings of students to assess the learning objectives for communication skills, reasoning skills, and citizenship. College-wide assessment tools have been developed by the competency skill

committees and are piloted on a small scale the semester prior to full implementation to determine potential problems in tool design, reliability, or implementation processes. The competency skill committees for each of the common competencies are primarily responsible for determining how to collect the data, review the data and make recommendations to the curriculum committee. The OA Coordinator leads the General Education OA committee and works closely with each competency skill committee, providing guidance and assistance as needed.

The OA Coordinator also conducts monthly OA forms working sessions. Program coordinators, department chairs, and interested faculty attend these sessions to discuss the current status of assessment reports and activities for their particular program or discipline, seek help with completing some assessment forms and discuss ideas for assessment projects that are meaningful and easy to implement.

A timeline has been established by the General Education Outcomes Assessment Committee to ensure that all core competencies are assessed college-wide at regular intervals. The communication skills, reasoning skills, and citizenship committees develop assessment tools, pilot, and implement college-wide with assistance from the OA Coordinator.

1R1. Collecting and analyzing data. Southwestern measures the performance of its students through institutional, program specific and classroom level assessment measures. SWIC measures and monitors the effectiveness of its programs by collecting data that indicate:

- placement rates of graduates seeking employment
- grade distribution of student course completions
- GPA performance of transfer students
- pass rates of students challenging licensure examinations
- numbers and rates of student course completions
- graduate's opinions regarding his/her preparedness
- employers evaluation of graduate's performance
- numbers and rates of student degree and certificate completions
- performance of students required to complete developmental coursework
- evaluations of students completing internships and clinical practice
- performance of graduates who gained employment
- program/discipline mission, educational goals, curriculum maps, student learning data collected, changes made/recommendations based on OA results

For institutional assessments, a timeline is established and updated every five years by the General Education Outcomes Assessment Committee to ensure that all core competencies are assessed college-wide a minimum of once during that five year period. See figure 1.2 for the competencies assessed in 2002-2007 and the plan for years 2008-2013 in figure 1.3.

Figure 1.2

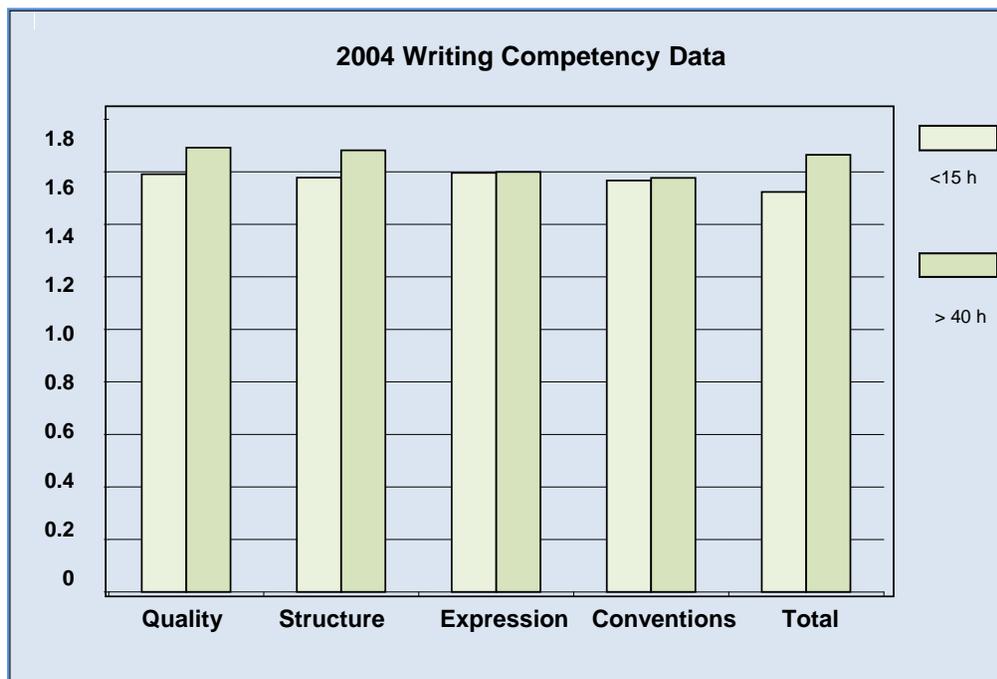
General Education Core Competency Timeline for Assessment (2002-2007)																
Core Competencies	2002-2003			2003-2004			2004-2005			2005-2006			2006-2007			
	Fall	Sp	Su													
Communication Skills – Writing		P	-	P	I	E	R									
Communication Skills – Oral Communication					P	-	I	E	-	R						
Communication Skills – Computer Literacy							P	I	E		E	R				
Citizenship – Civic & Social Awareness											P	-	I	E	-	
Reasoning Skills – Critical Thinking											P	I	-	E		
Reasoning Skills – Quantitative Literacy									P	I	E	-	R			
P = Pilot I = Implement College-wide E = Evaluate R = Report																

Figure 1.3

General Education Core Competency Timeline for Assessment (2008-2013)																
Core Competencies	2008-2009			2009-2010			2010-2011			2011-2012			2012-2013			
	Fall	Sp	Su													
Communication Skills – Writing				P	I		E	R								
Communication Skills – Oral Communication	I	E		R												
Communication Skills – Computer Literacy								P		I	E		R			
Citizenship – Civic & Social Awareness							P	I		E	R					
Citizenship – Accountability		P		I	E		R									
Reasoning Skills – Critical Thinking							P	I		E	R					
Reasoning Skills – Quantitative Literacy	P	I		E	R											
P = Pilot I = Implement College-wide E = Evaluate R = Report																

1R2. Teaching and learning results. As noted in figure 1.2, each of the core competencies was evaluated within the period of 2002-2007. The results from the writing competency were assessed in 2003-2004 (see figure 1.2) utilizing the college developed writing rubric and again in 2007 to collect student perception of their writing and the learning experience. The results of the 2004 writing assessment are presented in figure 1.4. The members of the writing focus group determined **an overall score of 1.5 as proficient and therefore the benchmark.**

Figure 1.4



As figure 1.4 clearly indicates there was not a significant difference in student performance in the four areas evaluated: quality, structure, expression, or conventions. Upon further investigation, the writing focus group noted that many SWIC courses had no

English prerequisite requirements, although writing was identified as a method of determining a grade for the course. The writing focus group recommended that all department chairs and coordinators review current prerequisite requirements with their departments and require English as a prerequisite for courses with significant writing assignments. They also recommended faculty in those courses consider adoption of “The St. Martin’s Handbook” which was already required for the English courses.

The results from the 2007 student writing perception focus group sessions indicated that students with greater than 40 credit hours completed did have a more sophisticated sense of purpose regarding the nature of the writing assignments they faced in college, and all interviewed students desired the faculty to be more explicit in instructions on writing assignments. The results were shared with the writing faculty for potential use in departmental decision making.

Oral communication was evaluated in the spring of 2005 and 2007, and again in the fall 2008. In 2005, the committee utilized a college generated rubric to assess student oral presentations/communication. Due to the small sample size, disparity in the scoring by evaluators, and the difficulties that arose with assessing video-taped presentations, the committee chose to conduct the assessments in the classroom and train faculty at large in utilization of the instrument. The committee repeated the study in the spring 2007 semester with faculty who volunteered to participate. Due to concerns that data might be skewed since the sample was not random, the testing was conducted again in the fall of 2008. Students were evaluated on verbal communication and non-verbal communication skills, organization, and maximizing content, (which means demonstrating preparation and research); appropriate presentation aids, (audience analysis, and gathering and processing feedback). The results showed that students surpassed the desired benchmark performance in each area, with averages of 4.05 for verbal communication, 3.84 for non-verbal communication, 3.92 for organization, 4.10 for maximizing content, and 3.99 overall, on a 1-5 grading scale.

Computer Literacy was assessed utilizing the SAM Challenge software. This software allowed faculty to build an assessment tool utilizing the software question bank and student performance measures. A total of 172 students participated in this college-wide assessment during spring 2006. Figure 1.5 identifies the results of this assessment.

Figure 1.5

2007 Computer Literacy Data					
Computer Literacy Subdivisions	Correct Responses	Incorrect Responses	Skipped Questions	Number of Questions Not Presented	% Correct
Use an operating system and manage files	1715	384	41	132	75.5%
Use a computer word processor program to produce a printed document	1510	353	74	51	75.9%
Use Computer technology to access, distribute, and communicate information	1660	398	51	163	73.1%
Demonstrate an understanding of the ethical use of technological tools	647	279	3	65	65.1%

The benchmark for this assessment was a minimum of 70% in each subdivision and 70% overall. Students did meet the benchmarks in all areas, except in understanding of ethical use of technology. These results were shared with the faculty at large with a recommendation that ethical decision making should be included in instructional objectives.

Student civic and social awareness was assessed through a 127 question online survey conducted during the spring 2007 semester. Results suggested that there was a discrepancy between what students reported as their attitudes/beliefs and the actions they would potentially take in given circumstances related to that belief. Since this competency was restructured to include accountability, the committee decided to conduct a second survey to include the accountability measure and to better correlate the questions for the definition of civic and social awareness and accountability.

During spring 2006, the faculty utilized the Watson-Glaser online assessment tool to assess critical thinking with 207 students participating in the assessment. The areas evaluated were related to students' ability to make inferences, recognize assumptions, deduct, interpret and evaluate the arguments; and these results were compared to working professionals. The percentage of questions answered correctly in each are as follows: evaluation of argument 65.4%, deduction 61.5%, interpretation 57.6%, recognition of assumptions 54.1%, and inferences 43.6%.

Quantitative literacy was also assessed during the spring 2006 semester. The faculty utilized a self-developed fifteen question multiple choice examination to assess student competency in this skill. The questions were related to students ability to: compute fluently and/or make reasonable estimates; identify, extract, and use quantitative information from tables, charts, graphs, and/or other relevant visual data; and translate a given problem situation into a

mathematical statement and find its solution. The results of this assessment indicated that students scored poorly in the translation of a problem into a mathematical statement and finding its solution as well as problems that involved working with fractions. Other questions that had a low success rate were those that required multiple steps to solve. As a result, the committee recommended a series of quality improvements and a re-issue of the assessments in two years.

1R3. Student competence results. Results are collected at the program specific level to determine how well degree programs and disciplines are meeting their educational goals. The following is a sample of a program's performance report includes: beginning in fall 2006, the math department began to implement a five question assessment of student learning related to application problems in MATH 94 – Basic Algebra and MATH 97 - Intermediate Algebra. The assessment was administered in multiple semesters for each of the MATH 94 and MATH 97 classes. Overall the results are very encouraging:

MATH 94: Means on the assessment have risen from 2.36 (fall 06) to 2.63 (fall 08), an overall increase of over 11%. Also noted is the significant increase in the spring 2008 semester when Math 94 was offered at four credit hours versus three credit hours course.

MATH 97: In the two semesters (spring and fall of 2008) the assessment was been given in this course, there was a modest increase here as well, from 2.79 to 2.82.

In fall of 2007, the math department piloted multiple changes in the method of delivery for MATH 94 and MATH 97. These included increasing the total contact hours of the course, and utilizing MATHXL, an on-line homework system. The math department conducted a survey to assess student and faculty attitudes about the MATHXL online software system. Results are as follows:

Student Survey

MATH 94: (n=783)	657 said they used MathXL, 125 did not 518 said they would use it again, 250 would not 563 said MATHXL was "needed to be successful", 171 said not
MATH 97: (n=473)	349 said they used MATHXL, 106 did not 262 said they would use it again, 175 would not 298 said MATHXL was "needed to be successful", 121 said not 269 said the text was "needed to be successful", 149 said not

Instructor Survey (n=47)

- 85 % of instructors used MATHXL for homework; 4-15% used it for other items such as extra credit, tests, reviews, and study plans
- 40 instructors reported MATHXL was part of the grade (five reported it was not)
- 37 instructors reported they would use MATHXL again, four would not
- 29 instructors felt MATHXL was needed to be successful, 10 did not
- 36 instructors felt the text was needed to be successful, seven did not

Based on the improvement in students' scores on the math application problems, overall pass-rates, and the general positive results of the survey, the math department made the following recommendations: modification of placement scores (the above data provided a strong correlation between COMPASS score and the assessment results), adding an online homework system (MATHXL), and an increase in credit hours from three hour to a four hour format.

Through a system of Excel workbooks, data is linked by student performance/knowledge criteria and program goals (including core competencies). The Physical Therapist Assistant program is able to generate assessment reports for each class as faculty electronically record individual student scores in each criterion of the practical examinations, clinical performance reports, comprehensive final examinations, and surveys of graduates and employers. Results for the 2007-2008 practical examination are as follows:

Figure 1.6

PTA Educational Goals Assessed via Final Practical Examinations for Year 2007-2008					
Items tracked and benchmark	PTA 102	PTA 151	PTA 161	PTA 201	PTA 211
Skill average (80% or >)	92%	88%	89%	96%	89%
Oral Communication (0 or greater on a scale of -2 to +2)	.62	.16	-.32	1.6	.9
Written Communication (0 or greater on a scale of -2 to +2)	.52	.16	.16	.5	.5
Treatment Prep (0 or greater on a scale of -2 to +2)	1.71	.79	1.16	1.4	1.35
Safety breaches (no more than 20% of total enrollment)	27%	20%	5%	10%	9%
Breaks in plan of care (no more than 20% of total enrollment)	9%	0%	0%	0%	0%
Class average	89%	90%	89%	98%	90%
Retakes (no more than 20% of total enrollment)	5%	5%	5%	0%	5%

Items identified as not meeting thresholds are safety breaches in fall 2007, PTA 102 & Oral Communication points for spring 2008, PTA 161. Actions needed based on finding for 2007-2008 include: in fall 2007, PTA 102 safety breaches did not meet expected threshold of 20% or less. Faculty compared this data with that of course evaluations and examinations given in PTA 101 and found no correlation. It was determined that this might be an isolated incident, as the nature of the safety breaches were similar with several students exercising patients without shoes on. The instructor emphasized the importance of wearing shoes to ensure patient safety when exercising during PTA 161 (subsequent class) and no safety deficits of this nature were noted during testing in this course or subsequent courses. In spring 2008, PTA 161 Oral Communication points fell below expected threshold. Faculty compared this data with oral communication points in PTA 151. The practical examination for spring is a combined practical for PTA 151 and 161. The oral communication points deducted therefore were felt to have pertained primarily to some students' ineffective communication/education of their patient with exercise programs. Faculty did not feel that any curricular changes were necessary but decided to alert Learning Assistance Center for Excellence (LACE) staff, making them aware of the need to focus more attention on patient education during competency check offs related to PTA 161 skills. Program will continue to track for trends/patterns of behavior exhibited in this particular class of students during the fall 2009 semester.

1R4. Tracking student success. Southwestern uses multiple measures to determine how well prepared its students completing associate degree programs and CTE certificates are for further education or employment. Specifically, transfer graduates completing the IAI general education core curriculum are tracked by most of the public colleges and universities and compared to the performance of other transfer students and the performance of that institution's native students. The assessment program is designed to evaluate how well students have mastered the general education expectations as established by the faculty. Figure 1.7 compares the performance of

SWIC associate degree graduates at Southern Illinois University Edwardsville with the performance of the entire SIUE student body.

Figure 1.7

Cumulative Grade Point Averages of SWIC Graduates at SIUE				
Fiscal Year	SWIC Associate Degree Graduates		All Students at SIUE	
	Number	Mean GPA	Number	Mean GPA
2004	880	2.99	12,262	2.92
2005	859	3.03	12,569	2.93
2006	821	3.03	12,655	2.94
2007	742	3.02	12,639	2.95

Figure 1.8

Licensure/Registry Pass Rates Results			
Programs	2006	2007	2008
Health Information Technology	50%	75%	86%
Massage Therapy	81%	83%	96%
Medical Assistant	80%	74%	Data not available at this time
Medical Laboratory Technology	89%	91%	100%
Nursing	92%	90%	100%
Physical Therapist Assistant	100%	100%	89%
Radiologic Technology	97%	97%	97%
Respiratory Care	100%	94%	100%

The program review process, which satisfies ICCB and IBHE state mandated requirements, identifies the preparedness of occupational students for employment through graduate and employer follow-up surveys. The job placement rate for students who have graduated from an AAS

degree or certificate program and were seeking employment has averaged 90% or greater since 2005 (FY 2005: seeking only 96%, FY 2006: seeking only 91%). Prior to graduation, students completing capstone internships or clinical courses provide additional sources of external feedback regarding performance and preparedness. State wide data designed to measure the value of federal Perkins funding provided to occupational programs allows Southwestern to compare the performance of its programs and students against that of other Illinois community colleges. Additionally, those programs whose graduates are required to challenge licensure or other professional examinations are monitored and the results compared against previous graduating classes at Southwestern as well as the performance of other institutions.

Many CTE programs within the institution conduct employer surveys six months to one year post student graduation to assess employer satisfaction with students' knowledge and skills. The Radiologic Technology program requests employers to report if graduates display entry-level skill in their eighteen learning objectives. Employers respond with Yes, No, or NA response. Results less than 100% may include NA responses. Results of the Employer Survey for the Radiologic Technology program are in figure 1.9.

Figure 1.9

Results of Employer Survey for the Radiologic Technology Program Identifying Percent of Graduates Displaying Entry Level in Learning Objective			
Learning Objective	2006	2007	2008
1. Competent in skills performing diagnostic exams	100%	100%	100%
2. Knowledge of basic radiographic positioning	100%	100%	100%
3. Proper radiation protection practices for self & others	100%	100%	100%
4. Basic understanding of medical terminology	100%	100%	100%
5. Exercise knowledge of nursing skills appropriate to RT	100%	100%	100%
6. Knowledge of the principles of radiographic exposure	100%	100%	100%
7. Understanding of medical ethics	100%	100%	100%
8. Exhibit knowledge of human anatomy & physiology	100%	100%	100%
9. Discern a diagnostic radiograph from non-diagnostic	100%	100%	100%
10. Adequately perform mobile exams	100%	100%	100%
11. Adequate technique compensation for pathologic conditions	100%	100%	100%
12. Show concern for physical & psychological needs of patients	100%	100%	100%
13. Assess life threatening situations and respond appropriately	100%	85%	92%
14. Demonstrate knowledge of ancillary RT equipment	100%	100%	100%
15. Cognizant of the biological effects of radiation	100%	100%	100%
16. Demonstrate the capabilities of working well with all RT personnel	100%	100%	100%
17. Show quick adaptability to new work environments	100%	100%	100%
18. Compare equally with entry level grad of other RT programs	100%	100%	100%

Source: ICCB Data Table reporting the Occupational Follow-Up Study (Source is program coordinator)

1R5. Teaching and learning results. Success Center and other support services data are reported in 6R2. In 2005, SWIC participated in the Community College Survey of Student Engagement (CCSSE).

Figure 1.10

2005 Community College Survey of Student Engagement (CCSSE) Data			
How satisfied are you with the service? (responses recorded on a 5 point Likert scale)	SWIC	Other Ex Large Colleges	Other Consortium Colleges
Academic advising/planning	2.16	2.13	2.13
Career counseling	2.10	2.03	2.02
Job placement assistance	1.83	1.74	1.81
Peer or other tutoring	2.10	2.12	2.06
Skill labs (writing, math, etc.)	2.20	2.24	2.18
Child care	1.68	1.69	1.73
Financial aid advising	2.07	2.09	2.13
Computer lab	2.43	2.50	2.48
Student organizations	1.88	1.89	1.88
Transfer credit assistance	1.99	2.05	2.04
Composite Score	2.04	2.04	2.05

As indicated in figure 1.10, students at SWIC were equally satisfied with student services as at other extra large colleges and at the other consortium colleges.

1R6. Comparative results. An example of how Southwestern's results compare with the results of other higher education institutions and organizations can be found in the data submitted to the ICCB and

the IBHE for the 2008 Results Report. The data indicated that SWIC's programs normally meet or exceed the pass rates on professional licensure examinations. The comparison of the EMT program measures performance of candidates challenging the examination from external organizations in addition to those in higher education.

Figure 1.11

Pass Rate Information for Selected Exams: Number of Students Tested, Institutional Pass Rate & National Pass Rate									
2004-05				2005-06			2006-07		
Field	#Students	Pass Rate (%)		#Students	Pass Rate (%)		#Students	Pass Rate (%)	
		Inst'l	Nat'l		Inst'l	Nat'l		Inst'l	Nat'l
Nursing (RN/ADN) - NCLEX	77	83	87	60	92	86.7	81	91	88
Radiologic Technology	45	90	89	29	97	90.5	39	97	90.8
Emergency Medical Technician	22	100	65	113	89	71	33	78.8	71
Aviation Maintenance	27	96.3	90.1	46	100	89.8	34	94.4	89

During spring 2005, a randomly selected group of 125 students nearing graduation, representing transfer and career degree areas, took the reading portion of the CAAP test. According to the results in "Test Score Frequency Distribution" of the Institutional Summary Report, the mean score for SWIC students sample was 60.9 versus the national mean of 60.4.

In spring 2007 and spring 2008, surveys were administered to 35-40 SWIC students enrolled in learning communities classes. For comparison purposes, many of the survey questions were taken from the CCSSE instrument that had previously been administered college-wide. The survey responses for learning communities students demonstrated a significantly higher level of engagement in learning compared to both the entire SWIC student body and the national averages for CCSSE participants for items such as:

- Asked questions in class or contributed to class discussions
- Analyzed the basic elements of an idea, experience or theory
- Synthesized and organized ideas, information, or experiences in new ways
- Made judgments about the value or soundness of information, arguments or methods
- Applied theories or concepts to practical problems in new situations
- Made a class presentation
- Worked on a paper or project that required integrating ideas or information from various sources
- Worked with other students on projects during class
- Participated in a community-based project
- Discussed ideas from your readings or classes with your instructor outside of class
- Discussed ideas from your readings or classes with others outside of class

SWIC receives and utilizes data provided by the ICCB that compares the college's performance to that of other community colleges in the Illinois system. Those data enable the institution to evaluate and plan for improvements that will help students learn. Currently, much of these data provide answers to the traditional questions of degrees and certificates awarded, starters and completers, student demographics, etc. Improvements in the state reporting system will soon permit the comparison of processes with that of peer institutions to determine if the college is in fact "helping students learn."

111. Improving current processes. Many processes and systems for helping students learn have been improved in recent years, several of which have been mentioned in other responses in this category. In many cases, improvements have been the direct results of collaborative discussions held under the aegis of AQIP action projects: for example, the implementation of Learning Communities (AQIP six) has fostered greater student engagement with learning and community service; the establishment of the Enhanced Faculty Staffing Plan (AQIP one) has brought the college closer to its goal of a 50/50 ratio of full time and adjunct faculty in its classrooms; student assessment and placement in English and mathematics and developmental education systems in general have been made more effective (AQIP five); and a modification to the college's late enrollment policy will take effect in fall 2009 (AQIP six). Other improvements have stemmed from the encouragement and input of both internal and external constituencies: for example, processes have been initiated through which degree-seeking students are strongly encouraged to take Freshman Composition (ENG 101) within their first twelve credit hours; and the college's outreach efforts with area high schools have been significantly enhanced through positive collaborative activities between college and high school math and English faculty.

The program review process has also been an important engine for improvement relevant to helping students learn. The improvements cited in figure 1.12 are from random program review reports collected from the last two years.

Figure 1.12

Program	Improvements
Culinary Arts & Food Management	<ul style="list-style-type: none"> • Purchase of new state of the art cooking center/convection oven • Expanded program to Saturday offerings • Offer culinary certificate at the Belleville campus
Computer Information Science Programming	<ul style="list-style-type: none"> • Faculty integrate various learning styles into teaching • WebCT utilized by more faculty
Business Management	<ul style="list-style-type: none"> • Curriculum was revised to reflect the growing emphasis on entrepreneurship and small business development/management • Required course outline for MGMT 102 – Business Math and prerequisite assigned • MGMT 214 – course objectives were adjusted to reflect program's mission and goals
Accounting Office Specialist	<ul style="list-style-type: none"> • Major changes in curriculum occurred at the classroom level to implement new technology that is used in business and industry.
Radiologic Technology	<ul style="list-style-type: none"> • Added math course and information technology course to curriculum • Implemented computed radiography
Transfer Mathematics	<ul style="list-style-type: none"> • Upgraded software (MINITAB & Mathematica)
Construction Painting & Decorating	<ul style="list-style-type: none"> • Instructors utilizing more online computer technology • More power point presentations used
Sign Language Studies	<ul style="list-style-type: none"> • Added new course in Non-verbal communication • Changed prerequisites to ENG 101 and MATH 94 to entry level courses • Changed course sequencing within the degree
Paramedic	<ul style="list-style-type: none"> • Requisite requirement for EMTP 110 changed to require eligibility for ENG 101 and MATH 94 • Requisite requirements changed for EMTP 150 to require BIOL 105 completion • EMTP classroom have SMART technologies
Respiratory Care	<ul style="list-style-type: none"> • Larger space acquired for lab practice • WebCT enhanced courses • Conversion to PowerPoint presentations

Student services in collaboration with instruction have implemented several improvements that have increased the college's ability to help students learn. The Improvement of Academic Advisement Project (AQIP four-see 1P7) initiatives included the implementation of a degree audit system (AQIP seven), the development of an advisory committee (CATS) composed of college and high school counselors along with an instructional dean to promote successful transition of high school students, a training program for "frontline" staff to provide more accurate information to students, and numerous other activities to improve the quality of academic advisement throughout the college.

The ABE department has initiated the teaching of specific strategies to apply in independent learning situations outside of the classroom; introduced key train lessons to allow students to develop the reading and math skills necessary for entry-level employment and used work keys to document those skills for employers; individualized student recordkeeping and student portfolios; and improved the availability of program performance data to department leaders.

112. Setting improvement targets. The college relies primarily upon the expertise of its instructional and counseling faculty to establish targets for improvement. In the assessment of student learning, the support of the OA Coordinator and the discipline committee - through training, open OA working sessions, and feedback related to student learning - is very beneficial for faculty working on classroom or programmatic assessments. They frequently direct faculty to the resources or describe potential processes needed to determine their direction in helping students learn. There are also regular CATS training sessions for all faculty to assist them in making subtle changes in classroom delivery to improve student learning. In addition, the OA steering committee provides feedback to all of the OA committees and the OA Coordinator during their steering committee meetings. The OA Coordinator also meets every other week with the vice president for instruction and the OA dean liaison to solicit feedback on student learning assessment projects. Valuable information is engendered as well through extensive environmental scanning, which benefits from faculty involvement. Utilizing all of this input, the steering committee, in collaboration with the vice president for instruction and the OA Coordinator, develops an annual OA plan to select specific processes to improve. The resultant recommendations are then submitted to the president's staff and the Strategic Planning Council for consideration. If approved, the proposals are recommended to the Board of Trustees for inclusion in the tactical and strategic plans for the ensuing year. The hallmarks of this process are that it is fundamentally faculty-driven and the product of pervasive communication and collaboration throughout the institution. In short, one of the most prominent cultural characteristics of Southwestern Illinois College is the inclusion of all stakeholders in the continuous process of quality improvement in helping students learn.

In sum, collaborative ventures by staff in the instructional and student services areas demonstrate that staff members have become accustomed to working as teams addressing functions or processes relevant to helping students learn. The institution is no longer content to attempt to function within silos. As an institution, Southwestern embraces continuous quality improvement simply because so many individuals are involved in the discussions that determine satisfaction with the systems that have been created. Specifically, as it relates to helping students learn, all of the processes and systems are subject to ongoing evaluation and improvement. In the final analysis, Southwestern is committed to harnessing the efforts of its stakeholders and relying upon their expertise for the purpose of not only analyzing the results of the college's processes but evaluating the effectiveness of the processes as well.

CATEGORY TWO – ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

2P1. Designing a process to serve stakeholders. Distinctive objectives derive from the college's Mission and Values statements which were developed under a collaborative process with a variety of stakeholders. Subsequently, through a series of inclusive focus groups, the College community agreed upon its core values. The distinctive objectives were derived from these statements. Mission and values are augmented by a well-developed strategic and tactical planning process that is discussed at length under Category eight.

Departments rely on varied sources of information in order to develop their tactical plans. A major source is the annual SWIC Environmental Scanning Report which is discussed in Category eight. Also, departments maintain and analyze their current program outcomes in order to facilitate future planning (as touched upon in Category seven). Finally, a significant source of planning information is external advisory groups. Staff solicit information regarding needs, opportunities, and barriers to programming from community members district-wide through the advisory group's structures and in collaboration with governmental agencies. Additionally, staff are engaged in community and professional organizations that yield input that informs the Tactical Plan.

2P2. Determining other objectives. The college receives input for determining its distinctive objectives from a variety of sources. Representatives of stakeholder groups may identify an existing need or opportunity, or a staff member may champion a new objective at a vice president's staff meeting. If warranted, the vice president forwards it to the president's staff which then assesses its priority. Alternately, the president's staff may identify a need. The Strategic Planning Council (SPC) may also identify a need (based on the results of the annual environmental scan or other research and assessment). In any of the above situations, the SPC ultimately receives and evaluates proposed distinctive objectives to determine their compatibility with the college's mission, values and goals, and to prioritize identified needs and recommend a course of action to the Board of Trustees – which is responsible for final determination.

2P3. Communicating objectives. Upon approval of the college's Strategic Plan by the Board of Trustees, vice presidents communicate the Strategic Plan to departments. At the department level, staff are charged with developing methods for achieving objectives. These are compiled into the college's Tactical Plan which is well-known and accessible at all levels of the institution.

2P4. Assessing and reviewing objectives. The Board of Trustees (based on analysis by the SPC) examines each to determine its potential to fulfill the college's mission and uphold its core values. Distinctive objectives meeting these criteria are then evaluated for their budgetary impact. If an approved objective is within budgetary limits, it is deemed appropriate and reflected in the Strategic Plan. Departments develop tactical plans to implement the new objectives. The Board of Trustees reviews the SPC's Semi-Annual Report that assesses the effectiveness of the Tactical Plan and evaluates the extent to which the distinctive objectives have advanced the college's mission and values.

2P5. Determining faculty and staff needs. Needs are identified at the department level by faculty and staff directly charged with implementing the Tactical Plan. Once needs are identified, plans for satisfying the needs are developed and forwarded through the chain of command. For needs that can be met without additional funds or policy changes, consultation with a supervisor is often the only action required for approval. In instances that require additional funding or policy changes, requests proceed through the chain of command to the

president's staff, and if necessary, to the Board of Trustees or to the SPC for approval and/or funding.

The Board of Trustees has implemented a supplemental budget system to fund non-grant projects outside of the traditional budget process. In recent years, almost all supplemental budget awards have been related to projects driven by the college's strategic plan. As mentioned in Category eight, the SPC also has special set-aside funds for initiatives that advance the Strategic Plan.

2P6. Communicating needs to meet objectives. Needs are first communicated to the appropriate supervisor. They are then evaluated and prioritized at the vice president level to determine their congruence with the college mission and their impact on budgets. If a request is congruent yet requires no funding, it can be approved without readjusting objectives. If funds are required, the process mirrors what is documented in 2P5.

2R1. Measuring and analyzing results.

Figure 2.1

Programs	Measures
Programs and Services for Older Persons (PSOP)	Participants Advisory council evaluations Customer surveys Profit and loss reports
Community Education	Enrollments in High School Academy, dual credit, children's programs Class cancellation rates Kids on Campus participants, parents, and instructor surveys Profit and loss reports Off-Site supervisor surveys Credit and non-credit student evaluations
Selsius	Enrollments Participant evaluations Instructor feedback Client retention Profit and loss reports
Schmidt Art Center	Attendance rates Non-credit seminar enrollments Visitor surveys Number of grants received Number of partnerships Recognition from arts groups Private gifts received Website traffic
College Activities	Kids Club parent evaluations Kids Club year-to-year enrollments
AmeriCorps	AmeriCorps site evaluations Year-to-year hours of service
Adult Basic Education	Student enrollment and completion Pre-to post standardized tests gains Number of GED graduates Number of students obtaining employment Number of students transitioning to credit classes Cost analysis
Counseling Center/Minority Transfer	College CHOICE Men of Character and Ambition (MOCA) enrollment and satisfaction surveys

2R2. Results for accomplishing other distinctive objectives.**LIFELONG LEARNING**

Programs and Services for Older Persons (PSOP): Eight years ago PSOP served 12,000 individuals annually, however, the loss of two large federal grant programs led to a drop to 9,000 served annually in 2006-07. New collaborations and activities (e.g., travel program, Senior Link Computer Training) raised 2008 participation to 10,000.

Community Education Programs: Each year 1,500-2,000 students attend more than 200 non-credit seminars and classes offered at all three campuses and extension sites throughout the district. This enrollment remains relatively stable. Community Education partners with internal and external entities to offer youth programs. In 2007-2008, approximately 1,500 youth attended more than 140 workshops and sports camps. FY 2008 participation numbers were slightly higher than in recent years. In 2008 the College's Children's Touring Theater made presentations to over 4,000 students and 300 community members at 14 elementary schools and three campuses. The program has been at maximum for more than a decade.

Selsius: Selsius provides services to approximately 200 companies per year, training 4,380 employees in 2008. In 2005, Selsius trained 5,734 employees from 261 companies. The number of open enrollment seminars offered has been relatively stable from FY 2005 (422) to FY 2008 (424). The Department's operating grant was reduced 40% by the State and another grant was reduced 39% from 2005-2008, making it more expensive for companies to train workers.

Schmidt Art Center: The Schmidt Art Center is eight years old and is becoming a regional leader in arts programming. The Center provides arts programs to many age groups. In FY 2008, attendance at all programs approached 15,000, a growth from 14,000 in prior years. The Center is receiving a growing number of grants that advance both the college's core curriculum as well as its mandate for community education. One such grant alone involves 80 contributors and is responsible for more than 1,200 participants annually.

Institutional Commitment: SWIC's commitment to lifelong learning employment practices is exemplified by the following programs:

- \$2.00 SWIC tuition for staff members and dependents. From FY 2006 to FY 2008, the college's investment in its employees rose 40% from \$94,136 to \$131,869.
- More than 200 senior citizens have enrolled in reduced tuition classes each of the last ten years.
- Tuition support for faculty and administrators at universities. From 2006 to 2008, the college's investment rose 55% from \$64,009 to \$99,262.
- In FY 2008, SWIC's Human Resources Department funded training sessions for 1,272 college employees on topics such as Office 2007 and Outlook. In FY 2005, by contrast, 339 employees were trained through Selsius.

Adult Basic Education: The Even Start program served 30 families and 44 children in 2008, representing an increase of 5% over 2007, and the Early School Leaver program serves 70 high school dropout youths annually in areas with high dropout rates and high unemployment. The Menard job preparation project prepares 60 inmates per year to gain and retain employment.

Diversity and Accessibility:

From FY 2005 to FY 2008, students taking classes at off-campus sites increased from 6,020 to 6,877; credit hours at off-campus sites increased from 24,016 to 27,209. In fall 2008, SWIC had 2,431 distance education enrollments, a substantial increase from 2005.

The enrollment of minority students has increased from 15.6% in 1997 to 27.2% in 2007; minority enrollment was at just 11.2% in 1987. African-American enrollment has increased from 6.1% (737 students) in 1987, to 10% (1,464 students) in 1997, and then to 19.2% (3,133 students) in 2007.

Grants, scholarships, student employment, and loans administered by the financial aid office in 2007-2008 totaled \$15,666,445.77. In 2008, the SWIC Foundation awarded more than \$195,000 in private scholarships to 344 recipients. In FY 2006, 167 recipients received \$146,000. By comparison, in FY 1997, 115 students received \$79,000 in private scholarships.

In 2007–2008, the Belleville Campus Kids' Club Child Care facility enrolled 249 children from 177 families of students, faculty and staff making it possible for parents to enroll in 1,161 credit hours. This level of enrollment has remained relatively stable.

In 2005, Minority Transfer and Multicultural Student Services Center (MTMSSC) expanded to provide services district-wide. In 2005 the MTMSSC recorded 4,200 individual contacts with students through workshops, programs and mentoring activities. 5,209 such contacts were recorded in FY 2008, a 24% increase.

The ESOL program saw a 4% increase in 2008 enrollments despite the difficulties arising from national concern over immigration policies.

PARTNERSHIPS

Selsius: Selsius collaborates with departments to implement provisions of the Workforce Investment Act by providing a satellite Worknet Resource Room on the Belleville Campus for eligible dislocated workers and adults who meet income guidelines. Selsius also participates in off-site full service center operations by providing personnel, workshops, and funding.

Counseling Center: In spring 2007 the Counseling Center launched the Legacy program to support first generation college students. Over five semesters, program participation has increased from 62 to 84 students, a 35% increase.

The Counseling Center's "College CHOICE" program educates high school students about alcohol abuse.

- In 2007, 300+ students participated in the Alcohol 101 project.
- In FY 2009, 11 high schools participated in a new grant program to prevent drinking and driving; the program will be expanded in FY 2010.
- In FY 2009, over 1,500 K- 6 graders from 40 classrooms, 200 high school role models and 100 teachers participated in the annual Red Ribbon Rally (maximum capacity).

Adult Basic Education: In 2008, in collaboration with Illinois' Transportation and Commerce and Economic Opportunity departments, the Southern Illinois College Common Market, and organized labor resulted in 104 students graduating with certificates leading to employment in the construction industry.

Multiple Department Activities: Numerous activities such as Leadership Breakfasts that attract 200 or more participants and a nationally ranked art festival, “Art on the Square” using 75 volunteers and a children’s touring theater are included in these results.

2R3. Results comparison.

- Selsius’s programming places it in the upper 10% of Illinois community colleges for providing services to business and industry
- PSOP has no peers as there are no community colleges or institutions of higher learning that have the same breadth of offerings for older residents...much less the number of participants served
- Enrollment in the Kids’ Club Child Care program is at maximum capacity at peak hours
- Community Education program enrollments average those of peer institutions
- SWIC’s 2008 GED completion output of 436 students was the highest of all community colleges in Illinois. By comparison, the next greatest number was from the seven City Colleges of Chicago with 416
- SWIC has the 17th largest number of distance learning participants in Illinois, when compared with the other 39 community college and four year public universities
- Dual enrollment program results exceed the rates achieved by peer institutions

2R4. Strengthening the institution and relationships with our community and region. The college’s many lifelong learning programs and commitment to accessibility for diverse populations has had a positive impact on the college and district residents. Working in collaboration with its many community partners, the college has been able to evaluate current offerings and to develop new programming based on community need.

- Selsius provides community businesses with just-in-time training. While SWIC’s academic business department remains strong, Selsius has enabled the college to tailor, expand, and diversify offerings-- heightening SWIC’s presence in the business community.
- Community Education’s many relationships within the district’s communities result in increased requests for programs and have a positive impact on the college infrastructure.
- PSOP services provide the college with positive public attention, name recognition, and comprehensive lifelong services to residents.
- Children and youth become acquainted with the college through positive interactions in a variety of activities such as Kids on Campus, Schmidt Art Center programs, AmeriCorps, and Even Start.
- GED graduates and ESL students transition to college credit classes, increasing enrollments and revenue.
- The AmeriCorps program provides over 24,000 hours of community service annually. During FY 2005 through FY 2008, AmeriCorps provided 130,000 hours of service, enhancing public school students’ educational experiences and providing funding for enrollment in SWIC classes.
- The Schmidt Art Center demonstrates SWIC’s commitment to the arts and to community education. Exhibits and programs result in frequent, positive articles and feature stories in local and regional media.
- Relationships with K-12, chambers of commerce, civic organizations, and faculty and staff make the college more visible and engender additional partnerships.

2I1. Improvement of current processes and systems.

Figure 2.2

RECENT IMPROVEMENTS		
Lifelong learning	Community outreach and partnerships	Diversity/accessibility
<ul style="list-style-type: none"> • High School Academy added courses and sites in FY 2008 and FY 2009 • Offering credit classes at PSOP center in FY 2009 after a hiatus of ten years • In 2008 PSOP offered seven new educational seminars and workshops • Opened new Senior Link computer training lab in 2008 	<ul style="list-style-type: none"> • Construction trades project at two sites in partnership with unions and contractors • Alcohol education project with 11 high schools and IDOT in 2008 • Designed partnerships between two major transfer universities • Drivers Safety course implemented 	<ul style="list-style-type: none"> • English as a Second Language class to transition Adult Basic Education students to college • Established Men of Character and Ambition (MOCA) • Implemented the Randolph County shuttle • Online orientation implemented in 2009 • Redesigned the college website to comply with accessibility guidelines • Began provision of free Metro system transportation to all students (formerly \$5.00) • Implemented Legacy for first generation college students in spring 2007

The college seeks to continuously improve its performance in meeting other distinctive objectives. As discussed above, processes and performance have been fully integrated into the institution’s strategic planning process and are revised under the college’s annual and rigorous review of its Other Distinctive Objectives within the context of mission, values, and the Strategic Plan. This hard link to strategic and tactical planning then continues to the reporting of results—which are now subsumed in the Semi-Annual Report for all Tactical Plan outcomes.

2I2. Targets, improvement priorities and communication. SWIC’s internal culture is collaborative and focused on continuous improvement. Regular meetings are held in each department. Department leaders report to and meet regularly with their respective vice president who serves on the president’s council. The external culture is collaborative as well. Through its utilization of advisory councils and active partnerships and by completing an annual environmental scan, the college seeks community input and information as it strives to meet the changing needs of the communities it serves.

The very high acceptance of AQIP and its underlying processes and culture have led to significant improvements that now link this Category to the planning processes detailed under Category eight and the outcomes development detail in Category seven. Improvement is now more closely focused on (as of yet unmetricized) targets and the perceived gap with results.

CATEGORY THREE – UNDERSTANDING STUDENT & OTHER STAKEHOLDERS NEEDS

3P1. Identifying, analyzing and responding to changing student needs. SWIC demonstrates an on-going commitment to identifying and responding to changing student needs through the methods listed in figure 3.1. At the macro level, this is addressed via the environmental scanning efforts of the SPC further explained in Category eight. At the micro level, student needs assessment occurs at the individual student as well as at departmental, divisional, and institutional levels. Individual student methods include departmental intake assessment and the course placement and needs assessments provided by the ACT COMPASS as part of the Mission Success Program required for all entering, degree-seeking students. Departmental and division level group methods include surveys, market assessments, and a regular schedule of program reviews.

Data and information received are analyzed at department and division levels as well as in several cross-functional teams such as the Instructional Leadership Team which includes representatives from each instructional division, each college campus, and student services areas. From these venues department employee and program objectives, divisional objectives, and associated tactical plans are developed as part of the annual strategic planning process.

Figure 3.1

Means of Identifying Student Needs		
Prospective Students	Degree Seeking Student	Non-Degree Students
<ul style="list-style-type: none"> • ICCB surveys/program reviews • Advisory committees • Student lead information • High school counselors • Student ambassador feedback • Market assessment • Feedback from website • Scanning other institutions • Recruitment literature • Community agencies • Admission specialists • Counselors • Research • Cleary Act data 	<ul style="list-style-type: none"> • ICCB surveys/program reviews • Advisory committees • ACT and COMPASS data • Student intake forms • Instructor evaluations • Counseling intake forms • Employer Contacts & Surveys • Student surveys and focus groups • Financial aid appeal process • Early alert program • Drug & alcohol surveys • Cleary Act data • Direct staff contacts 	<ul style="list-style-type: none"> • ICCB surveys/program reviews • Advisory committees • Industry contacts • Selsius needs Assessments • Post course evaluations • Cleary Act data • Instructor evaluations

Since 2005 the identification of specific student needs through college-wide forums to receive recommendations has resulted in four AQIP action projects: AQIP four: Improving Student Academic Advisement, AQIP seven: Implementation of a Web-Accessible Degree Audit System, AQIP five: Developmental Learning, and AQIP six: Improving Student Retention. Another major project focused on analysis and utilization of data from the 2005 Community College Survey of Student Engagement (CCSSE) administration. Results from the assessment were analyzed by a cross-functional team including student and community services as well as instructional staff. CCSSE data on specific student service items were compared to item summary data and norms from peer colleges as well as that of all colleges (figure 3.2). These same items were further analyzed in a curriculum map format to assure coverage across the various service departments and to identify the quality and quantity of related activities in each program area. Gaps in service areas were identified and addressed. CCSSE student satisfaction results were also analyzed, resulting in the creation of a student satisfaction assessment project to establish baseline data for tracking of improvement.

Figure 3.2

Community College Survey of Student Engagement Student Satisfaction Comparative Data					
		Your College	Other Ex Large Colleges	Other Consortium Colleges	2005 Colleges
Item	Class	Mean	Mean	Mean	Mean
Student Usage and Satisfaction					
13.2 How satisfied are you with the services? 0 = NA 1 = Not at all 2 = Somewhat 3 = Very					
a. Satisfaction: Academic advising/planning	All students	2.16	2.13	2.13	2.20
b. Satisfaction: Career counseling	All students	2.10	2.03	2.02	2.03
c. Satisfaction: Job placement assistance	All students	1.83	1.74	1.81	1.81
d. Satisfaction: Peer or other tutoring	All students	2.10	2.12	2.06	2.12
e. Satisfaction: Skill labs (writing, math, etc)	All students	2.20	2.24	2.18	2.24
f. Satisfaction: Child care	All students	1.68	1.69	1.73	1.73
g. Satisfaction: Financial aid advising	All students	2.07	2.09	2.13	2.18
h. Satisfaction: Computer lab	All students	2.07	2.50	2.48	2.49
i. Satisfaction: Student organizations	All students	2.43	1.89	1.88	1.94
j. Satisfaction: Transfer credit assistance	All students	1.88	2.05	2.04	2.05
k. Satisfaction: Service to students with disabilities	All students	1.79	1.96	1.94	1.99
Composite Score (Average of Means)		2.02	2.04	2.04	2.07

3P2. Building and maintaining student relationships. A variety of processes are used to build and maintain relationships with students-- with a focus on providing timely, accurate information and guidance. Online admissions chats, *Contact Us* pages, mailings and web services facilitate changing student needs. Recruiting and information sessions, new student orientations, and campus tours include student ambassadors to provide students with an opportunity to better connect to a Southwestern campus. The implementation of online student services in 2008 provides additional service venues and expands the communication opportunities through student email accounts and individual student center information. Students are notified via email of key informational items and are able to register for classes online in addition to telephone or in person. College Activities also expanded its ability to communicate with students through social networking sites. A new student orientation process was redesigned in 2008 to include student online technology training needs and in 2009 an expanded, online and ongoing orientation session concept was implemented.

To maintain this relationship, students experience direct contact with faculty and staff through classroom instruction, expanded hours of student services and counselor-student advising sessions as well as Special Service Center's intake/assessment appointments and specific accommodations. All offer interaction between students and staff. Feedback from student surveys, focus groups, complaint situations, and instructor evaluations build and maintain student relationships and transition students to their next established goal or need. The Human Resources Office provides in-service training for college employees to emphasize and address the importance of customer service skills in working with students, and the Counseling Center offers training for front line staff and student employees.

Student clubs and organizations, student "common" areas, the student leadership group, multi-cultural center, student newspaper, diversity chats among students and staff and annual events for students all assist in establishing and maintaining relationships. There are also student employment opportunities with positions throughout the college; this typically leads to students being more successful in school and feeling more connected to the institution.

With the 2006 implementation of an automated degree audit system, facilitated by AQIP Action Project seven on Degree Audit/Academic Advising, students can readily track their progress toward their program completion and work with the Counseling Center staff toward their educational goals. Through AQIP Action Project six, Improving Student Retention, the use of focus groups, surveys and pilots at different campuses resulted in a recommendation to establish a cross-functional communications committee to further improve student engagement.

3P3. Identifying, analyzing and responding to changing stakeholder needs. Stakeholders' requirements are determined both formally and informally based upon what is required for institutional and department accountability and reporting. Changing student and stakeholder needs is further identified through strategic planning's environmental scanning process. The scanning effort is a two-pronged approach including both student and stakeholder review. While the student portion of the scan has included the CCSSE instrument, the stakeholder and community component is designed for feedback from designated college staff who acquire information through community involvement, professional publications, legislative and government entities, and market demographics. This information is compiled in an annual environmental scanning report and is used to evaluate potential updates to the Strategic Plan Objectives. Figure 3.3 outlines the college's stakeholders and the means by which their input is obtained. Once needs are identified the responsibility for meeting those needs is structured through the various college divisions—typically using the strategic and tactical planning processes (and AQIP action projects) as implementation tools.

Figure 3.3

Stakeholder and Input Examples		
Business Community	District Citizens	Board of Trustees
Advisory boards Market assessment study Maintain direct and two-way communications Annual Report Observations Participation in civic, business and community organizations Ongoing needs assessments for local businesses	Ongoing collaborations Open board meetings Maintain direct and two-way communications Accessibility to staff at all levels	AQIP Ongoing collaborations Open board meetings Credible and compliant reporting
Parents	Community Agencies	Elected Officials
Maintain communications Accessibility to staff at all levels Annual Report Observations Participating in community functions	Ongoing collaborations Advisory boards Maintain direct and two-way communications Accessibility to staff at all levels Observations Participating in community functions	Ongoing collaborations Maintain direct and two-way communications Accessibility to staff at all levels Observations Participation in civic organizations Participating in community functions Communications and collaboration with other local educational institutions
Regulatory/Government Agencies	Employees	Alumni & Friends
Ongoing collaborations Maintain direct and two-way	AQIP Ongoing collaborations	Ongoing collaborations Maintain communications

communications Accessibility to staff at all levels Communications/ collaboration with other institutions Credible and compliant reporting	Open board meetings Market assessment study Maintain direct and two-way communications Accessibility to staff at all levels Annual report Observations	Accessibility to staff at all levels Annual report
Other Educational Institutions		
Ongoing collaborations Maintain direct and two-way communications Accessibility to staff at all levels	Annual report High school personnel	

3P4. Building and maintaining stakeholder relationships. A strategic priority is to engage, partner, and collaborate with communities and educational institutions; this is met in part by increasing cooperation with area colleges, universities, and K-12 systems and improving the awareness SWIC's contributions to the region. The following actions support these tactics and aid in fostering and sustaining mutually beneficial relationships:

- Records/documents available to the public
- Media relations
- Professional networking
- Disability Awareness Program including 14 district high schools
- Collaboration meetings with secondary teachers to align curriculum
- Foundation alumni initiatives/contacts
- Dual credit offerings
- Offering personal development courses
- Partnership Day
- Recognizing stakeholders through college-sponsored public events, awards ceremonies and publications
- High school contests offered on campus (e.g. computer contests, math contests, World Youth Science Engineers, Art on the Square, etc.)
- Newsletters; mailings
- Attending conferences
- Ongoing open communication
- Speakers Bureau
- Grow Your Own Teachers Project in ESL region
- Illinois College & Career Readiness program
- College Goal Sunday to assist families with financial aid
- Extension center offerings
- Participation in charitable activities
- Making college facilities available for community use
- Participation in community events, organizations and advisory boards
- Sponsoring community events such as job fairs, college fairs, allied health career fair, Optimist Youth Fair, plays, concerts, Children's series, Breakfast with Santa, etc.

3P5. Determining new student and stakeholder groups. The primary means for determining new student and stakeholder groups is through the annual environmental scanning process. In addition to the formal structure, these additional emphases occur:

- Demonstrated need and interest
- Pending legislation
- Awareness of changing demographics of the region
- Inquiries/contacts from student recruitment processes
- Community outreach and involvement
- Strategic planning
- Solicit input from a variety of stakeholders
- Workforce Development Board

3P6. Collecting, analyzing complaint information and communicating actions. Complaint information is collected through various formal and informal processes. Formal processes are defined in the student handbook received by each in-coming student and available in all divisional offices and on the college website. The student appeals and judicial processes serve

as the formal structures students can use to express concerns regarding financial charges, conduct discrepancies, and academic concerns.

Deans and directors in all divisions hear complaints from students in individual meetings, through email messages, and through forums and meetings with various constituent groups. The Student Leadership Group provides a forum for students to express concerns. These informal processes are used to identify and respond to student concerns on a daily basis and are instrumental in resolving issues before they become formal complaints.

Data gathered from the formal and informal processes are collected and analyzed by the divisional directors, deans, and president's staff. Where a trend is identified in the complaints received, these are forwarded to the appropriate group for research and consequent improvements. In most instances a team comprised of appropriate stakeholders researches the problem and makes recommendations for improvement. The groups identified previously consider these recommendations and approve policy and/or procedural improvements for consideration by the Board of Trustees.

Multiple methods are used to communicate action addressing complaints. These include the following: action taken on individual formal complaints is communicated directly to the complainant. This communication is done in writing and follows the process outlined in the student handbook; action taken on individual informal complaints is communicated verbally to the complainant; changes in policy or processes as a result of divisional or president's staff review and analysis of a complaint is provided through policy (student handbook) and through various publications (catalog, college website, and email); information is then shared with appropriate personnel to improve future decision making processes.

3R1 and 3R2. Student and stakeholder satisfaction measures and student satisfaction results. Following the 2005 CCSSE administration for students, re-administration is planned for 2010 (figure 3.1). Analysis and utilization of the data from CCSSE resulted in an annual collection of student satisfaction data from the student service areas of the college that is based on surveys using a set of common satisfaction queries. Figure 3.4 provides the last two years of data from the initiative which tracks satisfaction with department services, willingness to encourage others to use the department services, and (after access to department services) the students' satisfaction with their preparation to achieve personal and educational goals. This chart tracks improvement against baseline data for Southwestern and other large institutions as identified by CCSSE.

Results of data gathered are analyzed; trends identified, and proposed improvements addressed through appropriate channels. Based upon results and analysis, procedures have been implemented to reduce student wait times in service areas, improve workflow by eliminating redundancy in paperwork, and provide employee customer service training annually.

Figure 3.4

Student Satisfaction – Service Areas					
Fiscal Year:		I will be better prepared to achieve my personal and educational goals.	I will encourage others to use the services of this department.	I am satisfied with the services of this department.	
	2007	4.43 / 5.00	4.52 / 5.00	4.50 / 5.00	
N=6598	2008	4.51 / 5.00	4.63 / 5.00	4.67 / 5.00	

Student satisfaction is also identified based upon the requirements and expectations outlined in the overview (figure 3.1) and activities that focus on three broad requirements:

- Communication measures: “Contact Us” page on the website; Counseling Department “exit” and “welcome session” surveys; telemarketing; course evaluations.
- Engagement and instruction measures: Career Connections online job database survey; Career Mentor Program survey; Counseling Center student evaluation survey; success center evaluation forms; course and program evaluations; retention numbers; participation in clubs and activities; IETC satisfaction survey
- Institutional measures: Counselor Partnership Day evaluations and feedback; ICCB Graduate Survey

Stakeholder satisfaction is determined by a number of criteria and statistics, based upon the requirements and expectations outlined in the overview (figure 3.2). The means to determine stakeholder satisfaction include enrollment growth; participation in college-sponsored events; the institutional surveys and focus groups; and yearly reports on crime, safety, and contributions toward endowments. Departments and working groups analyze the results of their findings, which include enrollment and retention numbers; numbers and types of degrees awarded; findings of the crime and safety reports; career and employment post-training statistics; ICCB reports; and feedback from program participants. The findings are measured against expectations to determine satisfaction.

3R3. Student relationship building results. The measurement of student satisfaction and fulfillment of student needs has direct implications for student success and retention. As Southwestern expands the access of information electronically, and as online new student orientation efforts have materialized, preliminary results indicate a high level of student satisfaction with these modes of delivery (additional results are detailed in Category six). Moreover, as access to technology increases within SWIC’s service area, there is a shift in the way stakeholders access the college website. Students are now utilizing a portal system access. This alternative link between students and the college has resulted in a 40% increase in total page views per month between June 2007 and June 2008.

A significant effort to meet student needs occurs through the Mission Success Program (figure 3.5). This is a district-wide transition-to-college program that serves the different needs of entering students and establishes the foundations for continuing academic advisement and service referrals throughout students’ enrollment. Mission Success serves over 7,000 students each year.

Figure 3.5

Retention of Mission Success Participants/Degree Seeking Fall Cohort (February 1 to August 31)					
	Compass Participants	Enrolled Summer or Fall	Enrolled Fall	Enrolled Spring	Enrolled Next Fall
2004	3793	3238 / 85%	3123 / 95%	2338 / 75%	1670 / 55%
2005	3916	3284 / 84%	3168 / 96%	2366 / 75%	1670 / 53%
2006	3669	3091 / 84%	2974 / 96%	2218 / 75%	1568 / 53%
2007	3846	3217 / 84%	3091 / 96%	2273 / 74 %	1607 / 52%
2008	3924	3352 / 85%	3201 / 95%	2408 / 75%	N/A

The retention rate for freshmen to sophomore year for two year public institutions has varied from 51.3% (2004) to 53.7% (2008) according to ACT 2008 retention/completion summary tables. SWIC student retention has varied within those parameters (figure 3.5). Student satisfaction results in service areas improved as per figure 3.4.

3R4 & 3R5 & 3R6. Performance results for building relationships and satisfaction with stakeholders. The college responds to stakeholder needs using a wide variety of methods:

- Area employers represent a significant stakeholder group, and the relationships formed benefit the employers, the community, as well as current students and graduates. From 2005 to 2008 the Career Center listed openings from over 5,000 employers to provide job opportunities for college graduates, current students, and alumni. In order to provide current students, graduates, and alumni with employment opportunities, an average of 657 employers listed an average of 6,334 employment opportunities a year. Job fairs and on-campus recruitments have brought an average of 401 employers to campus each year. Two hundred forty nine employers have qualified through a number and variety of workforce development activities to be honored as top partners in an annual Partnership Recognition Breakfast. In addition the Career Center has partnered with the three Regional ROE's to provide 3,435 public and private school students with career exploration days and activities.
- Thirty-three (33) instructional programs have Advisory Committees to build relationships and verify that the programs are meeting the needs of area employers.
- Student needs for accessible and accurate information resulted in the implementation of a new PeopleSoft Student Administration software implementation as well as an advisement component which is accessible online.
- Implementation of an online orientation, SWIC-Know, now provides students across the college district access to orientation information which can be easily accessed at any time as a part of the student's enrollment process. To date, 300 students have accessed the pilot phase and have indicated an overall satisfaction level of 4.51/5.0.
- Beginning in 2007 the counseling center developed the RESTART program, a systematic approach to address the needs of students encountering academic difficulties. The program focuses on students whose grade point average places them on academic probation and academic suspension.
- The Student Satisfaction – Service Areas Chart (figure 3.2) analyzes 2005 CCSSE data and shows student satisfaction rates comparable to or exceeding other extra-large colleges. These data will be used as baseline data to continue to track student satisfaction in service areas. As a follow-up to the initial CCSSE survey, student support areas worked together to identify three student satisfaction items that would be used by each of the departments. These data have been collected annually, and current data reflect a positive satisfaction level with an increase in satisfaction level from FY 2007 to FY 2008, see figure 3.4.
- Graduate follow up studies have shown that those surveyed were satisfied with their program. The Student Satisfaction by Instructional Program Chart (figure 3.6) tracks student satisfaction by program from the annual ICCB graduate follow-up survey.

Figure 3.6

Student Satisfaction by Program		
	SWIC Average	ICCB College (Average)
FY 2004	4.83/5.0	4.37/5.0
FY 2005	4.13/5.0	4.22/5.0
FY 2006	4.51/5.0	4.36/5.0

*Data from annual ICCB Survey

- Graduate employment rates continue to be comparable to or exceed those of other community colleges. The Graduate Placement Rate Chart (figure 3.7) provides data relating to SWIC's placement rates in comparison to that of other Illinois Community College Board members.

Figure 3.7

Graduate Placement Rate		
	SWIC	ICCB College Average
FY 2004	87.4%	85.3 %
FY 2005	85.5%	79.5%
FY 2006	90.1%	82.4%

311/312. Improvement of current processes and systems/Targets, improvements priorities.

The annual strategic planning process begins with substantial input from stakeholders derived through a wide variety of methods employed at the department and program level of the college (surveys, ICCB program reviews, direct communication, etc.) in addition to comprehensive assessments such as the CCSSE conducted in 2005. The strategic planning process involves development of annual goals based on the input received at the department/program level leading to the development of divisional tactical objectives to accomplish the overall strategic goals of the college which are set by the Board of Trustees. Annual evaluation of the Strategic Plan's tactical objectives provides input to this process along with additional input resulting from the AQIP Action Project process. An annual environmental scanning process provides information for Strategic Planning to address student and stakeholder needs.

The college accomplished substantial improvement in the area of Understanding Students' and Other Stakeholders' Needs. As previously noted baseline data for student satisfaction was established from the first CCSSE administration and a second administration in spring 2010 will discern progress. As discussed in section 3R4-6, SWIC developed three student satisfaction items to be used college-wide; these items were incorporated into departmental surveys for two years and continue to be used; department specific surveys continue to be utilized to improve services in response to student feedback. The college has participated in a total of eight AQIP action projects and continues to systematically develop new projects as previous projects are completed. 3P1 details a few of the projects related to this category. An AQIP action project is currently being developed to improve our service to veterans along with the development of a collaboration with the Department of Veterans' Affairs which has provided staffing at the campus on a weekly basis. The Counseling Center has developed new programming to address specific student needs—the Legacy program for first generation students and a new leadership program, Men of Character and Ambition. The implementation of PeopleSoft SA has allowed the creation of an eSTORM internet site, a student portal to their academic and financial records as well as student email, degree audit, and college-related information. As the college refines this technology, it is seeking to strengthen the training and access assistance for students in relation to the new technology resources to include both instructional and student services component. A new Title III project has provided funding for the implementation of the web-accessible degree audit implementation and for a new online new student orientation, SWIC-Know.

CATEGORY FOUR – VALUING PEOPLE

4P1. Identifying credentials, skills and values for employees. The Board of Trustees reserves the right to determine the qualifications of all employees and this is exercised through the administration.

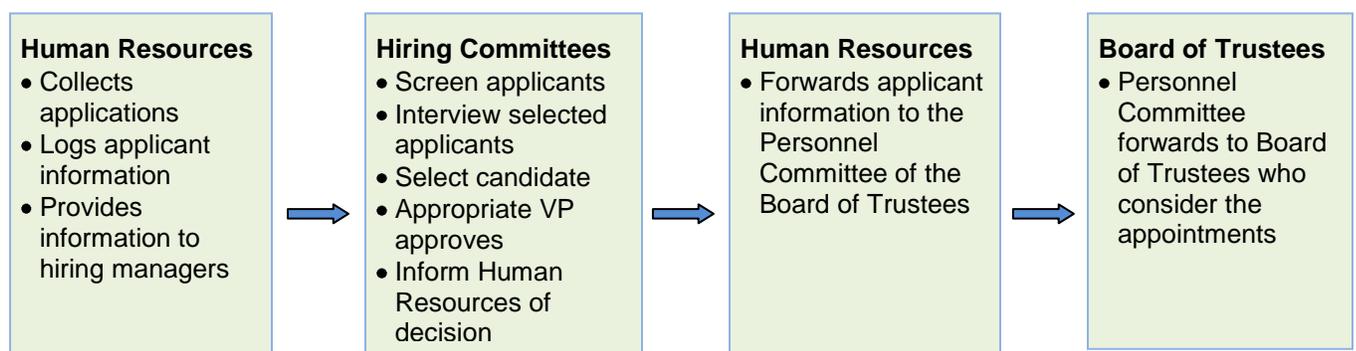
Creation of/or changes to the minimum instructor requirements for all full time and part time faculty are developed by the faculty in the affected area of instruction and recommended to the dean of their instructional area for submission to the college's curriculum committee. Upon the approval of the curriculum committee, the vice president for instruction submits the proposed minimum instructor requirements for review to the Executive Committee of the College Professionals of SWIC – Faculty Council and the Executive Committee's recommendations are taken into consideration. The vice president for instruction then forwards the recommended minimum instructor requirements for approval to the Board of Trustees. Requirements for counselors and librarians are addressed in the same way.

All non-faculty job descriptions are developed through collaborative efforts between the vice president of the affected area and the Human Resources Office (HRO). These job descriptions are reviewed by union presidents, when applicable. Supervisors and their staffs are asked to review existing job descriptions on an annual basis.

4P2. Ensuring that employees possess the credentials, skills, and values required. Hiring committees are formed to review applications for each full time position. Only applicants meeting all requirements (listed in the vacancy announcement) are considered for the position. The Board of Trustees must approve the hiring recommendation for all full time positions. Part time position applications are screened by the hiring manager for that particular position. Again, only qualified applicants are considered. Interviews for part time and full time personnel along with a careful review of references and transcripts insure that candidates possess requisites for the positions. All employment recommendations are approved by the appropriate vice president.

4P3. Recruiting, hiring and retaining employees. The recruitment process complies with Board Policy and affirmative action requirements. The college publicizes its commitment to diversity under each vacancy announcement and on the college website; practices open advertising; asks for completed college applications from all job applicants; utilizes trade magazines and websites as appropriate; and distributes inclusive recruitment flyers. Individuals with phone/email inquiries and walk-in applicants receive personal attention from Human Resources staff. Typically, the college receives a large number of applications for each open position, particularly for full time positions.

Figure 4.1



4P4. Employee orientation. Developed under an AQIP action project, a new employee orientation is required for all new hires and includes an introduction to the college's history, mission and values. These orientation sessions are scheduled during the normal work week, at night and on weekends to accommodate the varied schedules for faculty and staff. In addition, all newly hired faculty are encouraged to attend the Success Strategies for New Faculty Workshops.

4P5. Planning for change. Since most retirements of full time personnel are announced two years in advance, it is very easy to plan for an orderly replacement process. This is not true of sudden resignations and involuntary terminations. In these cases, the college relies upon cross-trained personnel to perform the essential functions until a replacement is hired.

Resulting from an AQIP initiative, the Board of Trustees approved an Enhanced Staffing Faculty Plan in which 38 new full time faculty positions are being filled during 2005-06 through 2010-11 academic years. The positions are being allocated to academic programs and campuses in accordance with a needs assessment conducted by the Instructional Leadership Team.

4P6. Designing a productive work process. The Mission and Values Statement sets guidelines by which all work is done cooperatively toward a common goal and employees' annual evaluations maintain awareness of these guidelines. In addition, most offices hold periodic staff meetings to improve communication and reinforce positive work processes. The college president meets weekly with her staff to share current information on pertinent issues; that staff in turn shares important information following these weekly meetings. There is an open door policy in the HR office, allowing all employees to discuss their ideas, challenges, and concerns. In regard to productivity, there are numerous measurement systems in place (MAAP Report, Unit Cost Analysis, etc.) which serve as dashboard indicators of organizational productivity.

4P7. Ensuring ethical practices. Employees believe in the college's Mission and Values Statement and this belief supports ethical practice. The statement is printed in all college catalogs, is posted throughout the college and on the website, and is communicated at orientations. Within the college's culture, there is a widespread belief that ethical behavior is a norm and is woven into the college's culture. In addition, there is an ethics statement in the Board of Trustees' Policy Manual that requires ethical behavior as a condition of employment.

As a unit of local government, the college is also required to comply with Illinois statutes that act to assure the ethical behavior of public employees and provide a system for compliance. The college has adopted all required policies and has appointed an external "ethics officer" to oversee the effort of ensuring that the board's own policies as well as those measures required by the State of Illinois are being followed.

4P8. Determining training and needs. Skill enhancement is offered to all employees through HR sponsored training provided by Selsius (the college unit responsible for local business/industry training). These classes include technology skills such as Word, Access and Outlook. Employees receive notices of the availability of training sessions and can access this training, with their supervisors' permission. Safety training (according to OSHA regulations) is provided for designated positions on an ongoing basis. In the winter of 2009 a training needs assessment was launched by the HRO. Results of this survey will be used to plan future training activities.

Each new full time faculty member completes a tenure review process. Throughout this process the tenure committee gives guidance and reviews the performance of the non-tenured faculty member. All new full time faculty members are encouraged to attend orientation sessions scheduled by the faculty development team where they have opportunities to become familiar with the college culture, policies and procedures, as well as discuss classroom management and teaching strategies. In addition, full time faculty members and senior adjunct faculty members are eligible for tuition reimbursement. This funding is often used for course work toward advanced degrees.

Training needs are determined by employee and/or supervisor requests, by competency requirements, and/or changes in work processes. Board policy requires the college to provide sexual harassment prevention as well as drug and alcohol awareness training, and these are accomplished by HR. Employees and/or their supervisors may request skill enhancement training for job-related improvement. Some employee groups have required training necessary for them to safely perform their jobs (physical plant employees, public safety, and Alternative Transportation System (ATS drivers). Changing technology also requires employee training in information technology. Planning and improvement priorities are aligned with training through initiatives embedded in the annual tactical plans.

4P9. Reinforcing training. During the last four years the institution has placed considerable additional emphasis on faculty and staff development. A new coordinating mechanism, the Employee Development Advisory Council, was established to assist in needs assessment and program design. New professional development activities coordinated by HR include technology training, sexual Harassment prevention, diversity training, performance management workshops and safety training. In 2008, HR began requesting that at least one member of each screening/selection committee complete the training on proper interview techniques.

The institution has also developed numerous faculty development initiatives, a few of which are summarized below:

- Success strategies for new faculty – Newly hired faculty are encouraged to attend seven hours of orientation in the first seven weeks of the semester. Adjunct faculty are paid at the rate of \$25 per hour for their participation in this activity. Full time faculty are also encouraged to attend six additional sessions of orientation scheduled throughout their first year of full time employment.
- Individual faculty development funds – Both full time and adjunct faculty may apply for funding for professional development activities such as off-campus conferences, memberships in professional organizations, and purchase of journals.
- Adjunct academies – Participants must apply and may be selected for these programs, must attend five out of six workshops scheduled throughout the semester, and must participate in peer observation with feedback to receive a \$250 stipend.

4P10. Designing and using the personnel evaluation system. The performance evaluation tools were developed to measure competencies necessary for successful job performance. A traditional supervisor-subordinate evaluation takes place annually for all non-faculty staff. Administrators are evaluated at the same time each year; with emphasis not only on their effectiveness in performing job duties, but on their progress toward tactical objectives set the previous year. For tenure track faculty, the evaluation system consists of a planning conference and two evaluation conferences between the dean, the tenure committee and the faculty member. Written narratives are required of each person involved in the process. The final recommendation regarding the continued employment of each full time faculty member is completed by the tenure committee, reviewed and considered by the dean or director, and

forwarded to the appropriate vice president. The deans' or directors' recommendations are based upon consideration of all procedures including student evaluations, peer evaluations, supervisor evaluations, and classroom observations. In addition, students are regularly afforded the opportunity to evaluate their faculty.

4P11. Designing the recognition, reward and compensation systems. The college has three annual recognition events: The Board awards event recognizes employees with outstanding service to the college and community in four categories: Beyond the Call of Duty, Valuing Diversity, Innovation and Outstanding Committee/Team Effort. Nominations come from peers. The employee service recognition event honors employees on every fifth year anniversary. These employees receive gifts and recognition within the college community through the employee newsletter and are given an awards ceremony and reception. Events are open to all faculty and staff, whether full time or part time. The college also recognizes a full time faculty member of the year and an adjunct faculty member of the year, selecting these individuals from nominations made by students, faculty and administrators.

Because most of Southwestern's employees are in unions, compensation is negotiated in the collective bargaining agreements. Typically, employees not covered by a collective bargaining agreement are provided raises by the Board of Trustees in-line with unionized faculty and staff. Benefits for full time employees include life, health and dental insurance options. All employees are offered reduced SWIC tuition for themselves and their immediate family members. A tuition reimbursement benefit is also provided. In exit interviews we have learned that employees place a high value on the total compensation package (salary, benefits, security, satisfaction) offered by the college.

4P12. Determining, analyzing and selecting a course of action on key issues related to motivation. Employee relations activities conducted through HR and union representatives offer insight into motivation issues. Individual interviews are held with the employee and supervisor to diagnose the issues and design appropriate interventions. Exit interviews with full time staff give still more perspective. All challenges are discussed, possible solutions are evaluated and steps for implementation are determined with input from affected employees.

4P13. Evaluating employee health, safety and well being. Job-related employment needs traditionally have been met through union-negotiated contracts. Employee relation issues are handled through the HRO and are given high priority to assure that all employees feel valued. Positive attendance records and lower-than-average workers' compensation claims provide indications of the overall health and safety of employees and the campus environments.

Safety issues at each campus are monitored through annual campus safety inspections, and employee reporting. A safety technician from the college's insurance carrier makes the annual inspections. Other safety needs are met at the Belleville Campus and Sam Wolf Granite City Campus by the public safety office, which provides first response to medical and criminal emergencies offers overall campus security, and provides limited motorist assistance.

4R1. Measuring effectiveness of valuing people and analyzing results. Employee feedback is provided frequently by supervisors during informal conversations, at weekly staff meetings, and as specific issues arise. Supervisors report to their chain of command and frequently contact HR for guidance.

Employees are given the opportunity to make formal comments on their annual evaluation. These remarks are read and analyzed by HR. In addition, that office monitors all reported

issues as they relate to employee relations. Exit interviews with departing staff offer further insight into the situations unique to each office.

4R2. Results for valuing people. The results are positive as documented by the following measures:

- Turnover – SWIC’s turnover of full time employees continues to be very low. In 2008, the turnover rate was 6.6% compared to a national average of 8.2% for the government sector. This rate is more impressive in that half of the 6.6% turnover rate is attributable to retirements.
- Employee giving to SWIC Foundation–Employee campaign has averaged \$39,433 in employee contributions annually over the last four years. This is a 12.6% increase over the prior five years.
- Annually, more than 90 faculty and staff volunteer their time to serve on the college’s Speaker’s Bureau and make community presentations.
- Employee giving to the United Way – The steady increase in employee donations to the United Way is a demonstration of employee commitment to the community. The annual campaign has averaged \$39,684 over the last four years. This is a 93.9% increase over the prior five years. (figure 4.2)

Figure 4.2

Campaign	2000-2004 Average	2005	2006	2007	2008	2005-2008 Average
SWIC Foundation	\$35,000	\$27,889	\$31,310	\$45,707	\$52,828	\$39,433
United Way	\$20,463	\$39,670	\$37,749	\$41,234	\$40,085	\$39,684

There are numerous processes at the college which demonstrate the ability to take the concept of valuing people and put it into action:

- The college established a Rainy Day Fund, financed by employee contributions, to provide financial support to employees in a time of personal hardship.
- The college’s Annual Report devotes considerably more space to student and employee accomplishments than it does to financial figures.
- A terminal leave program has been established in which employees donate vacation days to provide continued employment to any employee diagnosed with a terminal illness.
- Employee organized social events are regularly conducted to greet the arrival of new employees and to celebrate the retirements of career employees.
- A monthly employee newsletter regularly features faculty and staff accomplishments.
- At each month’s Board of Trustees meeting there is a section of the college president’s report devoted to faculty/staff accomplishments.

4R3. Results for employee productivity and effectiveness toward goal achievement.

Perhaps no evidence is as striking as the accomplishment of SWIC’s student enrollment/retention goals. The Strategic Plan established enrollment growth as one of the highest institutional priorities. SWIC’s enrollment for academic year 2009 is projected to be 248,000 reimbursable credit hours. This is a record enrollment, and SWIC has increased the reimbursable enrollment in nine of the last ten years. According to the ACT 2008 Retention/Completion tables, the national average for fall-to-fall retention of first-time community college students was 53.7%. During the period of fall 2003-fall 2006, SWIC averaged a retention rate of 58.6%.

4R4. Results comparisons. When verifiable data on other institutions were available, those data were included in the college's responses. Many responses, however, are unique to SWIC and do not lend themselves to quantifiable comparisons.

4I1. Improvement of current processes and systems. SWIC has used the AQIP and strategic planning formulas to identify, plan, and implement specific activities designed to enhance and further the value placed on people, students, faculty, and staff. All AQIP activities have been designed to be inclusive of faculty/staff input. Specific improvements are listed in 4I2.

4I2. Targets, improvement priorities and communications. Targets for improvement are established on an ongoing basis as problem areas and new priorities are identified. The specific improvement targets are set following an analysis of the problem, and improvement priorities listed below were identified in the 2005 Portfolio; progress is as of 2009:

<u>2005 Improvement Priorities</u>	<u>2009 Results</u>
<ul style="list-style-type: none"> • Improved new employee orientation program • Expanded training and development program for all employees • Introduction of web services for employee benefits • Joint labor/management meetings with employees to interpret and explain union contracts • Improved tracking of employment applicants • Expanded employee safety program • Enhanced recruitment efforts to attract qualified minority candidates 	<ul style="list-style-type: none"> • Done; comprehensive program in place • Done; have increased the budget and programs • Done; have both on-campus and off-campus access • Done; union president and vice president of HR co-deliver the sessions • Done; provide hiring managers with statistical data • Done; have achieved improved safety compliance • Improving; implemented new efforts with some results: 5.7% minority employment in January 2004; 9% in January 2009

In most cases, appropriate stakeholders are directly involved in all three phases: problem identification, assessment of alternatives, and final design of targeted solution. These stakeholders include union leaders, functional managers and staff as well as interested individuals. The president's staff is kept informed as targeted priorities are identified and these priorities are typically referenced in the Tactical Plan of the HRO.

CATEGORY FIVE – LEADING AND COMMUNICATING

5P1. Defining and reviewing Mission and Values. After a lengthy, inclusive and transparent process, the SWIC Board adopted the college's Mission and Values statement several years ago. The Strategic Planning Council (SPC) has continuing responsibility for monitoring and proposing changes to the college mission; it reviews the mission and values statement annually using environmental scanning tools described in Category eight.

5P2. Setting directions. As detailed in Category eight, the SWIC Strategic Plan is a proactive system that scans internal and external environments, and seeks to integrate leadership and community. A key element of the alignment is the use of a highly-developed administrative performance evaluation system that requires annual employee objectives that are keyed to the strategic and tactical plans. The November 22, 2005 Systems Appraisal Feedback Report positively acknowledged SWIC efforts: "Direction is set through division tactical plans, budgeting processes, and administrative plans. Throughout the portfolio, the strategic planning process proactively prepares to meet various student and stakeholder needs through scans of the internal and external environments."

5P3. Needs and expectations of students and key stakeholder groups. Several key methods exist for compiling student learning and stakeholder needs, which are then incorporated into the plans and operations of the college. Many are documented in Category Nine. SWIC students have a voice in key decision making processes through student representation on the Board of Trustees, and curriculum/disciplinary committees; routine student-leadership group meetings with senior administrative assistance/representation when needed; student evaluations of instructors and service. The college also administers the following student surveys: Noel-Levitz Student Satisfaction Inventory and follow-up focus groups; Community College Survey of Student Engagement; and the ICCB Graduate Follow-Up Survey. SWIC endeavors to meet stakeholder needs/expectations through: academic and support services, the ICCB program review; instructional program advisory groups; market assessment reports; faculty surveys; and advisory groups for counseling/career/minority services, and PSOP.

5P4. Seeking future opportunities and building and sustaining a learning environment. The Board of Trustees' strategic planning process created the Environmental Scanning Committee (ESC). This group includes individuals who represent the different areas of the college, notably including academics enrollment services, college activities, community services, human resources, institutional research, and public information and marketing. The ESC provides a centrally managed mechanism to observe and report opportunities and innovations for consideration by the institution. Specifically, the ESC authors an annual report that is widely disseminated in the college, and formally presented to the college board. Board approved action items are assigned to the appropriate college agent/body for further investigation and possible implementation. For example, for facility and site planning purposes, the college maintains relationships with architectural firms which regularly update the master site plan based on the ESC report, as it is integrated into other findings, juxtaposed with financial considerations. Resulting immediate, short-range, and long-range needs and opportunities are incorporated into the Master Site Plan, for which public comment is sought during significant revisions. Complementary to the work of the ESC, it is the role of each SWIC operating division to identify timely and pertinent pressures and trends, and to forward those findings to the ESC for review, dialogue and possible ESC report inclusion. It is also a goal of the many advisory functions established throughout the organization to provide insight into future opportunities to enhance student learning (see category nine.)

5P5. Making decisions. SWIC ad hoc and standing committees are cross-representational and meet routinely. It is generally the practice of the institution to seek consensus at the lowest possible levels, recognizing that many issues have dynamics that affect unique groups in different ways. This inclusive and transparent system allows for significant input and deliberation. In many cases, email and electronic surveys are used to disseminate questions and seek a response. Surveys can be a deliberate process, but time costs are offset by a high degree of acceptance of the outcomes. High value process and quality improvement is increasingly handled through the use of AQIP action plan teams; however, once action plan recommendations are endorsed by the SPC and the board, administration is charged with implementation.

5P6. Using information and results. The SWIC Strategic Plan is detailed in Category eight. Areas addressed include: the college decision making process; descriptions of college priority statements; planning processes and resulting actions. Key data elements are monitored regularly at the highest levels by the leadership in the overall decision making process. These are addressed by the president and staff in meetings held at least weekly, and more often if demanded. Vice presidents accept specific issues for action and follow-up discussion. As necessary, ad hoc working groups are developed, or issues are referred to standing teams. Examples of monitored items at this level are as follows:

- Enrollment levels, by campus
- Stability of revenue and expense projections and progress
- Relative comparison of taxing structures and rates to Illinois peers
- Relative comparison of tuition and fee structure to Illinois peers
- Requested actions by board, staff or directly from community
- Contingency issues and problems
- Data from active reports, including satisfaction, enrollment, personnel data, etc.
- Strategic and tactical planning documents such as: AQIP action project reports, annual results reports, environmental Scanning reports
- Cleary Act and other pertinent public sSafety data are routinely reviewed
- SWIC, peer-institution and privatized-competitor marketing results are routinely reviewed to ensure the dynamic adaptation of advertising, sales promotion, and publicity tactics to maximize enrollment and community relations objectives
- Social networking, web environment, peer-institution and competitive IT data are routinely reviewed to identify and address the leadership and communications implications

The November 22, 2005 Systems Appraisal Feedback Report acknowledged key data elements are monitored regularly by SWIC leadership in the overall decision making process. This practice will be strengthened by a current AQIP action project that will develop *institutional indicators of effectiveness* and propose how they can be integrated into decision making.

5P7. Communicating between and among institutional levels. A sophisticated and complex system of communications exists at Southwestern Illinois College. The figure below is not all-inclusive but representative, with selected examples.

Figure 5.1

ORIGINATOR(S)	METHODOLOGY/MODE/I	AUDIENCE/PARTICIPANTS
Board of Trustees	Public Meetings/personal/I Public Agenda/print, electronic Public Minutes/print, electronic Policy Manual/print, electronic Community Groups/personal/I Strategic Plan/print, personal/I External Audit/print	Board, faculty, staff, students, public Board, faculty, staff, students, public Board, faculty, staff, students, public Board, faculty, staff, students, public Board, public Board, faculty, staff, students, public Board, faculty, staff, students, public
President	Monthly Reports/personal/I Annual Report/print Cabinet Meetings/personal/I Community Groups/personal/I	Board, faculty, staff, students, public Board, faculty, staff, students, public Cabinet
Vice presidents	Staff Meetings/personal/I Standing Committees/personal/I Curriculum Committee Disciplinary Committee Enrollment Management AQIP Committees Information Technology Ad hoc Committees/personal/I Special Events Facility Use Web Services	Staff Faculty, staff, students, public entities Faculty, staff, students, public entities
ORIGINATOR(S)	METHODOLOGY/MODE/I	AUDIENCE/PARTICIPANTS
Staff	Functional meetings of all types/I Advisory Committees Divisional Staff Meetings Newsletters/print/electronic	Faculty, staff, students, public entities Faculty, Staff, students, public
Students	Eye of the Storm/print Instructor evaluation/print Services evaluation/print	Board, faculty, staff, students, public Students, faculty, staff Students, faculty, staff
<u>Other Mechanisms</u> College Email	News, minutes, information, correspondence, project data, reports, announcements, emergency information	Faculty, staff and off-campus readers
Website	Same	Faculty, staff, students, public
Internet	Same	Same
Accessibility	Same	Same
Insider Chat	Same	Same
Catalog	Curriculum, Information	Faculty, staff, students, public
Student Handbook	Key information and procedures	Students
Electronic Signs	Information, announcements	Faculty, staff, students, public
Newsletters	Information, announcements	Faculty, staff, students, public
Legend	Methodology: Mode: "I"	Instrument used How is the instrument delivered? Indicates direct interaction with participants

Figure 5.1 demonstrates the interconnectedness as representation occurs through the organization in all directions in interactive methods. It should be noted that the email system is open to use by all faculty and staff. Instructors and administrators communicate with students and public through electronic chat capabilities.

5P8. Communicating institutional expectations. Mission and Values statements are publicly available as are all planning documents and key publications including the president's report, catalog, website and individual documents. These statements are also displayed on posters and facilities signage, and routinely used in marketing communications materials. The mission statement promotes the dignity and worth of all people, lifelong learning, individual growth, excellence, and partnerships with students and community. Since there is a hard link between mission and values, the Strategic Plan, and the Tactical Plan – faculty and staff are always engaged in initiatives, action plans, and other improvements whose antecedents are clearly understood and accepted. Community participation is a board objective as listed in the college's Strategic Plan. Community service is also a consideration in the evaluation of certain administrators, faculty, and staff, with each group routinely well represented in community, state, and national organizations.

5P9. Encouraging and communicating leadership abilities and skills. Annual personnel evaluation plans, conducted by respective supervisors with each employee, incorporate discussions of improvement areas and self-development plans.

To enhance professional training and growth, administrators, faculty, and staff enjoy tuition-assistance opportunities, as communicated in personnel manuals or bargaining agreements. The college has also accepted the need for conference travel, albeit an institutional commitment to sustainability has seen a recent increase in Web-cast and video conferencing, which also offers the benefit of sharing more messages more frequently to more employees. Subsidized professional development is available to full time faculty and, on a more limited basis, to part time faculty. Faculty development sessions, routinely open to SWIC staff members, occur throughout each semester.

The institution's outcomes assessment and faculty development programs are "faculty driven." As such, faculty members have the opportunity to participate in numerous institutional leadership roles. Part time staff and faculty help students develop leadership qualities via paid-mentorship roles as mentors for clubs and organizations, athletic staff, and committees.

SWIC AQIP action projects – each of which requires collaboration between faculty, staff, and administrators – are a means by which the college enhances the capabilities of employees throughout the institution. Historically, one project dealt specifically with employee development and orientation. A second addressed full time/part time issues and opportunities. A third considered the development and information needs for staff engaged in academic advisement. Subsequent and current AQIP initiatives involving a direct collaboration between faculty, staff, and administrators provide additional opportunities for the development of leadership skills among the participants.

Finally, leadership development includes administrator participation in programs like Leadership Belleville and the Illinois Council of Community College Administrators Leadership Academy. Faculty members serving as academic department chairs or program coordinators enjoy similar opportunities by attending the National Chairs Academy.

5P10. Ensuring leadership succession for mission, vision, values, and commitment to high performance. The college understands that succession planning is defined and operationalized differently at different institutions of higher education. SWIC does not identify succession planning as the pre-determination of specific individuals who will succeed incumbents as the incumbents leave the institution. The Board of Trustees has committed the

institution to a policy of publicly seeking the most qualified candidates for open positions. The institution seeks to have a blend of internal promotions to provide for continuity and upward mobility along with external hires to provide the college with new perspectives and fresh approaches. Over the last decade approximately 50% of all position vacancies have been filled through internal promotions and almost half of the positions have been filled through external hires.

SWIC does understand and appreciate the preparation of faculty and staff for new and more challenging responsibilities. There is a wide array of professional development activities in place including attendance at professional conferences, tuition reimbursement for advanced degrees and in-house management development opportunities. The internal training opportunities always incorporate the institution's mission and values. SWIC's objective is to prepare existing faculty and staff to be in a strong position to be considered as competitive and competent candidates for open positions. As mentioned above, faculty/staff engagement in AQIP action plans has proven to be a viable means of leadership training and identification.

5R1, 5R2, 5R3. Performance measures, results, and comparisons of leading and communicating. Although the college has developed some metrics for leadership and communication, resulting formal processes are still in development. A current AQIP initiative that specifically addresses indicators of institutional effectiveness is now engaged in developing a consensus on which measures may best serve this need and in discerning the results of those measures. SWIC believes that its systems reflect the typical situation of Illinois community colleges. While the college makes extensive use of peer comparisons in many of its operational areas, it previously had not considered comparisons for the purposes of this Category.

5I1. Recent improvements. How systematic and comprehensive are your processes and performance results for Leading and Communicating? The public information and marketing office is the institutional liaison for internal and external communications processes. Past institutional opportunities for comment have been provided in the All-College Discussion Day; surveys of public information users; and the Community College Survey of Student Engagement, and its supplemental faculty survey, which have components to investigate communication and engagement. Subsequent initiatives include AQIP action projects, whereby participants have commented positively on the success of the AQIP processes and the new systems portfolio strategy. Also, as noted in Category eight, the institution has moved toward the "learning institution" model, and continued participation by the larger community is expected.

The newly appointed college president has also taken two-way communication to the grass roots via routine impromptu discussions with functional-level staff members, encouraging those employees to communicate any issues and/or opportunities related to leadership and communication. The college president immediately shares that field input at weekly president's staff meetings to prompt discussion and assimilation into prospective AQIP or other appropriate leadership/communications processes/systems.

5I2. Selecting processes to improve and setting targets for improved results. Existing feedback mechanisms assure an information flow that is sufficient to identify processes that need improvement. Most such identifications occur and are resolved at the departmental or functional level. Higher value needs are handled at a divisional level and truly critical system improvements are engaged by the president's staff. Systems improvements and re-engineering typically include the establishment of performance measures to ascertain the effectiveness of the system. Target setting is increasing, but a systemic approach remains as a goal for the organization.

CATEGORY SIX – SUPPORTING ORGANIZATIONAL OPERATIONS

6P1-6P2 Support needs of students and other key stakeholder groups and administrative support needs of faculty, staff, and administrators. Identification methods include point-of-service communications, surveys and evaluations, departmental and college-wide committees, the tactical planning process, elements of the AQIP process, and the program review process. Faculty and staff network with other professionals through membership in organizations, conference attendance, and participation in listservs to be better aware of changing needs. In addition, they utilize a variety of professional and trade journals that provide information and perspective on stakeholder needs. Entering students are given the opportunity to identify areas in which they have needs on the New Student Information Form (NSIF) and again during COMPASS assessment. Based on the NSIF requests, SWIC sends targeted information to each student regarding services, programs, and other issues. Reports document these needs by campus; faculty and staff use the reports to better identify needs and improve services.

Through a quality improvement project utilizing CCSSE data as the baseline, student services surveys are standardized to include three common questions. The surveys are administered in each department either as exit surveys or during defined periods each semester. Results are consolidated annually and shared with student services personnel and the appropriate vice presidents and consequently used as a basis for quality and process improvements. (See 3P1, 3R6, and 3I1)

In 2008, the college implemented the PeopleSoft Student Administration module. At each stage of the development faculty and students, including the Student Leader Group, pilot tested the processes to identify weaknesses and areas needing improvement. A 24/7 technical helpline, was also developed to provide technical assistance and to address concerns from users. Feedback from the helpline and from pilot tests is sent to the appropriate departments for action.

6P3. Designing, maintaining, and communicating support processes that contribute to physical safety and security. The public safety department's mission is to maintain "safe and secure campus environments" and "to uphold the dignity of all people and develop partnerships with students, faculty, and staff within the college community." Utilizing a community policing philosophy, the department attempts to involve employees and students in campus security programs. The concept is operationalized by interacting with the students on a daily basis and conducting specialized briefing/awareness sessions with departments. College employees, faculty, staff, and students are apprised of criminal activity and/or safety measures through the publication of the Annual Campus Security Report, monthly activity log, and educational programs.

The design, maintenance, and communication of physical safety and security programs (shown in figure 6.1) is coordinated through the Public Safety Department (PSD) with the cooperation of numerous SWIC departments and local agencies. The college, in collaboration with the architect, has also promoted and implemented security and safety initiatives within the college master site planning process. Recent projects incorporate crime prevention through environment design concepts in renovations, new construction, and landscaping. Design enhancements include new standards for lighting, landscape design/layout, classroom hardware, and infrastructure for closed circuit television systems. Additionally, within its newest facility the college established new physical security standards for systems such as access control, emergency call-boxes, classrooms communications, and key control.

Figure 6.1

	<p>Physical Safety Measures to deter, prevent, respond, mitigate, and recover to/from violence to a student, employee or visitor.</p>	<p>Physical Security Design, installation, and maintenance of environmental and physical security systems to protect personnel, property, and materials.</p>
DESIGN	<p>Threat /analysis Monthly/annual crime analysis Annual Cleary Act report-campus security report Campus violence prevention plan (CVPP) All-hazard campus emergency operations plan (CEOP) Illinois compiled statutes/student conduct code Needs analysis from DPS customer surveys Safety programs –CPR/AED Program (CBITAT) campus behavioral intervention/threat assessment team Emergency notification system</p>	<p>Threat assessment/analysis Crime prevention through environmental design (CPTED) Security lighting Access control Key control Classroom hardware upgrade Camera systems Needs analysis from DPS customer surveys Alarm systems Public safety staffing-officers</p>
	<p>Physical Safety</p>	<p>Physical Security</p>
MAINTAIN	<p>Review of crime analysis Patrol operations/ facility checks Illinois compiled statutes/student conduct code enforcement Community policing initiatives Strategic/Tactical Plan review/goals–dept. & CHOICE team DPS customer surveys CEOP monthly meetings/annual exercises Community policing initiatives CVPP & student discipline committees Strategic/Tactical Plan review/goals–dept. & CHOICE Team Enforcement of court ordered orders of protection Issuance of persona non gratis</p>	<p>Facility inspections-physical plant Monthly fire extinguisher inspections Annual fire alarm inspections Lighting standards with college architect Discrepancy reporting to physical plant Safety violation notices Door hardware standards with college architect Strategic/Tactical Plan Review/Goals Maintenance/service agreements/contracts CHOICE Team (Strategic Planning) Campus violence prevention plan and committee (new) CBITAT feedback/input</p>
	<p>Physical Safety</p>	<p>Physical Security</p>
COMMUNICATE	<p>Awareness Sessions/employee/student/freshman seminars Monthly crime log Security alert/warning bulletins Sexual assault awareness education (new law) E2campus (Emergency Notification System) Communication plan CEOP Staff meetings Court issued orders of protection Issuance of persona non gratis Local law enforcement/student discipline committees</p>	<p>Employee orientations Faculty orientation DPS awareness sessions E2campus (Emergency Notification System) Maintenance/service agreements/contracts Physical plant work orders</p>

6P4. Managing key student, administrative and organizational support service processes.

Operations are administered by the vice presidents, deans, directors, department heads, and coordinators, and most divisions have procedures manuals that address day-to-day operations and processes. General college operations are addressed in the Board of Trustees Policies and Procedures Manual. Training is offered on office and departmental procedures by

immediate supervisors. Each division has staff meetings to discuss progress, issues, and challenges and items of concern are channeled through vice presidents for action.

Since the college placed an emphasis on tactical planning to achieve its Strategic Plan, there is increased recognition of the need for inter-division collaboration and shared responsibility for key outcomes. This leads to greater knowledge-sharing and cooperation between student and administrative support departments. As a result of reorganization, the Instructional Leadership Team now includes the dean of enrollment services and the director of success programs. These individuals now participate in the bi-monthly meetings with the instructional deans as do leaders from each campus.

The implementation of the new PeopleSoft student administration system necessitated significant changes in the college's business processes which required strong collaboration and sharing of ideas between divisions and departments. As a result, several new committees have been formed that now meet regularly to discuss and strategize on student services and business processes. In addition, the functional area teams (finance, enrollment services/instruction, financial aid, advising, student financial, human resources/payroll, and web development) meet weekly to communicate statuses, review issues and recommend task prioritization for items specific to individual functional areas. The Cross-Functional Area Teams (security, cross-functional leads, campus community, and specific topics) meet monthly and provide communication and issue resolution forums for various topics of shared interest. The Operational Management Team (vice presidents and functional team leads) meets bi-weekly to communicate status and discuss elevated issues in individual and cross-functional areas, and review recommendations to determine congruence with the strategic plan. Also involved are key student, administrative, and instructional support personnel are also involved.

6P5. Documenting support processes to encourage knowledge sharing, innovation, and empowerment. Faculty, staff, and students were involved in informational sessions, training, and pilot testing during the implementation of the PeopleSoft Student Administration module. Step-by-step training manuals and online videos were created for each group of stakeholders (students, faculty, and staff) based upon their needs. Additionally, business process manuals were developed for staff to provide information sharing within and across departments.

SWIC students now have immediate and timely access to enrollment, financial aid, and student account information through eSTORM. The self-service "To Do List," the financial aid "Check List," and online degree audit all allow students to monitor their progress from application to program completion. Prospective students can ask questions and request information via the "Contact Us" section on the SWIC webpage. This system was designed to provide timely information as well as to empower students to take personal responsibility for their education. Information available to students on the college's website is monitored for accuracy and level of interest through monthly and year-end summary reports that are shared with the appropriate departments and deans.

Faculty, staff, and students are empowered to pursue projects that are of interest to the college, the community, and to themselves. One example of this grassroots approach is the Green Committee. Faculty formed a committee to promote a more eco-friendly environment. Other college stakeholders such as Public Information and Marketing and Buildings and Grounds were identified to participate in their efforts. A survey was sent to faculty and staff asking for input on ways to conserve resources in and outside the classroom; in the cafeteria, and at home. The survey was the first step in raising awareness and in garnering support for the project.

6R1. Measures of support service processes collected and analyzed regularly. SWIC collects data from a variety of sources and success is determined through multiple measures.

Figure 6.2

Student Support Processes	
Key Process	Key Measures of Success
Enrollment	
Admissions Orientation (new student, special Services, athletic) Registration/Records Financial aid Counseling/advising Mission success Student receivables Personal Advocate Linking Services (PALS)	Enrollment levels Number of applicants who matriculate Financial aid history trends Loan default rates Counseling center exit survey Tuition comparisons: area and peer institutions Tuition installment plan - enrollment and payment rates
Academic Support	
Success centers, Occupational program tutoring Learning Assistance Centers for Excellence Distance learning Testing center Library Computer labs Special services center Minority transfer and multicultural student services center Student support services (TRIO program) Counseling center	Success center usage rates, successful completion rates Project success (Early Alert System) referrals and completion rates Support services usage rates Retention rates Counseling Center exit surveys ICCB program review Graduation rates Transfer rates
Student Life	
Intercollegiate athletics Intramural recreation College and campus activities Performing a visual arts Multicultural activities Child care services	Athletic team success rates (athletic, academic, and personal) Club membership Student feedback Program participation Student and student organizations honors and recognition
Career Services and Employment	
Career activities and employment center Illinois Employment and Training Center (IETC)	Graduate follow-up survey results Service center usage rates Employers' recruitment activities Student surveys
Administrative Support Processes	
Key Process	Key Measures of Success
Business Operations	
Accounting/business office Purchasing	Fiscal data and trend analysis Benchmark against peer institutions (Illinois Community College Board -ICCB) Audit Report/management letter
Information Technology	
Network services Computer support services IT development IT security Database administration	Major system availability and usage statistics (IT portfolio reports, Category seven) IT Tactical Plan status report Measurement of web services

Campus Support Operations	
Public information and marketing Facilities management Print shop/graphics media Mail/shipping/receiving services Public safety	Marketing strategies Comparison of enrollment activity and marketing efforts Building and sanitation inspections Crime trend analysis (annual campus security report)

6R2. Performance results for student support service processes. The Student Online Records Management (STORM) site was introduced in 2005. In October 2006, the college began offering online payment functionality through the State of Illinois Treasurer’s Office E-Pay services. Within the first 30 days, 56 payments totaling almost \$10,000 were made online. Online payments continued to increase. For the 2007 year, 21% of all credit card purchases (over \$5 million) were made online. For 2008, this increased to 23%. Converting to the PeopleSoft Student Administration module resulted in the development of the Online Student Center and Faculty Center. Through these two centers students, staff, and faculty can access relevant information more easily, quickly, and efficiently. Converting the processes to online access results in time and cost efficiencies. For example, during the past two years over \$30,000 was saved by eliminating the mailing of grade reports to students.

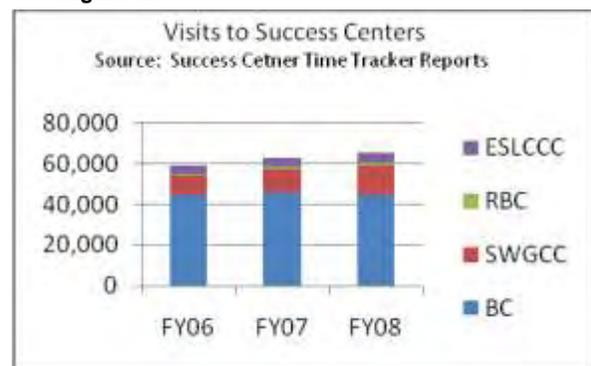
New Student Orientation: In 2008, the new student orientation program was revised to better meet the needs of incoming students. Students can participate in either a small in-person session facilitated by student services professionals or the online version. Both versions provide a venue for new students to become familiar with campus policies and operations. In addition, students learn about college programs, faculty expectations, how to compute their GPA and other success-related information. Piloting of the in-person and online versions began in April 2008, and January 2009, respectively. Results indicate 88% of students participating in the online orientation were satisfied with the program, 89% felt the program was easy to use, 89% had a better understanding of how their personal and education goals could be met at SWIC, and 88% had a better understanding of the eSTORM online student services. These results are being used to make changes to the program for Phase II in fall 2009.

Counseling Center: Individual student appointments in the Counseling Center average 24,000+ per year over the past three years. The number of COMPASS assessments completed in the Mission Success program (see 1P5) increased 25% from FY 2006 to FY 2008.

Success Centers: Success Centers supplement and enhance classroom instruction and help students to become confident and independent learners through several programs: tutoring, Online Writing Lab (OWL), Project Success (Early Alert System), and academic workshops. As shown in figure 6.4, there were 65,171 visits to the Success Centers during FY 2008, a 50% increase in number of visits over FY 2004. On average, 67% of students receiving tutoring assistance successfully completed the tutored class with a grade of “C” or above and 78% enrolled for the next semester.

The OWL: is a joint initiative between instruction, student services, and information technology that makes it possible for students to access writing tutoring, regardless of their location or the time of day. Annually there are over 400 submissions to the OWL. Ninety-one percent (91%) of

Figure 6.3



students who submit papers to the OWL successfully complete the class and 79% are retained to the next semester.

Project Success, a computerized, web-based, early alert program, allows faculty members to identify at-risk students for additional support. Currently there are 177 active faculty members are trained to use the program. Between fall 2004 and spring 2008, 5,323 students were referred and 40% or 2,115 students received interventions. Forty percent (40%) of the students successfully completed the at-risk courses compared to a 25% success rate for non-participants.

The Special Services Center provides resources for Perkins special population students and students with disabilities and there is a continued increase in students seeking accommodations; in FY2008, 849 students self identified as having a disability and 5,649 accommodations were provided to meet individual needs, an increase of 38% in students and 17% in accommodations over FY2004. In FY2008, the center provided 2,144 individual intake appointments, including referrals for Perkins students and those with disabilities.

Student Support Services TRIO Program is housed at the Sam Wolf Granite City Campus (SWGCC). Since its inception in 2001, 537 first generation, low-income, and/or students with disabilities have received additional academic support. As a result, over 70% of the students have remained in good standing, with an average retention rate over 70%.

Testing Centers at all three campuses have experienced service usage in the past three years particularly in the area of computerized testing (see figure 6.4). The increase in computerized testing can be

partially attributed to the conversion of telecourse tests from paper to computerized

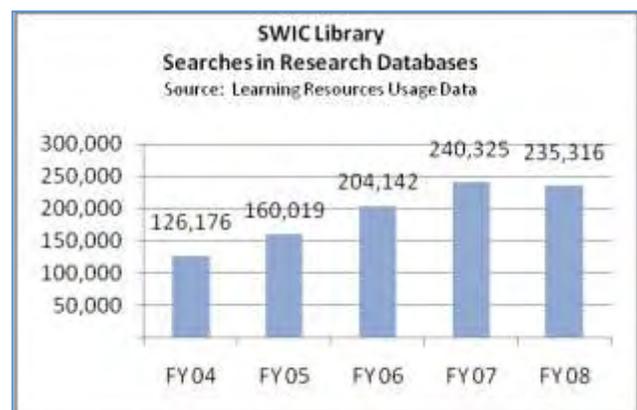
Figure 6.4

Testing Center Usage Data				
Fall Semester	All Tests	Off-Campus Tests	ParTest (PTOL)	Total Computer Tests
2005	2,391	66	247	258
2008	2,987	92	943	1,233
	25%	28%	74%	79%

versions utilizing ParTest Online (PTOL) and the increased number of courses utilizing WebCT as its testing platform. The transition to electronic testing has resulted in more efficient administration, less paper waste, immediate test results, additional time for in class instruction, and enhanced student feedback.

Library: Performance results for SWIC libraries are calculated based upon: operating hours, library visits, library computers, web page visits, database searches, instruction sessions, circulation, cards issued, book/audio/visual collections, database and ebook collection, journal subscriptions, media center use, interlibrary loan, computer prints, photocopies, and conference room use. Results for these services are collected monthly by library staff, analyzed, and published yearly in an annual report. Examples of significant measures include searches in research databases (figure 6.5) and numbers of library instruction presentations conducted.

Figure 6.5



Results provide support for modifications and enhancements to existing services. For example, the very large number of

searches in research databases demonstrates the profound change that electronic media has made in libraries. These data, also suggest an increased need for library personnel to provide presentations on current technologies in library instruction areas.

Student Life and A Student Centered Environment : There has been a 27% increase in student organizations since 2005. The Cyber Lounge, which opened in 2004 to address student needs to access the internet and is currently at 100% capacity. To accommodate increasing demand for internet access, the Cyber Lounge will be expanded and relocated in 2009.

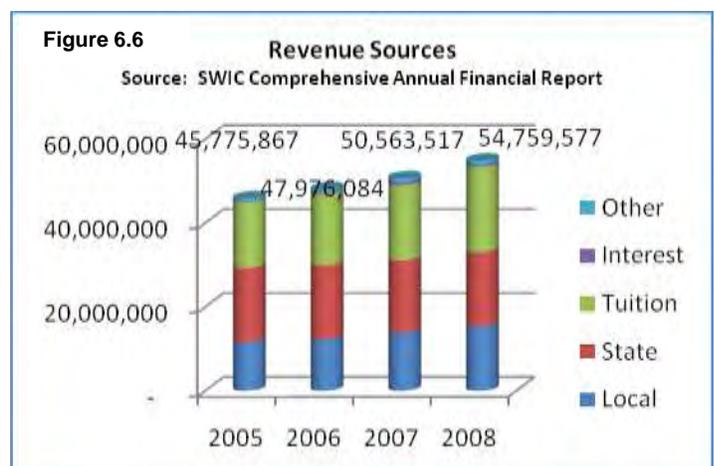
Kids' Club provides quality, affordable child care which contribute to initial student enrollment and retention. In 2006 the Kids' Club was awarded national accreditation by the National Association for the Education of Young Children. In 2007-2008, the center enrolled 249 children, which represents service to 177 students, faculty, or staff who enrolled in over 1,161 credit hours. Over 38% of the parents received financial assistance from a Child Care Access Means Parents in School (CCAMPIS) federal grant.

Career Activities and Employment Center continues to increase services. In 2008, 7,775 individuals received services compared to 5,120 in 2004, an increase of 51%. Over the past five years there has been a 20% increase in the number of jobs listed through the online job matching system, an average of 5,600 jobs per year. On average, 379 employers attended Job Fairs and on-campus recruitment activities, an increase of 5% over 2004. Student usage of the online job database continues to increase; in 2008 PC Recruiter had 378 hits per month and the center website averaged 4,555 visits per month.

6R3. Financial position performance results. The college has experienced moderate annual increases in revenues since 2005. Even during recent periods of state funding reductions, the faculty and staff have made a concerted effort to reduce spending and conserve resources. This fiscally conservative approach has allowed the college to maintain an appropriate and increasing fund balance coupled with a minimum debt level. Given the college's fiscal viability, Moody's Investor Service has assigned the rating of AAA to the college's last bond issuance.

Revenues: Tuition and fees increased during the past five years, but still remain one of the lowest in the state. While the college has experienced a loss in state grants and reimbursements, during the previous five-year period, revenue has been offset by other sources, such as federal grants and increased local property tax revenues which resulted from district growth in equalized assessed valuation. Figure 6.6, reported revenues for the Education, Operations and Maintenance, and Restricted Funds increased over the past five years.

Significant time has been spent on the development of accurate and timely financial audits. During 2004, the college completed its first Comprehensive Annual Financial Report, which provided historic data regarding financial indicators of viability. SWIC has received the Government Financial Office Association's Certificate of Excellence in Financial Reporting Award for fiscal years ended June 30, 2004-2007, and anticipates winning the award again for fiscal



year ended June 30, 2008. Both the vice president for administrative services and the controller have also received recent awards from their peers.

Information Technology (IT): IT support tasks are driven by the priorities and tasks identified during the IT tactical planning process, which begins at the departmental level and is channeled through the vice presidents. AQIP action project needs are included in this IT tactical planning. IT performance results are discussed in detail in Category seven.

Utility Expense: In May 2008, the college entered into a three year contract with Ameren Energy Marketing for electrical utilities. Within the first year the college realized a 20% decrease in electrical utilities; saving \$120,000.00. There has also been a 38% decrease in gas usage for a savings of \$18,000.00.

Recycling Program and Sustainability: The college started a district-wide recycling program in 1994, since that time there has been a 44% decrease in solid waste disposal. More recently, as the institution focused on improving recycling and sustainability, the Green Committee was established to collect input and to provide guidance for college initiatives. The Green Committee's survey identified eight key targets as SWIC strives to become more eco-friendly: consumption of resources, recycling, electricity and energy, waste management, alternative energy, water conservation, eco-friendly transportation, and reduction of toxic elements.

Web-based Document Imaging: In 2005, the records department identified a need for more physical space and an alternative to records storage challenges. Working through the vice presidents, web-based document imaging was implemented. The process is used in departments that store large amounts of data. Imaging reduces the need for space and results in significant paper and printing savings. In addition, increased access to records improves the efficiency of business processes as paper records are no longer physically transmitted and multiple individuals can access the same records simultaneously.

Public Safety: In January 2009, the college implemented E2campus, an emergency notification system. This text and email messaging system is used to notify employees and students of immediate threats to the campus and of college closures due to weather. In the first month of its implementation, there were 1,931 users and as of April 1, 2009, there were 2,086 users, which represent 12.6 % of the eligible students and staff.

6R4. Key strategies for using information and results to improve services. Each department uses point-of-service information (verbal and written evaluation data) on a daily basis to improve services. All support areas are also reviewed on an annual basis through benchmarking against peer institutions, annual budget development and analysis, and the ICCB program review process. Benchmarked data are analyzed for institutional strengths and weaknesses which are then addressed in the strategic planning process and in the development of the tactical plan. Budget analysis and development is an outcome of the strategic plan. Information and analysis is used during the program review process to identify strengths and areas needing improvements. Once needs are identified at the departmental level, items of concern and/or that appear with greater frequency are channeled through appropriate vice presidents and addressed with consideration being given to budget constraints. For example, a new full time counselor position was established at the Red Bud Campus in response to an AQIP action plan's faculty enhancement program. This decision was based on student needs, as supported by data collection, review, and analysis of student surveys, counselor appointment trend studies, college staff focus groups, and the need to support student retention.

6R5. Comparison of results with other higher education organizations. The college utilizes information provided by the ICCB Data and Characteristic report to compare itself to other Illinois community colleges, especially peer institutions. Examples of information provided include student characteristics, institutional financial support, and operational issues. These data are utilized in strategic and tactical planning and process improvement.

Tuition and Fees: SWIC's tuition ranks as one of the lowest of the 39 Illinois community colleges (lowest 31%) while enrollment is the seventh highest (top 18%). The average Illinois in-district tuition and fees for spring 2009 is \$81.77. SWIC's tuition and fees rate are \$75.

Figure 6.7

Comparison of SWIC financial aid with Illinois Community Colleges with similar enrollments or in the same geographical area					
Institution	SWIC	Joliet Junior College	Illinois Central College	Lewis and Clark	Kaskaskia College
Fall 2007 Enrollment	13601	12924	12145	7781	5070
Part time	67.1%	60.5%	59.2%	68.4%	61.7%
Full time	38.9%	39.5%	40.8%	31.6%	36.3%
Receiving Aid	53%	37%	41%	66%	625
Pell	\$7,640,040	\$3,585,091	\$6,167,879	\$3,935,843	\$3,423,070
Receiving Pell	28%	15%	25%	23%	29%
Illinois MAP \$	\$1,823,332	\$1,412,230	\$2,019,881	\$1,450,978	\$986,590
Receiving MAP	17%	11%	19%	17%	20%
Tuition	\$1,764	\$2,190	\$2,100	\$2,400	\$2,016
Cost of Attendance	\$12,664	\$13,310	\$11,300	\$12,344	\$13,374
Receiving Loans	13%	13%	18%	13%	0
Average Loan	\$3,959	\$2,435	\$2,153	\$2,170	\$0
# Apps Received	9106	6699	7004	3881	3072

Source: National Center for Education Statistics (NCES), Digest of Education Statistics 2007

Figure 6.8

Financial Aid Public Two Year Colleges Source: National Center for Educational Statistics, Integrated Postsecondary Education Data System)					
	Receiving any Financial Aid	Receiving Federal Aid	Average Federal Funds Received	Receiving Student Loans	Average Loan Amount
Nat'l Average	61.20%	37.40%	\$2,801	18.80%	\$2,889
SWIC	53%	28%	\$2,118	13%	\$3,959

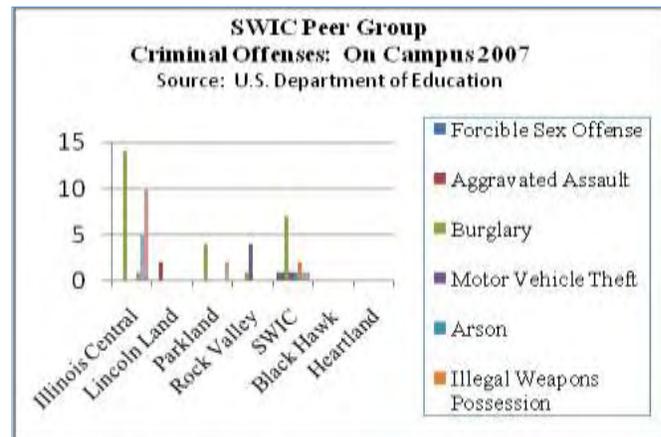
Financial Aid: Data were reviewed from several sources to determine SWIC's financial aid placement among other Illinois community colleges. Financial aid data were compared to other Illinois community colleges that have similar enrollment numbers (Joliet Junior College and Illinois Central

College) or that are in the same geographic area (Lewis and Clark Community College and Kaskaskia College). See figure 6.8. Of this group, SWIC ranks first in the number of financial aid applications received and Pell Grant funds administered while having the lowest tuition rate.

Figure 6.8 indicates that SWIC is below the national average for percent of students receiving any form of financial aid, federal financial aid, and student loans.

Public Safety: Figure 6.9 compares SWIC with Illinois peers on reportable acts for the Cleary Report as reported to the U.S. Department of Education. Over the past four years the college has invested considerable resources in physical safety and security (see 6P3 for details.)

Figure 6.9



6I1. Recent improvements. Two new self-service areas were introduced—the Student Center and the Faculty Center that allow online processes and services. The Student Center services offered online include enrollment; requests for transcripts, enrollment verification, transcript evaluation; and graduation application. In addition, students can view grades, financial aid status, account balance, and make online payments. The Faculty Center allows members to access their teaching schedule and information about classes and to access certain student information. Faculty can view their class rosters in “real time” and submit attendance rosters (i.e. 10th-day/first official and mid-term rosters) and grade rosters once generated. Rosters can be submitted more conveniently and accurately with online accessibility. In addition, the following recent major technological improvements have been made to support students, faculty, staff, and administrators as a result of the tactical and AQIP planning processes. Many of these items were identified for improvement in the 2005 Systems Portfolio:

- Web-based document imaging
- PeopleSoft Student Recruitment Module implementation
- R25 College-Wide Scheduling System implementation and upgrade
- Advisor web-accessible Degree Audit System - AQIP Project seven
- PeopleSoft Human Resources Management System upgrade
- Student email
- Web-based New Student Information form
- Student and employee support for PeopleSoft Network Operations Center (NOC)
- Ektron swic.edu homepage redesign
- Student on-line orientation

The Financial Aid Office improved access to loan information and lenders by adding hyperlinks to lenders on the college website; the college’s commonly used lender list was added to Education Loan Management Select (ELMS) to allow students to compare lender services, benefits, and terms. In addition, an automated file review process now allows financial aid applications to be sorted and categorized by the level of review needed. Applications that require no manual review are automatically processed for awards – reducing time needed to notify students of awards and enhancing the level of service.

6I2. Selecting specific processes for improvement and setting targets results. The strategic/tactical planning process and the underlying Program Review and AQIP processes are the main forces in driving improvements for supporting operations. The annual report on the accomplishments of tactical plans allows department heads the opportunity to examine those processes that work, and those which need improvement. The identification of needed improvements is based on data, observations of outcomes, input from stakeholders and/or

analysis of the college's extensive environmental scanning process, and results from program review analyses. Target-setting is not comprehensive but is based on benchmarked data on peer institutions (see categories seven and eight).

CATEGORY SEVEN – MEASURING EFFECTIVENESS

7P1. Selecting managing, distributing data for instructional and non-instructional programs. For instructional and non-instructional programs and services, support is focused on near-term and mid-term requirements-- which are best served by the quick response of the Request for Services (RFS) process. The RFS system is a tool to manage tactical initiatives in conjunction with immediate emergency business needs and production issues. Items from the IT Tactical plan and production issues are all entered and tracked by the RFS system. Production takes precedence and day-to-day business is not disrupted. Student needs take precedence over administrative needs. In addition, state /federal requirements take precedence over new development items.

For longer-term support, Information Technology (IT) receives direction and requirements for data and performance information through the annual planning process: The SWIC Strategic Plan, the SWIC Tactical Plan, IT direction plan (five year plan), and IT tactical plan (annual plan). All of the plans have components supporting both instructional and non-instructional programs and services. See 7P2 for details concerning the planning process.

Institutional Research (IR) is also involved in the selection, management, and distribution of data and in the conversion of data into performance information. IR receives data from IT and other sources or uses PeopleSoft query tools to develop, process, or format data into products that can inform the institution. IR supports efforts to make data and information more accessible and useable by developing queries for others to run and by preparing analyses for dissemination.

7P2. Selecting, managing, distributing data for performance improvement. For planning and improvement efforts, support is focused upon long-term requirements identified by the planning process. Here, IT receives direction and requirements for data and performance information from four sources: the Strategic Plan, the Tactical Plan, IT Direction Plan and the IT Tactical Plan.

SWIC's Strategic Plan gives broad direction to IT's direction plan and its tactical plan is developed with institutional input as the CIO meets with each vice president's staff annually to prioritize IT needs. On the instructional side, program review and Outcomes Assessment (OA) processes generate data and performance information needs that are incorporated in the plans. On the non-instructional side, in addition to program review the college engages in periodic self-assessment using nationally-normed assessment tools (e.g., CCSSE, Noel-Levitz, etc.) which generate additional data and performance information needs. These requirements are reviewed and prioritized and consolidated into a tactical plan based on priority, functional area resources, IT resources, alignment with the strategic and tactical plans – and are subsequently presented to president's staff. IT's leadership team meets weekly to discuss progress, update its Tactical Plan, and discuss initiatives to keep current with institutional objectives.

The RFS system tracks the progress of all requests including those several years out. The system provides key reports that identify and prioritize the needs of the institution and are reviewed weekly in meetings with each functional area. The reports help to project future workload to ensure that highest priorities are considered first. Information provided in the system is available to functional leads in each area represented by IT on the internal portal (iSTORM). In addition, completed RFS are incorporated into the IT Portfolio.

Specific tools used to select, manage and distribute data and performance information in support of planning and improvement efforts include the PeopleSoft Report Manager function, query function, and add-on applications nVision and Crystal Reports. These support the development of tailored reports or data, and the dissemination of public reports or data.

7P3. Determining needs for collection, storage, and accessibility of data. IT recommends improvements in application systems to reduce faculty and staff workloads. The structured collaborative working environment (i.e., the pairing of functional leaders from across the institution with individual IT specialists) provides frequent opportunities for discussions on the current and future needs of the users. Using this input, weekly users meetings, the open RFS items, and the tactical planning process, IT assesses technology as well as the needed collection, storage, and accessibility (of data and performance information) and costs.

SWIC historically managed its data in a decentralized process and accuracy was a concern. The source of data and stewardship of that data was a primary deliverable of the recent implementation of PeopleSoft's ERP Student Application. Legacy systems were identified and analyzed, and several were incorporated into the PeopleSoft ERP system with others slated for future years in an effort to complete the integration.

IR assesses needs for information driven by external forces and internal forces. External forces include: requests from federal or state regulatory agencies, accrediting agencies, national, regional and local organizations, and other external organizations. Internal forces are generated by (among other things) the program review process, assessment of student learning, the enrollment management process, and the AQIP process.

Once data needs are identified and responsibility is assigned, that work center evaluates its resources and determines if it can respond to the need. If it possesses or has direct access to the data required, it responds to the request. If it does not, then it will contact other work-centers, including IT and IR, that might assist or complete the task. If the requested data resides only within the institution's central administrative data systems, IT develops an appropriate query or report, or establishes the necessary secure access for the work-center. If the information or data involves a complex analysis of data relationships within the institution's central administrative data systems, then the task is usually assumed by IR. If the information or data does not reside within the institution's central or decentralized databases, a determination is made whether and how it should be collected and stored. This discussion occurs between the affected department or unit and IT, and may involve president's staff.

7P4. Analysis of data and information regarding overall performance. Overall institutional performance information is collected through several processes such as ICCB Program Review, the IBHE Performance Report; ICCB Salary Survey, and Unit Cost Report, performance measures listed on the IT Portfolio, and performance indicators specific to the Strategic Plan. At present, an AQIP Action project is engaged in identifying indicators of institutional effectiveness that can be benchmarked and reported in a dashboard format.

Analyses occur at multiple levels and ultimately funnel to the president's staff, the SPC, and the board's Planning and Policy Committee. Divisional vice presidents are closely involved in developing and analyzing performance information that relates to their function. As data and analysis becomes available, vice presidents require departmental engagement to explore opportunities for self-improvement. The program review process is critical in this effort and has been repeatedly adapted to incorporate new concerns.

The sharing of performance data is embedded in the strategic planning process. Performance data reports, including project updates, statistical reporting, and status reports, are routinely received and analyzed by the Strategic Planning Council (SPC), which frequently presents abstracts of performance information to the college's president's staff and Board of Trustees. As these reports are reviewed and accepted, improvement needs are identified and referred or resolved.

7P5. Needs, priorities and selection of comparative data and information. SWIC makes a conscious decision to encourage the collection and use of comparative information. It wants to analyze itself with a peer perspective and to determine how its outcomes compare to those of similar institutions. SWIC requires that comparative data be used in the program review, annual performance report, AQIP action plan research, and a variety of internal reports and tasks that involve both institutional as well as departmental/curricular self study.

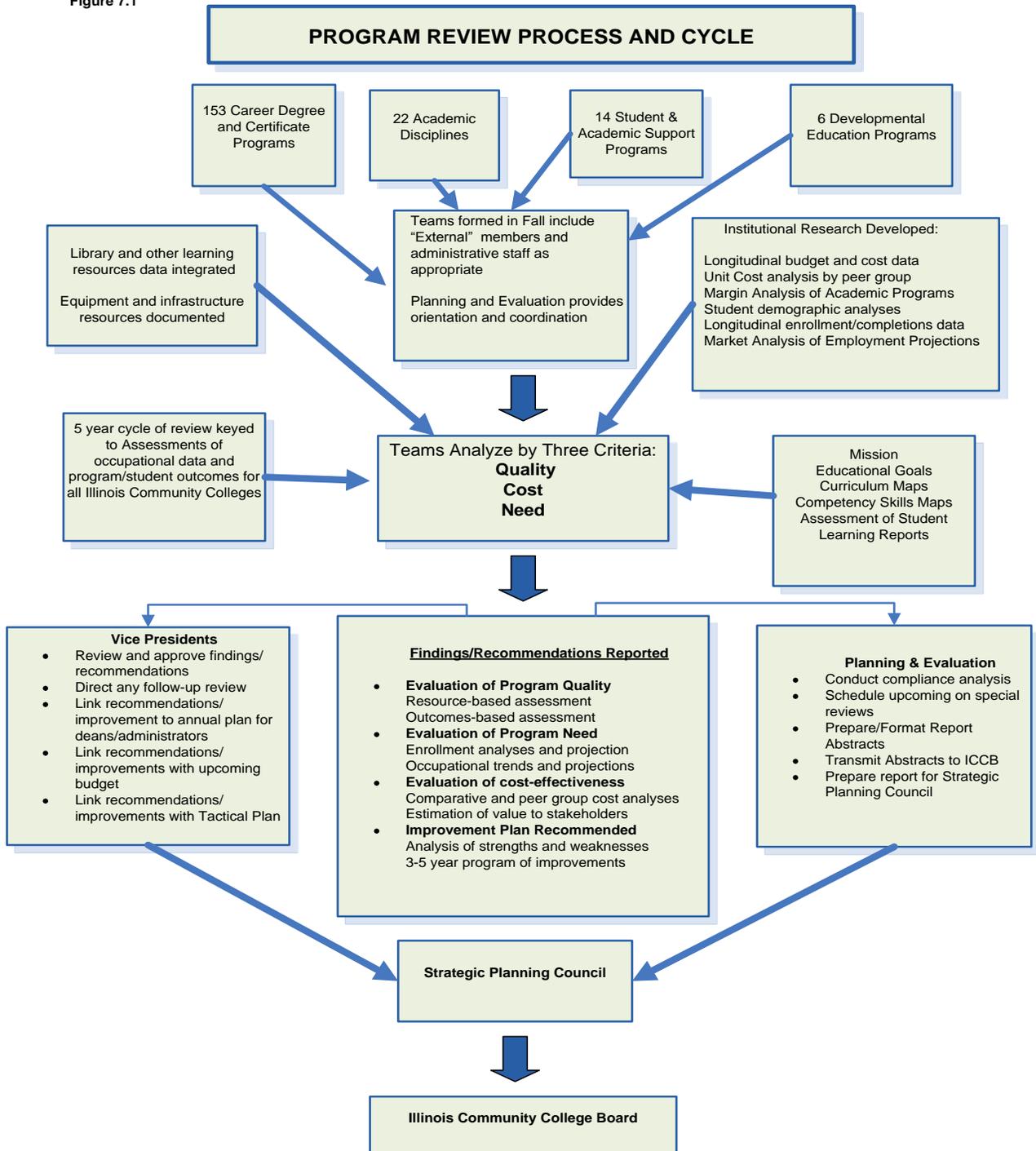
The preponderance of available data is quantitative and is derived from an extensive state wide database maintained by the ICCB. The college has developed comparative information from outside the educational community when appropriate. While SWIC has been assigned to a peer group of colleges by the ICCB for which comparative data is available, it has also formed its own peer group comprising six sister institutions in the Illinois system. The peer group was selected by examining enrollments, budgets, district demographics, and instructional emphases of all Illinois community colleges and then selecting three institutions that were somewhat larger than SWIC and three that were somewhat smaller. Among the data developed are: budgetary allocation by division/department as well as by function/objective; capital investment; per capita revenues and expenditures. In its program review process, the college utilizes extensive analysis of local instructional unit costs (by PCS/CIP code) as compared to peer group costs.

7P6. Alignment of data and information with organizational goals. Program review (see figure 7.1) requires that academic deans, program administrators, faculty, and staff conduct a rigorous review of every academic and support program at least once every five years. The process requires that programs be analyzed and justified under three criteria: quality (faculty, curriculum, facilities and student learning), cost (unit cost, MAAP, lab fees, student costs), and need (enrollment and labor market). The criteria of *quality* and *need* require that the team examine departmental/unit data and outcomes to assure that performance still meets the institution's goals for student learning as well as the institutional mission, values, and priorities. Teams must use the analyses to recommend continuation or closure of the department/unit. Importantly, the analysis results in a multi-year plan for improvement which is monitored by administrators and is typically integrated into annual administrative performance evaluations. Full program review reports are received and approved by the appropriate vice president and by the vice -president of planning, evaluation, and research. An abstract of each report is prepared and shared with the president's staff and the SPC—and is ultimately transmitted to the ICCB.

OA is also a key process in the student learning component that assures the alignment of goals with performance information. 100% of disciplines and programs have mission statements and educational goals that are aligned with the college mission. These must be reviewed by the Disciplines OA Committee before they are posted on the college's intranet site and internet site, where they can be viewed by the global community. The Curriculum Committee also requires that departments submit documentation supporting how new proposed courses will meet the educational goals of the discipline, and the measurable student learning objectives supporting those goals. This is done by submitting an updated curriculum map.

In coordination with these processes, departments are involved in setting tactical plans for the fiscal year; this planning requires that tactical initiatives be clearly derived from institutional goals in both student learning and in other strategic priorities.

Figure 7.1



7P7. Ensuring timeliness, accuracy, reliability, and security of information system and processes. Production application systems are audited annually by an external organization to highlight any needed improvements and indicate the health and security of the systems. In addition, an annual network audit searches for holes and weaknesses. Reports from the audits are used to improve the IT environment.

Projects, Request for Services (RFS's), upgrades, and software and hardware migration follow the path as indicated in figure 7.2. The structure allows for sufficient testing to provide accurate and reliable data, the proper security in the production and user acceptance environments and the ability for users to process long running reports on demand without affecting the timeliness of the production system.

Figure 7.2

Development
<ul style="list-style-type: none"> • Unit testing • Developer "what-if" analysis
User Development
<ul style="list-style-type: none"> • Recent production copy • User "what-if" analysis • Unit testing • System testing \ Integration testing • Determine security requirements
Quality Assurance
<ul style="list-style-type: none"> • Recent production copy • Production security • System testing \ Integration testing • End user testing and approval
Production
<ul style="list-style-type: none"> • Once approved • Nightly backups with on and offsite rotation
Copy of Production
<ul style="list-style-type: none"> • Nightly production copy • Diagnostic environment • Testing of production critical fixes
Report
<ul style="list-style-type: none"> • Nightly production copy • Query development and processing • Long running reports using day old data • Read only for data tables

7R1. Measuring and analyzing systems and processes. Figure 7.3 represents key institutional measures for tracking effectiveness. These serve to create a centralized focus on students and learning, address day-to-day operational needs and analysis of short- and long-term strategies, and evaluate and promote improvements to process performance.

Figure 7.3

Key Institutional Measures for Tracking Effectiveness	
Broad Measures of Institutional Effectiveness	<ul style="list-style-type: none"> • Student satisfaction • Student engagement • Strategic planning cycle and periodic progress reports • AQIP projects, periodic progress reports
Measure of Enrollment and Retention	<ul style="list-style-type: none"> • Daily enrollment updates by campus, compared to same-day/prior year • Weekly enrollment updates by course section and campus • Term-to-term and year-to-year comparative enrollment and retention reports; multi-year trend analyses, with demographic characteristics, by academic program • Peer institution comparisons of enrollments, by academic program • Student financial aid levels and retention
Measure of Completions, Transfers and Leavers	<ul style="list-style-type: none"> • Term-to-term and year-to-year comparative completions reports; multi-year trend analyses, with demographic characteristics, by academic program and campus • Peer institution comparisons of program completions • Transfer tracking of completers and leavers • Employment rates of program completers
Measure of Academic Programs	<ul style="list-style-type: none"> • Program review analyses and reports, incorporating unit cost, enrollment, completion, and follow-up employment assessments and student learning reports such as: Program/Discipline mission statement, educational goals, curriculum map, assessment reports and core competency skill maps • Term-to-term and year-to-year comparative enrollment and completion reports; multi-year trend analyses, with demographic breakout, by academic program • Peer institution comparisons of enrollments and completions, by academic program • Employment opportunities and projections, by occupation • Faculty teaching loads; full time, adjunct and part time ratios • Success rates on licensure/certification exams in some CTE programs • Curriculum review and management reports, including learning outcomes assessment across the curriculum, within academic divisions, disciplines and programs, and within the classroom • Annual survey of AA, AFA and AS degree graduates
Measure of Fiscal Responsibility	<ul style="list-style-type: none"> • Comprehensive annual financial report (audit) • Peer institution comparisons of revenue and expenditure benchmarks • Unit cost of credit hour production, by academic program, with peer institution comparisons • Faculty, staff & salary analyses, with peer institution comparisons • Online accessibility to secure budgetary planning and current expenditure information, at all levels of the institution
Measure of Facilities Management	<ul style="list-style-type: none"> • Facilities inventory reports • Classroom utilization rates • Participation in Illinois' Capital Resource Allocation Management Program (RAMP) • Campus security/public safety reviews and periodic reports • Work-order tracking (management software)

Every year the SPC organizes and develops a semi-annual report to the college's Board of Trustees. The report documents progress made on both the strategic and the tactical plans.

The report addresses the institution's effectiveness in its use of data to assure effectiveness using qualitative rather than quantitative measures.

At the divisional level, vice presidents typically receive and analyze information concerning the effectiveness of their departments and collect monthly information in annual analyses—such as in figure 7.4, with the IT Portfolio Summary.

Figure 7.4

IT Portfolio Summary by Fiscal Year					
(As of 12/31/08)	Completed FY 2005	Completed FY 2006	Completed FY 2007	Completed FY 2008	Six Mos. FY 2009
IT Departments					
<u>Development</u>					
Completed Major Tactical Projects	9	2	6	7	4
Completed Requests for Service	251	304	216	530	821
<u>Production Operations</u>					
Student Information System - Up Time Average	99.90%	99.51%	98.70%	99.80%	100%
222-SWIC Calls	NA	NA	NA	NA	4,848
Production Jobs - Monthly Average	2569	3,304	3,601	4,991	1,178
Production Output - Monthly Average	82262	67,988	67,168	37,168	19,344
Manage Security Access - Average Total/Month	161	270	316	46	344
Document Imaging - Up Time Average	NA	100%	100%	100%	100%
<u>Computer Support Services</u>					
Help Desk - Total Support Calls	2440	4,040	11,034	8,036	2,286
Instructional Classrooms & Labs Supported	NA	NA	NA	NA	108
<u>Network Services</u>					
email Service - Post Office Volume Total	3,001,401	4,491,092	7,752,046	14,067,696	17,163,223
email Service - Up Time Average	99.83%	98.71%	99.42%	99.57%	99.57%
Phone Switch - Up Time Average	100%	100%	100%	98.20%	98.20%
Switchboard Call - Volume Total	2,394,984	2,155,297	2,092,435	2,127,080	1,259,553
Network Infrastructure (WAN & Internet) - Up Time Average	99.96%	99.64%	99.32%	99.82%	99.82%
Network Servers - Up Time Average	99.86%	99.62%	99.66%	99.73%	99.73%
Distance Learning - Up Time Average	100%	100%	100%	99.70%	99.98%
Student Web Services - Up Time Average (1)	99.56%	99.80%	99.90%	100.00%	99.82%
WiFi Usage - Average connects/day	NA	NA	NA	NA	108
<u>Data Base Administration</u>					
Migrations - Average Total/Month	80	92.17	82	127	185
DB Configuration & Maintenance - Total	487	434	319	262	424
PeopleSoft Server Configuration & Maintenance - Total	109	218	141	182	238

PeopleSoft Servers - Up Time Average (2)	99.65%	99.54%	100%	99.84%	99.84%
<u>Web Usage</u>					
Institutional Website Visitors - Average Total/Month	49,292	48,519	56,214	63,096	70,582
Institutional Page Views - Average Total/Month	842,079	998,122	963,705	893,711	730,178
Distance Learning Visitors - Average Total/Month	6,884	8,496	10,459	11,668	12,354
Distance Learning Page Views - Average Total/Month	829,476	1,047,363	1,670,150	1,850,604	2,175,823
Intranet Visitors - Average Total/Month	480	577	825	995	81,966
Intranet Page Views - Average Total/Month	25,022	13,734	4,247	5,093	949,486
Student Web Services Visitors - Average Total/Month (1)(5)	2302	5,245	7,203	20,190	106,940
Student Web Services Page Views - Average Total/Month (1)(5)	47,239	109,915	158,790	616,538	1,131,234
Faculty Web Server Visitors - Average Total/Month	4,362	2,649	2,786	2,121	1,991
Faculty Web Server Page Views - Average Total/Month	20,229	16,548	24,531	19,618	22,305
Career Placement Visitors - Average Total/Month	2,020	2,094	2,231	2,301	2,588
Career Page Views - Average Total/Month	7,938	9,799	9,287	9,984	10,692
Speaker's Bureau Visitors - Average Total/Month (3)	160	336	941	1,155	1,728
Speaker's Bureau Page Views - Average Total/Month (3)	794	1,404	3,008	3,519	5,868
Counseling Website Visitors - Average Total/Month (4)	NA	53	43	43	41
Counseling Page Views - Average Total/Month (4)	NA	10,194	9,915	8,483	7,791
eSTORM visitors					41,335
eSTORM views					348,478

NOTES:

NA - Not Applicable; Before process started

(1) Student Web Services "Go Live" was 1/1/05

(2) No Quest Foglight Statistics for 12/1/04 - 3/31/05 due to Quest Technical Support Problems

(3) Speaker's Bureau Hosting Started April 2005

(4) Counseling separated from Intranet on 11/7/05

(5) eSTORM "Go Live" was 3/17/08

A separate system examines the effectiveness of the outcomes assessment process. Here, the members of the OA Steering Committee directly oversee the assessment process and analyze its various indicators of effectiveness.

The college-wide general education core competency skills are systematically reviewed. There are three categories: Communication Skills (writing, oral communication and computer literacy),

Reasoning Skills (critical thinking and quantitative literacy) and Citizenship (civic and social awareness and accountability). These skill definitions have been reviewed and validated by SWIC faculty, transfer institutions and local employers. The college-wide assessment of the skills defining the seven competencies is conducted on a continuous cycle. As part of the Program Review process, all programs and disciplines are expected to assess each of their educational goals and core competencies at minimum of once every five years.

7R2. Results for measuring effectiveness. Below is an IT Scorecard which succinctly shows IT effectiveness over five fiscal years:

Figure 7.5

IT Scorecard by Fiscal Year					
(As of 6/30/08 showing the prior five years)					
IT Services	FY 2004	FY 2005	FY 2006	FY 2007	FY 2008
<u>IT Tactical Plan</u>					
Completed Development Projects	100%	100%	99% (3)	99% (3)	99% (3)
Completed Network Projects	100%	100%	99% (3)	100%	99% (3)
Completed Web Projects	100%	100%	99% (3)	83% (7)	71% (3)
<u>Service and Reliability</u>					
Network Availability	98.90%	99.86%	99.59%	99.66%	99.82%
Enterprise Resource Planning (ERP) Information Accessibility	100%	99.65%	100% (5)	100%	100% (9)
ERP Information Quality	NA	97%	96.33%	97%	98.70%
Data Base Availability	99.93%	99.65%	99.54%	99.91%	99.84%
Web Services Availability	NA	99.56%	99.80%	99.90%	100%
Distance Learning Availability	100%	100%	100%	100%	99.70%
<u>Audit Results</u>					
ERP System	Meets	Meets(2)	Meets(4)	Exception (6)	Meets
Network Perimeter	Meets	Meets	Meets	Meets	Meets (8)
<u>Disaster Recovery Process</u>					
Plan	Completed	Updated	Updated	Updated	Updated
Desk Exercises	1	1	2	2	1
Successful Executions	2	1	1	1	1
Enhancements	1	1	1	1	1

NOTES:

NA - Not Applicable; Before process started

(2) - Recommend that Security Administrator report to the CIO

(3) - Due to the volume of requests, some projects were moved by the functional users to the next fiscal year

(4) - Two enhancements recommended that will be added to the FY 2007 audit

(5) - Report2Web retired; Portal started in January 2006

(6) - HR needs more rigorous employee termination policy and procedures

(7) - Impacted by open Web Developer position and employee family deaths

(8) - One web utility will be updated by end of 2008 to comply with Payment Card Industry

(9) - PeopleSoft reports are available through the Portal

7R3. Results comparison. Preliminary college-wide data have been collected for each of the general education core competencies. The writing and oral communication teams have conducted several assessments. A timeline has been established for the assessment of each competency skill college-wide. The programs and disciplines faculty members are encouraged to develop assessment tools specific to their learning goals. However, employers, private-sector advisory board members and graduates provide strong anecdotal evidence that the institution succeeds in two of its fundamental goals:

- CTE students are graduating from certificate and associate programs and successfully entering the workforce
- Baccalaureate oriented students are completing two year associate degrees or other course sequences and successfully transferring to four year institutions.

The college's learning outcomes, excluding completed web projects, compare favorably with those from other Illinois colleges; examples of these were presented in IR2.

The college participated in the Community College Learning Assessment (CCLA) 2006-2007 on-line assessment project for one year. Results indicated the mean score for entering freshmen was slightly lower than the other institutions, while the mean score for the second year students was slightly above the other institutions. SWIC decided to discontinue this form of assessment because of low community college participation, difficulty linking specific program/discipline learning objectives to the assessment results, and the length of the testing period.

As shown in figure 7.5, SWIC's IT overall average for FY 2008 is 99.75% excluding web development initiatives. Informally, the Illinois Council of Community College Administrator's Technology Commission discusses how information technology compares among institutions. The college's IT department uses industry standards as its target for service and reliability. SWIC's IT overall average for FY 2008 is 96.34%. This figure is skewed due to the low percentage of completed web projects due to open Web Developer position and employee extended leaves of absence. The overall IT industry goal for high service and reliability is 99.999%. SWIC's IT overall average for FY 2008 is 96.34%.

7I1. Recent improvements. For OA, there are follow-up interviews with students to assure that their education at SWIC was effective and that there was a smooth transition from the college to either the workplace or to a transfer institution. This is supplemented by having both faculty and staff involved in committees that evaluate the effectiveness of the college's OA systems. Additionally, SWIC established timelines for completion of college-wide and program/discipline specific assessment projects, student learning outcomes as a part of program review, CATS I and CATS II workshops targeted for adjunct faculty, and Title III Core Competency projects.

In program review, the Planning and Evaluation Department along with the vice president for instruction and instructional deans make annual improvements in the evidence required to demonstrate effectiveness. For example, the documentation of student outcomes at the program and discipline level has been significantly strengthened over the last few years.

In IT, as preparation for the next fiscal year begins, the CIO meets with the vice presidents and/or their staff, asks them to evaluate service and accepts any suggestions for improvements. The suggestions are discussed with the functional leadership of each area in conjunction with IT staff and incorporated where possible. In addition, the SWIC Tactical Plan, the IT Tactical Plan, the IT Portfolio and the IT Scorecard are reviewed and evaluated for improvements in the coming year.

712. Selecting specific processes to improve. For OA, targets result from an analysis of the feedback received by former students. A current focus for improvement is the development of a comprehensive general education program that will assure student competencies in communication skills, reasoning skills and citizenship.

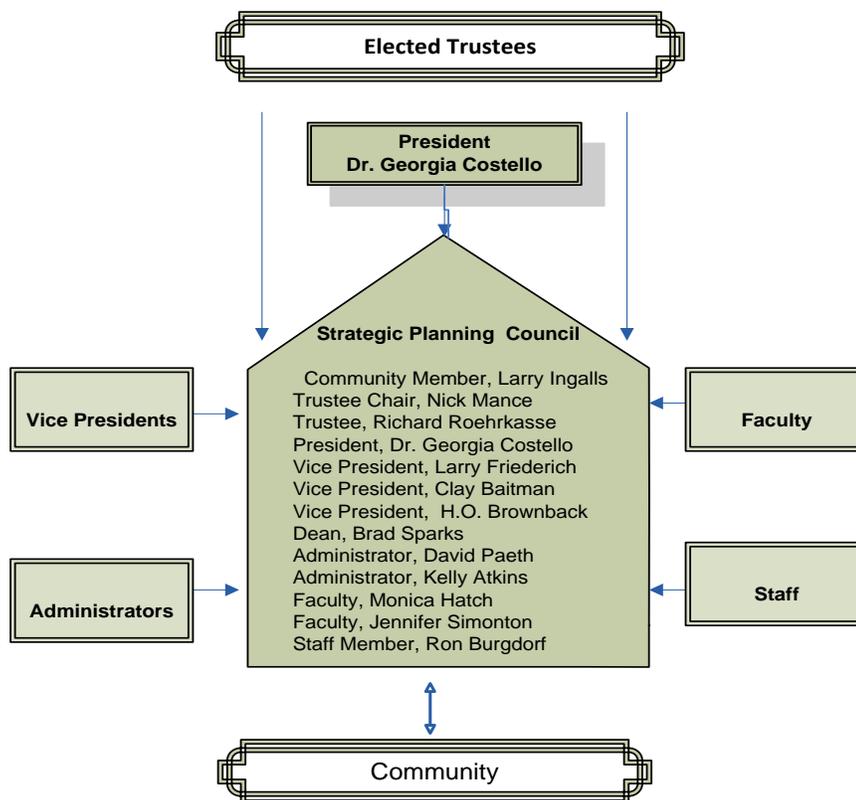
In program review, targets are set at the program and discipline level as part of a three to five year improvement plan. Historically, these targets were keyed to program marketing and the acquisition of additional resources. Increasingly, targets are being expressed in terms of student outcomes (e.g. placement, transfer, student/employer satisfaction) and resources issues become part of the improvement plan. This fundamental shift is attributed to the new outcomes assessment program and the college's growing commitment to continuous quality improvement.

Completed IT tactical plans are posted to iSTORM (SWIC's intranet) for all employees to review. With the addition of many student web services, IT will provide an annual student web services scorecard that is posted to the student web services system. Also, during the course of the fiscal year, IT reports monthly to the Board's Planning and Policy Committee, and gives an overall view of progress at six months and at fiscal year-end.

CATEGORY EIGHT – PLANNING CONTINUOUS IMPROVEMENT

8P1. Planning process. The college has a successful and well-defined planning process for the institution's future founded on the shared responsibility of trustees, faculty, administration, and staff. A Strategic Planning Council (SPC), created by the Board of Trustees, manages the process. The SPC is a 13 person collaborative team comprised of trustees, the president, administrators, faculty, staff, and a community representative (figure 8.1).

Figure 8.1



The SPC uses a formal environmental scanning process as well as advice from its constituent groups to generate and evaluate its strategic plan. The president and cabinet use the Strategic Plan to develop an annual tactical plan. All strategic and tactical planning is reviewed by the Strategic Planning Council and adopted by the Board of Trustees. A yearly strategic-tactical plan accountability report is produced for the Board. The SPC is the parent body for all AQIP-related activities, including the production of the Systems Portfolio, and reviews all activities and reports that relate to state accountability programs and institutional accreditation.

At SWIC, a planning calendar sets out the major activities and deadlines associated with the Strategic Plan, the Tactical Plan, and institutional AQIP responsibilities. This timeline is displayed in figure 8.2.

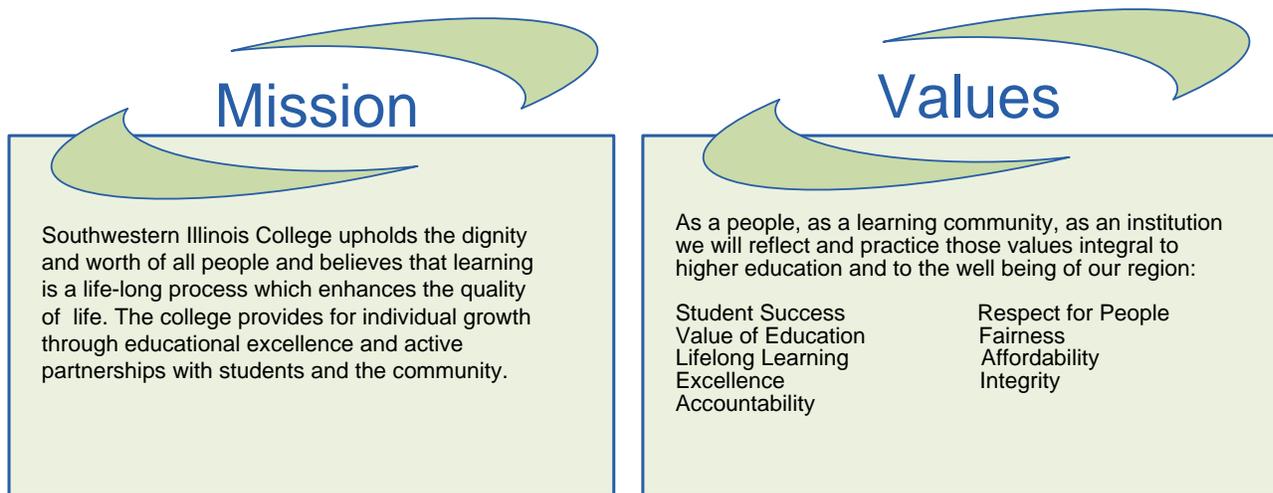
INTEGRATED STRATEGIC PLANNING AND AQIP TIMELINES

Figure 8.2

Month	Institutional Timeline	AQIP/HLC Timeline	Integrated Strategic Plan/AQIP Timeline
January			<ul style="list-style-type: none"> •SPC reviews scanning results; updates strategic priorities, goals and objectives •Ongoing environmental scanning
February			<ul style="list-style-type: none"> •Ongoing environmental scanning
March			<ul style="list-style-type: none"> • Environmental scanning results synthesized for impact on the next fiscal year •Student Engagement or Student Satisfaction survey(s) typically administered
April	Develop budget for next fiscal year	HLC Annual Report due	<ul style="list-style-type: none"> •VPs update tactical plans for next year with AQIP action plans as a starting point; submit to SPC •Ongoing environmental scanning
May		HLC Dues Report due	<ul style="list-style-type: none"> •SPC reviews tactical plans and the NCA Annual Report •Funding for Results, including AQIP, becomes integrated into the normal supplemental budget process •Annual Presentation of the Strategic Plan (direct report from SPC to Board of Trustees) •Ongoing environmental scanning
June			<ul style="list-style-type: none"> •Ongoing environmental scanning
July	Fiscal year begins		<ul style="list-style-type: none"> •VPs report on last year's tactical plans •Ongoing environmental scanning
August	Performance Report due to IBHE Program Review Report due to ICCB		<ul style="list-style-type: none"> •SPC receives/analyzes the IBHE Performance Report •SPC receives/analyzes annual Program Review Report •Ongoing environmental scanning
September	Prior year enrollments known	Annual AQIP Update due	<ul style="list-style-type: none"> •Semi-Annual Summary Report (direct report from SPC to Board of Trustees) and Annual AQIP Update to SPC and Policy and Planning Committee •Ongoing environmental scanning
October	Prior year audit released	AQIP Portfolio Update	<ul style="list-style-type: none"> •Portfolio and incremental changes reviewed by the SPC •Ongoing environmental scanning
November			<ul style="list-style-type: none"> •SPC receives/analyzes AQIP Update Reviewers' comments •SPC receives/analyses results from Student Engagement or Student Satisfaction Survey(s) •Ongoing environmental scanning
December			<ul style="list-style-type: none"> •Ongoing environmental scanning

The SPC has responsibility for monitoring and proposing changes to the college's mission. It made a significant change several years ago by developing and defining nine institutional values through a participatory process involving faculty, staff, and administration. These values are now incorporated into the formal Mission and Values Statement.

Figure 8.3



8P2. Selecting short and long-term strategies. SWIC's system distinguishes between strategic plans and tactical plans. Strategic plans are considered to have a "life" of three to five years and are reviewed yearly. Tactical plans have a one to three year life and are rebuilt on an annual basis.

The Strategic Plan contains five strategic priorities which are then de-constructed into strategic goals, which are further de-constructed into strategic objectives. The Tactical Plan begins with the strategic objectives and identifies a series of time-specific, concrete actions and initiatives that will accomplish the objective.

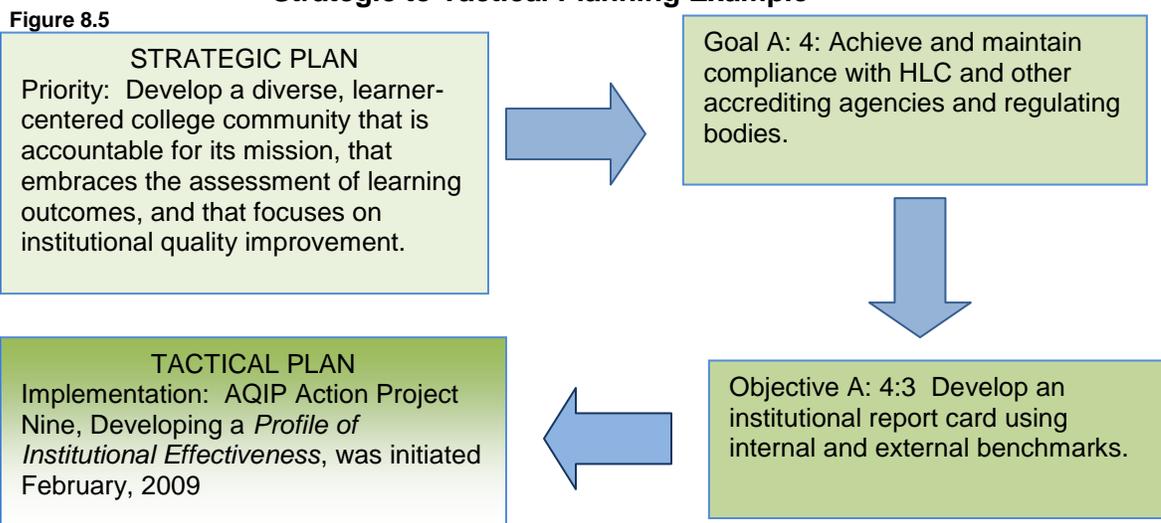
Figure 8.4

A. Develop a diverse, learner-centered college community that is accountable for its mission, that embraces the assessment of learning outcomes, and that focuses on institutional improvement.
<p>A: 1(a) Encourage an institutional culture that creates a climate on our campuses and in our classroom that advances learning outcomes.</p> <p>A: 1(b) Support faculty-driven efforts that develop instructional policies and procedures that impact how much and how well students learn.</p> <p>A: 2 Support the continuing enhancements being developed in student academic advisement services.</p> <p>A: 3 Encourage a culture that respects and promotes diversity.</p> <p>A: 4 Achieve and maintain compliance with HLC and other accrediting agencies and regulating bodies.</p> <p>A: 5 Create processes that identify student and community needs and goals.</p> <p>A: 6 Assure that the college's mission, core values and AQIP principles drive institutional policies and practices.</p> <p>A: 7 Foster student success and student retention.</p> <p>A: 8 Respond to changes that impact the college, its mission, and it's Strategic Plan.</p>
B. Engage, partner, and collaborate with communities and educational institutions.
<p>B: 1 Assert Southwestern Illinois College as a leader in higher education, workforce development, and the economic development of our region.</p> <p>B: 2. Increase cooperation with area colleges, universities, and K-12 systems.</p> <p>B: 3. Improve awareness of the college's contributions to the region.</p>

<p>C. Increase the Enrollment of the college.</p> <p>C: 1 Increase the number of students that are served and the credit hours or other indicators that measure that service.</p> <p>C: 2 Promote policies/practices that increase student retention.</p> <p>C: 3 Prioritize the development and promotion of programs, services and delivery modes.</p>
<p>D. Develop collaborative processes that support technology, that promote effective business practices, and that align resources with the Strategic Plan.</p> <p>D: 1 Achieve and maintain a position of technology leadership.</p> <p>D: 2 Provide instructional and administrative information technology appropriate to program needs.</p> <p>D: 3 Provide appropriate technology for curricula, students, and non-curricular programs.</p> <p>D: 4 Assure that capital and funding requests are driven by the strategic plan.</p> <p>D: 5 Recognize maintenance and operating costs as factors in achieving strategic goals.</p> <p>D: 6 Plan and develop revenue sources that are commensurate with priorities.</p> <p>D: 7 Assure that budget recommendations are developed through an open and collaborative process.</p> <p>D: 8 Adopt business processes that align with the expectations and practices found in the private sector, as appropriate.</p>
<p>E. Develop systems, practices, and communication strategies that demonstrate the high value given to the people that comprise the college.</p> <p>E: 1 Design and fund a comprehensive system of orientation, continuing training, and personal development for all faculty and staff.</p> <p>E: 2 Continue to focus on the role and effectiveness of the adjunct and part time faculty and staff.</p> <p>E: 3 Improve communications within the college and among employee groups.</p> <p>E: 4 Create a sense of community within the college and among faculty, staff, and students.</p>

The Strategic Plan is a dynamic document revised as needed to meet changes and demands in the college's operating environments; subjected to a critical and comprehensive review every few years. As part of this review, the SPC mounts an intensive environmental scanning effort that is focused on both the internal and the external environment. In past iterations, the college commissioned a Community Leaders Study by a local university, conducted focus groups of internal and external stakeholders, used participatory processes to develop a consensus on institutional values (which were then used to prioritize strategies), and used several stakeholder surveys to identify key issues and expectations. Results from student-oriented surveys such as CCSSE are also utilized. The SPC then works to identify, corroborate, and prioritize key issues before the institution. Its work products are shared with stakeholders, revised, and then translated into a series of strategic priorities, goals, and objectives.

Strategic to Tactical Planning Example



The Tactical Plan is an annual product developed by the president and vice-presidents. These are short term projects, initiatives, and other measures that are intended to realize specific strategic objectives. Vice presidents typically develop these plans in concert with their administrative staff and in the case of the vice president for instruction, in concert with deans, and faculty chairs, coordinators, and department heads. Frequently, vice presidents collaborate to develop joint or mutual tactical plans for large-scope objectives. Tactical plans, by design, are the planning system's most direct impact on the budgeting process. All tactical plans are reviewed by the president's staff, the SPC and are formally submitted to the Board of Trustees as part of the SPC's *Annual Presentation of the Strategic Plan*.

8P3. Developing key action plans. Originally, SWIC collaborated with AQIP in the beta-testing of the Vital Focus program. By agreement with AQIP staff, the college developed its initial action plans in direct response to the discernment of institutional strengths, the identification of "what matters most," and development of "provocative propositions" that issued from an all-day All-College Discussion conducted by The Higher Learning Commission, AQIP staff and consultants for 700+ faculty, staff, administrators, and trustees.

Most recently, SWIC's action projects have evolved primarily from several sources of feedback and findings. These inputs include the Feedback Appraisal from the college's first Systems Portfolio, findings from the CCSSE survey, and follow-up from the AQIP Quality Checkup Visit. In addition, program review findings have provided material for the projects.

In practice, the president's staff has considered the various findings and needs and has then proposed projects to the SPC for consideration. The SPC adds considerable value to the consideration and acts to substantively shape and focus the proposed action projects. Once in final form, action projects are reviewed and authorized by the Board of Trustees prior to being submitted to the HLC. Action Projects are typically chaired by one or more vice presidents.

8P4. Coordinating and aligning planning processes The "strategic" part of planning is clearly exercised by the SPC in collaboration with the Board of Trustees. This body develops broad college-wide institutional strategy and monitors the development and the fulfillment of a tactical plan that directly aligns with all units, campuses, and levels.

Coordination and alignment is assured by vesting the divisional vice presidents, either individually or in collaboration, with responsibility and accountability for the tactical plans. Since all vice presidents have a district-wide span of authority and all campus operations occur as collaboration between the vice presidents, a uniformity of strategic and tactical purpose is achieved.

8P5. Selecting measures and setting performance projections. The SPC monitors performance at both the strategic and at the tactical level through its Semi-Annual Summary Report. This requires that vice presidents, both individually and in collaboration, report on the progress that was achieved in realizing each tactical plan for each tactical objective. These accountability reports frequently express results in terms of quantitative measures and may compare these results longitudinally or to results of peer institutions.

The SPC, in its management and review of the various governmental accountability initiatives, is responsible for a considerable body of measures and performance projections set by the SPC itself and set by the Illinois Board of Higher Education as part of the Illinois Commitment goals for all public and private colleges and universities in Illinois. In this system, the college (through the SPC) reports on its annual performance for a series of Common Institutional Indicators; this

requires that the college establish a specific goal for itself and report on goal-attainment. The system pairs this with a series of Mission Specific Indicators. These measures were locally selected by the SPC in collaboration with appropriate divisions.

There is little commonality between the extensive performance data relating to the Illinois Commitment goals and the self-promulgated strategic priorities, goals, and objectives set by the college. The SPC is struggling to reconcile the burden of this state mandate with the possible need to self-develop a competing system of measures and performance standards that relate to its local priorities.

Currently, the college is engaged in an Action Project to identify, adopt, and employ a range of institutional indicators of effectiveness as part of its quality improvement program. The team will select indicators for key performance areas—including the teaching and learning processes—and will focus on developing measures that can be benchmarked with reference to peer institutions. A performance dashboard using well-accepted indicators will also be adopted. The team will accomplish its work by the end of 2009 so that indicators can be linked to the new iteration of strategic and tactical plans that will be generated in early 2010.

8P6. Accounting for resource needs. The planning process provides for three separate mechanisms that align the college's strategic priorities with the allocation of its resources.

As part of the Annual Presentation of the Strategic Plan, the SPC can recommend that the Board of Trustees give special consideration to initiatives or projects that have high strategic value to the institution; sometimes this is a *de facto* ratification of findings that issue from an AQIP action project. While trustees can directly fund these recommendations, institutional practice is that the appropriate vice president(s) develop supplemental budget requests that are then handled as part of the normal budget development system.

A second process is through the reallocation of existing divisional funding. This is the most common method of reallocation of resources to priorities—and is extensively and successfully practiced by the college's instructional division where \$100,000 – \$200,000 is routinely reallocated from the budget to advance strategic and tactical plans. Other divisions follow this practice with reallocations being proportionate to their budgets.

An innovative feature of SWIC's planning process is the Funding for Results Program (FFR). This initiative establishes a set-aside fund that the SPC may use to advance specific projects that possess high strategic importance. In the past, FFR funded initiatives brought the college into compliance with GASB standards, conducted student satisfaction focus groups, piloted a graduate success program, and otherwise advanced key elements of the strategic plan. The college has dedicated \$100,000 – \$300,000 per year to this program.

8P7. Assessing risk in planning. SWIC has developed a comprehensive environmental scanning process that is integral to the planning system. Environmental scanning, coupled with periodic SWOT assessments, identify areas of risk that pertain to the college's marketplace, programs, services, and internal environment. These identifications are incorporated into strategic planning as appropriate.

8P8. Ensuring faculty, staff, and administrator development. As the product of a previously completed action project, SWIC reengineered its approach to employee development. The college's mission, goals, and strategic plan are now incorporated into a new employee orientation. Moreover, an annual schedule of employee development opportunities is

created through a needs analysis in which strategic and tactical initiatives and AQIP action plans are considered. Another key element is in assuring that planning context and the succeeding goals and results are widely communicated. The college makes its Environmental Scanning Report and its various planning documents and results widely accessible to faculty, staff, students, and community members.

8R1. Measuring and analyzing effectiveness of planning processes. Effectiveness is assessed at the divisional level and is reviewed by the SPC as part of the Semi-Annual Summary Report to the Board of Trustees. However, assessments are largely qualitative and are focused on the explicit targets set forth in the Tactical Plan. At present, there is not a uniform approach to the assessment of “continuous improvement” *per se* and no specific measures have been adopted for college-wide use.

SWIC is moving toward a more formal and quantitative understanding of its effectiveness in planning. An action project team is developing a set of indicators of effectiveness that will apply to key systems and processes—including the planning process. This improvement should be implemented in early 2010.

8R2. Performance results for strategies and action plans. The Strategic Planning Council oversees the college’s progress and results related to the current AQIP action projects that are components of the strategic plan. Project targets, as set in the original action projects, guide the project timelines and work products. Accordingly, results are measured against those milestones as reported in the most recent Higher Learning Commission Annual Action Project Update documents.

ACTION PLANS/KEY RESULTS

Figure 8.6

Enhancing Instructional Technology (Retired 2009)	Implementation of a Web Accessible Degree Audit System (Retired 2008)	Improve Developmental Learning Opportunities (Retiring 2009)
<ul style="list-style-type: none"> • Coordinated instructional and information technology needs and priorities into an institutional plan. • Developed master design for smart classrooms and prioritized construction schedule • Identified video-conferencing needs, sites, and costs • Prioritized network infrastructure needs and allocated 1,536,576 in funding • Identified and prioritized need for back-up power generation 	<ul style="list-style-type: none"> • Developed consensus between teaching and counseling faculty on goals for the system. • Collaborated with information technology to assure compatibility between the degree audit system and overall PeopleSoft systems. • Identified software needs and selected vendors for the system. • Conducted training and orientation for faculty and support personnel. • Integrated degree audit into the new student orientation program • Successfully launched new system; tens of thousands of visits annually 	<ul style="list-style-type: none"> • Developed, piloted, and implemented three programs of improvement for developmental learning success. • Designed and delivered numerous faculty development workshops • Initiated a college faculty-to-high school faculty partnership focused on developmental MATH • Collaborated with student retention action project to initiate “learning community” sections for developmental students (in progress) • Conducting follow-up to determine success of improvements

Strategic Priorities

The five Strategic Priorities identified in figure 8.4 continue to guide and frame the college's overall strategic initiatives. For example, an assessment of the college's results against these priorities documents positive movement in increasing diversity on Southwestern's campuses. From January 2004 - January 2009 Southwestern experienced an overall minority employment increase from 5.7% to 9.0% while continuing to address strategies to strengthen this area. Further, Southwestern has diversified its student population, with a continued increase in minority enrollment as seen in figure 8.7 below.

Fall Semester Enrollments by Ethnic Status

Figure 8.7



College enrollment continues to demonstrate an upward trend with the highest enrollment reached in FY 2009. Enrollment growth is evidence of the institution's effectiveness in expanding access and opportunity for all citizens (see figure O.1). At the same time, this growth challenges the college to expand its classroom facilities to sustain growth while assuring educational quality.

8R3. Projections or targets for performance over the next 1-3 years. Because of its great success as a process for improvement, the college intends to accelerate its use of action plans in the coming years. It is likely that the number of simultaneous plans will increase by 50% and that plans will be shorter in duration.

At present, the college reviews results data for those strategic priorities (such as enrollment) that can be easily quantified and reviews narrative qualitative evidence for the others; this review results in feedback that "resets" performance expectations. The college desires to move towards the setting of formal targets. The current action project to develop core indicators of effectiveness is seen as a necessary precursor to this evolution.

8R4. Performance results compared with other organizations. The college compares its performance to that of peer institutions for a broad array of student and institutional outcomes. This is accomplished annually as part of SWIC's compliance with the *Illinois Board of Higher Education's Performance Report*. However, the college has not yet developed a methodology

that compares the results of its quality and improvements processes with those of other institutions.

8R5 Measuring and evaluating planning processes and activities. The SPC and the Board of Trustees formally evaluate effectiveness on a yearly basis. Effectiveness is measured and documented in two major areas: strategic and tactical plan progress is compiled in a comprehensive semi-annual summary report that presents a narrative summary of achievements of Tactical Plans; Action Plan progress is reported monthly to the Board of Trustees and an “end-of-project” report with recommendations is typically presented for board discussion. As presented in figure 8.6, the effectiveness of action plans is understood in terms of the results produced.

8I1. Recent improvements. How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement? The college has initiated a rotation plan for faculty, staff, and administrators serving on the SPC. SPC members’ intimate involvement in planning and improvement causes them to develop substantive expertise; this positions them to become AQIP Champions when replacements are selected. This process creates a “corps” that goes on to become Action Project leaders and provide other support for SWIC’s quality initiative.

As discussed above, SWIC is also developing a set of *core indicators of effectiveness* for key processes—including the teaching and learning processes. This project will yield a consensus on how effectiveness should be documented and measured and it will produce manageable set of core indicators and a “dashboard” of those indicators that are most vital to the institution. The project will lead to benchmarking and subsequently to performance target-setting.

8I2. Selecting processes to improve and setting targets for planning continuous improvement. Primarily, the college uses externally-generated evaluation results to identify opportunities for self-improvement. These evaluations have resulted from participation in nationally-normed surveys such as CCSSE and the Noel-Levitz Satisfaction Survey, from HLC feedback in the System Appraisal and the Quality Checkup Visit products, and from other processes administered by the Illinois Community College Board (such as the Graduate Follow-Up Study).

Additionally, several internal processes act to identify quality issues and opportunities for improvement. The environmental scanning process produces an annual report that highlights areas that are fertile ground for review and improvements, the college’s many program-level community advisory boards provide a reliable stream of feedback for quality improvement projects, and the college’s senior administrators and trustees may identify opportunities through their extensive interaction with leadership structures in the communities that SWIC serves.

Most improvement initiatives are embedded into the annual Tactical Plan and are routinely developed and implemented within the fiscal year-- this confluence of planning and quality improvement is now part of institutional culture and expectation. Major projects, initiatives having extraordinary fiscal commitments, and those involving a consensus between stakeholders, are frequently accomplished as AQIP action projects. The action project process has become institutionalized within SWIC culture as the key to accomplishing difficult tasks.

CATEGORY NINE – BUILDING ON COLLABORATIVE RELATIONSHIPS

9P1. Creating, prioritizing, and building relationships. Two of the college's stated priorities are to "Engage, Partner, and Collaborate with Communities and Educational Institutions," and to "Increase the Enrollment of the College." To meet these priorities and related goals, the College has created dynamic relationships with educational and other organizations from which it receives students (figure 9.1). Five of the primary sources of students are: 27 area public high schools, GED graduates, military personnel and families from Scott AFB, Southern Illinois Collegiate Common Market (consortium at East St. Louis Community College Center) and the Workforce Investment Act. These relationships were created through a multitude of outreach activities that demonstrate the college's desire to be an active partner in the community. They are prioritized in alignment with the college's mission and values and by the benefit offered to the district.

SWIC builds its relationships with area high schools in a variety of ways: dual credit is available to secondary students as is a summer High School Academy; faculty and administration meet with high school representatives to update curricular agreements, create new pathways, establish new college class sites, and implement new dual credit opportunities. The college hosts high school partnership days for high school counselors and college academic deans and student services staff, and it employs selected high school faculty= as part time instructors and counselors. SWIC participates in a number of joint activities with high schools such as career days, music and art festivals, and discipline-related open houses and student competitions.

SWIC participates with the state and federally-supported Southwestern Illinois Partnership for College and Career Success (PCCS) consortium. Stakeholders include faculty, counselors, and administrators from 21 area high schools, two area career centers, three Education for Employment Systems, and partners in business and industry.

Scott Air Force Base is home to 2707 residents (2000 Census) and is the largest employer in the region. The college maintains a full time office on SAFB and offers 20+ classes on-site each semester. SWIC personnel at Scott provide support to students who enroll in Belleville Campus classes.

The partnership at the East St. Louis Community College Center is a consortium of four community colleges offering programs at this location. SWIC collaborates with these institutions to provide the majority of general education credits at this location. This relationship was created in 1999 and is maintained through SWIC representatives meeting regularly with personnel from other institutions.

Staff members from the Workforce Investment Act (WIA) office screen and refer students to high employability programs offered through the college.

Figure 9.1

Educational Organizations and Institutions		
SWIC Key External Partnerships		
Partners	Purpose	Measures of success
Area K-12 Institutions	Encourage high school graduates to attend SWIC	<ul style="list-style-type: none"> Number of students enrolling from each area high school
	High school dual credit students	<ul style="list-style-type: none"> Number/hours of dual credit high school students
	High School Academy	<ul style="list-style-type: none"> Number of student enrollments
	Encourage SWIC's GED completers to enroll at SWIC	<ul style="list-style-type: none"> Number/hours of GED completers enrolling
	Partner with education for employment systems to provide professional development and curriculum alignment that will promote secondary to post-secondary student transition	<ul style="list-style-type: none"> Number of students completing certificates and degrees
Illinois Community Colleges	Create reciprocal agreements to both eliminate program duplications and to provide students access to additional program opportunities	<ul style="list-style-type: none"> Number of Inter-district cooperative agreements Numbers of enrollments at East St. Louis Community College Center
	Collaboration with Southern Illinois Collegiate Common Market (SICCM) to provide classes at the East St. Louis Community College Center (ESLCCC)	<ul style="list-style-type: none"> Numbers of enrollments at East St. Louis Community College Center
Four year Institutions	Create capstone and articulation agreements for transfer students	<ul style="list-style-type: none"> Number of partnerships and number of students transferring
Illinois Articulation Initiative	Articulate curriculum among participating institutions	<ul style="list-style-type: none"> Number of institutions accepting SWIC credits
Illinois Virtual Campus	Provide distance educational opportunities inside and outside the district	<ul style="list-style-type: none"> Number of student enrollments
Illinois Community College Trustees Association	Provide trustees information related to trends, legislation, and professional development	<ul style="list-style-type: none"> Participation in state board meetings
Illinois Veterans Association	Provide education services to veterans	<ul style="list-style-type: none"> Number served

Figure 9.2

Government and Regulatory Institutions		
Partners	Purpose	Measures of success
Institutional and program accreditation agencies	Maintain institutional and program specific standards and accreditation of programs	<ul style="list-style-type: none"> Progress in AQIP action plans Accreditations of occupational programs
Federal, state and local government, IBHE and ICCB	Serve as regulatory, advisory, and funding sources and provide accountability, professional development and joint training programs	<ul style="list-style-type: none"> Continued funding, successful audits, number of trainings offered to businesses and other organizations

Figure 9.3

Community and Civic Organizations		
Partners	Purpose	Measures of success
Civic and Community Agencies and Social Service Organizations	Create partnerships that enable the college to maximize its services	<ul style="list-style-type: none"> Employee participation in Rotary, Lions, United Way, neighborhood associations, chambers of commerce. Number of speakers participating in college's speakers bureau and number of presentations
	Obtain scholarships	<ul style="list-style-type: none"> Number of scholarships awarded from community and civic organizations
	Provide facilities for community activities	<ul style="list-style-type: none"> Number of organizations utilizing
Service Learning sites	Provide labor to community entities	<ul style="list-style-type: none"> Number of organizations participating
	Provide learning opportunities for students	<ul style="list-style-type: none"> Number of students participating

Figure 9.4

Business Partnerships		
Partners	Purpose	Measures of success
Businesses, Employers, and Economic Development Offices	Provide opportunities for clinical programs and internships	<ul style="list-style-type: none"> Number of students placed
	Employ students/graduates	<ul style="list-style-type: none"> Graduate follow-up data
	Provide career services to students and community	<ul style="list-style-type: none"> Job postings Visits to career center
	Provide performance improvement and employee training services	<ul style="list-style-type: none"> Employer evaluations
	Provide student scholarships and gifts to the College	<ul style="list-style-type: none"> Amounts of gifts and scholarships
	Deliver workforce development projects	<ul style="list-style-type: none"> Number of employees trained
	Provide community job fairs	<ul style="list-style-type: none"> Number of employers participating
Program Advisory Committees	Assist with curriculum development and evaluation	<ul style="list-style-type: none"> Level of participation by committees

Figure 9.5

Representative Internal Partnerships	
Activity	Partners
PeopleSoft Implementation	Instruction, Administrative Services, Registration, Financial Aid, Information Technology, Human Resources, Marketing
High school partnership day	Instruction, Community Services
Intergenerational programming	College Activities, Programs and Services for Older Persons
Network of success forums	Career Center, Instruction
Faculty and staff Development	Human Resources, Instruction, Selsius, Public Safety
Student internships and placement	Instruction, Career Center
College and career readiness	Instruction, Counseling, Community Services, Success Center
Reading Increases Student Excellence (RISE)	Success Center, Counseling, Instruction, AmeriCorps, Minority Transfer Center, PALS, Title III
East St. Louis Community College Center	Adult Education, College Activities, Instruction, Counseling, PALS, Community Education, Success Center
Various student orientation programs	Counseling, Admissions and Registration, Financial Aid, Title III, Information Technology, Success Centers
Kids Club child care	Instruction, College Activities, Student Nurses, AmeriCorps, Buildings and Grounds
Accommodations for students	All academic departments, ATS/PSOP transportation, Special Services
Campus store	Barnes & Noble and Administrative Services
Cafeteria and food services	Aramark and Administrative Services
GED student transition	Adult Education, Counseling, Admissions
GED graduates transition to credit classes	Adult Education, Student Services, Instruction

9P2. Relationships with external sources that depend on SWIC students and graduates.

The college creates, prioritizes, and builds relationships with receiving institutions and employers through a variety of efforts. They are prioritized based on feedback from existing partners and as new opportunities are identified during the institution's strategic planning process. Central to the relationship with educational organizations is SWIC's active participation in the Illinois Articulation Initiative (IAI) which assures the transfer of courses among public institutions in Illinois.

Southern Illinois University Edwardsville (SIUE) is the major institution to which SWIC students transfer. SWIC provides Belleville Campus facilities for SIUE staff. Southern Illinois University Carbondale (SIUC) is south of the SWIC District and a frequent transfer institution for graduates. SWIC provides office space for SIUC personnel at the Red Bud Campus.

A major method SWIC uses to build and maintain relationships with businesses is through its system of advisory councils for CTE areas in which employers are given a role in shaping programs and curricula and in evaluation. These relationships are created and maintained through regular meetings and informal contacts. Also important, the Career Activities and Employment Center creates and maintains relationships with businesses; a total of eight job fairs and 59 on-campus recruitments were offered in FY 2008 bringing more than 400 area

employers to campus. SWIC maintains an online job database for area employers with approximately 100 postings each week, provides internship students for businesses, and manages a career mentor program for students.

9P3. Relationships with organizations that provide services to students. Faculty and staff continuously strive to create and build new relationships with organizations that provide services to students. Priorities are given to relationships that provide services designed to serve a broad range of students, have the potential to serve a need identified by external mandates, or enhance the Mission and Values of the college. Frequently faculty and staff serve on boards of service organizations or are members of the coordinating council for a group of organizations. To initiate or facilitate relationships, staff often present programs to inform organizations about SWIC. An example of a long term partnership is the collaboration SWIC has had with community partners to publish a community resource HELP Directory which has wide community and internal distribution and identifies 350 community agencies and businesses.

College personnel also recognize that in order to provide a number of support services, internal partnerships and relationships may also be required. Examples of these internal partnerships are found in figure 9.5. If funding is required as part of the partnership agreement, the expenses will be prioritized for the department or division budget. As appropriate to each situation, either a formal or informal agreement will be established with the partner(s). Formal agreements are approved by the Board of Trustees after approval by a vice president. Student transportation is an example of a major need requiring formal agreements. To meet this need, the college has written contracts with two transit districts serving St. Clair and the Madison Counties, coordinated with Randolph County Transit, and sub-contracted with the St. Clair County Transit District to provide a para-transit program. An example of a less formal relationship is with public libraries providing tutoring space for enrollees in the college's volunteer adult literacy program, Project Read.

9P4. Relationships with external organizations that supply materials and services. Board policy and business office procedures clearly identify purchasing procedures and provide for a fair and equitable bidding process for college purchases; the solicitation of bids is addressed in the policy. When possible, the state purchasing contract is utilized. Professional services contracts, e.g. architect, auditing, etc. are reviewed on a regular basis by the Board of Trustees. In FY 2005 the Board endorsed a practice of paying utility and other "monthly" vendors in a more expeditious fashion to facilitate better vendor relations. A P-card system has also been implemented to ensure timely payments to other vendors. Since all auxiliary services functions are provided through service contracts with vendors, this has greatly enhanced these relationships.

9P5. Relationships with external sources. SWIC encourages and funds departmental and individual memberships in educational associations. Individuals and departments examine the membership's potential to fulfill their institutional role and prioritize resources accordingly. As with all college activities, each partnership with an external agency or consortia is examined for congruence with the Strategic Plan. If a partnership is deemed valuable in the furtherance of these goals, it is then examined for its costs and developed as feasible.

SWIC uses diverse strategies to build relationships with the general community. The college maintains an active public information and marketing department which communicates to the community through press releases, advertisements, and feature stories. Communities are routinely informed about college activities. Newspapers in small communities receive

community specific articles, and the website is continuously updated with community information.

Local, state and federal government entities provide fiscal guidance through regulations, professional development opportunities, and accountability mandates. SWIC's annual budget process involves development of budget requests at the divisional and departmental levels. The final budget is approved by the Board of Trustees following a public review process.

Prioritization of collaborative relationships differs between departments and divisions based on their tactical plan to address missions and goals. For example, Selsius and the Career Activities and Employment Center give high priority to collaborative relationships between local businesses and employers. Academic program areas work closely with program accreditation agencies and the IAI. Prioritization is ultimately driven by the Mission and the Strategic Plan.

9P6. Ensuring that partnership relationships meet varying needs. SWIC uses several methods to determine the effectiveness of its partner relationships. When a partnership is initially established, expectations among participants are clearly defined. At appropriate intervals, outcomes are assessed using data from the programs and services offered. In addition, the college seeks both formal and informal feedback from participants and partners. Other evaluation occurs when advisory boards, participants, and other stakeholders are formally surveyed for their satisfaction. The results of relationships are further reviewed through the annual environmental scanning conducted by the SPC and through a systematic review of all programs and services under the program review process.

9P7. Creating, building, and assuring integration and communication of relationships. Internal collaboration is recognized as vital to the college's growth and success. The Board has adopted the following strategic priority: "Develop systems, practices, and communication strategies that demonstrate the high value given to the people that comprise the college."

To that effort, board minutes are published on the college website and district-wide initiatives, including the annual President's Breakfast and an annual Employee Recognition event, are hosted. In FY 2007, the Board emphasized internal teamwork and collaboration through the establishment of an annual *Outstanding Committee or Team Effort* award.

The president's staff meets weekly and sets the tone for healthy internal relationships as vice presidents collaborate—frequently designing cross functional teams to accomplish college objectives and to promote collaboration among staffs. An example of a cross disciplinary team is a recent AQIP action Project between IT and the instructional division that focused on technology. Board policy also provides for a cross disciplinary curriculum committee with representation from instruction (faculty and administrators), student development (faculty and administrators) and each campus (faculty and administrators). Each serves to assure integration and communication across relationships.

Each vice president meets regularly with his or her functional units; information from each unit is shared with the staff and minutes are shared with other departments and units. Video conferencing allows faculty and staff from all campuses to participate in activities that might otherwise be prohibitive due to time constraints.

Human Resources enhances cross-area interaction through its program of internal staff development, providing training for employees at all levels and an orientation to the college and

its culture. SWIC has an intranet and a monthly “Insider Chat” newsletter which highlights employee and group accomplishments and items of interest to the college community. All employees have email accounts, and the college maintains an electronic employee bulletin board which employees use to post personal interest items.

The college has seven employee collective bargaining unions that assist communication among employees and provide a vertical structure useful for communicating and resolving issues. The college has negotiated a long-term contract with each union which symbolizes the collegial relationships of the various groups.

9R1. Measuring collaborative relationships and analyzing results. The measures of external collaborative relationships are listed in the second column in figures 9.1 to 9.4. Internal partnerships (figure 9.5) are developed when a need is identified that can best be met through efforts of more than one unit or division. The need may be identified by an employee at any level who then communicates it to the appropriate supervisor for concurrence. If an approved partnership is among employees of one division, the divisional vice president will authorize the partnership and its budget (if required). If units of more than one division are involved in a partnership, two or more vice presidents will collaborate to initiate it and provide budgetary support.

9R2. Results for building collaborative relationships.

Figure 9.6

Educational Organizations and Institutions		
Partners	Measures of Success	Results
Area K-12 Institutions	Number of students enrolling from each area high school	Stable average of 25% from 27 high schools
	Dual enrollment credit hours	30% growth in credit hours; 41% growth in students from FY 2006 – FY 2009
	Number/hours of high school Academy students	480 enrollments over 3 years
	Number of students completing certificates and degrees	General decline in last three years
Illinois Community Colleges	Number of inter-district cooperative agreements	SWIC has agreements with 12 nearby/adjacent community college district
	Numbers of enrollments at East St. Louis Center	There were 1,813 enrollments in 2005 and 1,918 in 2008
Four year Institutions	Number of partnerships	IAI relationships with all public and most private
Illinois Articulation Initiative	Number of institutions accepting SWIC credits	<ul style="list-style-type: none"> • 95 full-participation schools • 18 receiving-only schools
Illinois Virtual Campus	Number of enrollments	2,431 enrollments in FY 2008
Illinois Community College Trustees Association	Participation in state board meetings	Most members participate in quarterly regional meetings and bi-annual state meetings
Illinois Veterans Association	Number served	In Fall 2008, 702 veterans received both state and federal benefits

Figure 9.7

Government and Regulatory Institutions		
Partners	Measures of Success	Results
Institutional and Program Accreditation Agencies	Progress in AQIP action plans	<ul style="list-style-type: none"> Committees have filed AQIP action plan Reports and made recommendations
	Accreditations of occupational programs	<ul style="list-style-type: none"> SWIC occupational programs are accredited by 16 different agencies
Federal, State and Local Government, IBHE and ICCB	Continued funding and recognition	<ul style="list-style-type: none"> SWIC maintains its Class I Community College status

Figure 9.8

Community and Civic Organizations		
Partners	Measures of Success	Results
Civic, Community and Service Organizations	Number of speakers participating in college's speakers bureau and number of community presentations	<ul style="list-style-type: none"> FY 2006 - 90 speakers; 178 presentations FY 2007 - 91 speakers; 171 presentations FY 2008 - 99 speakers; 213 presentations
	Number of scholarships awarded from community and civic organizations	<ul style="list-style-type: none"> 51 organizations provide \$56,800 through 64 awards annually
	Number of organizations utilizing college facilities	<ul style="list-style-type: none"> Approximately 125
Service Learning sites and PSOP Volunteers	Number of organizations participating	<ul style="list-style-type: none"> 190 non-profits accept SWIC volunteers
	Number of students participating	<ul style="list-style-type: none"> 28 students in FY 2008
	Number of PSOP volunteers	<ul style="list-style-type: none"> FY 2008 1,490 (200,223 hours) FY 2009 1,361 (not final)

Figure 9.9

Business Partnerships		
Partners	Measures of Success	Results
Businesses, Employers, and Economic Development Offices	Number of students placed	<ul style="list-style-type: none"> Anecdotal information available; student self-reported data
	Graduate follow-up/placement data for completers seeking employment	<ul style="list-style-type: none"> 92%+ AAS and Certificates students found employment in FY 2007
	Job postings	<ul style="list-style-type: none"> 9,000 in FY 2008
	Visits to career center	<ul style="list-style-type: none"> 4,000 in-person and 4535 website visits in FY 2008
	Number of companies receiving performance improvement services	<ul style="list-style-type: none"> 183 companies served in FY 2008
	Evaluations by employers receiving service	<ul style="list-style-type: none"> Data not consistent across college; a priority to address this
	Amounts of gifts and scholarships from businesses	<ul style="list-style-type: none"> 33 businesses provide \$57,700 through 48 awards annually
	Number of employees trained	<ul style="list-style-type: none"> 6,874 in FY 2008
	Number of employers participating in job fair/ recruitment visits	<ul style="list-style-type: none"> 400 employers
Program Advisory Committees	Level of participation by committees	<ul style="list-style-type: none"> Academic programs and select support service entities have active advisory committees

Educational Organizations and Institutions Dual credit enrollments for which both high school and college credit are awarded is a measure of partnership with local high schools. The growth displayed in figure 9.10 represents the college's significant collaboration with high school administrations, academic departments, and faculty. The college achieved a 41.4% growth in dual credit students from FY 2006 to FY 2009, and a 30% growth in credit hours.

Articulation Agreements Southwestern has twenty-four high schools in its consortium; 22 provide the Southwestern Illinois Partnership for College and Career Success (PCCS) opportunities for articulation testing at the high school level. The increase in dual credit has reduced the need for articulation.

Figure 9.10

Dual Credit Enrollments 2006 - 2009			
	# Schools	# Credit Hrs	# Students
2005-06	19	9,018	2,942
2006-07	21	10,329	3,328
2007-08	23	10,884	3,814
2008-09	23	11,729	4,160

Success of Students Transferring to Institutions of Higher Learning For FY 2004 to FY 2007, SWIC associate degree graduate transfers to SIUE earned a higher GPA than the GPA of all SIUE students; SIUE is the single largest receiving institution of SWIC transfer students; more SWIC students transfer to SIUE than all other institutions combined.

Local and Area Businesses, Employers and Economic Development Offices Graduate employment data for all certificate and AAS programs are tracked yearly. Employment rates for 2005-2007 averaged 93.03% for those graduates seeking employment.

The college benefits from many on-going relationships with employer partners. Employer partnerships have grown significantly from 1,150 in 1998 to 2,200 in 2003 to 2,787 in 2008. This represents a 242% increase in the last decade and a 26% increase since 2003. A recognition event is held each spring to honor the college's "top partners."

Business Partnerships The college partners with local employers such as U.S. Steel and Global Brass as well as trade unions to provide customized for credit instruction at the Industrial Technology Center. From spring 2007 through fall 2008, 4,629 trades' workers enrolled in 117 credit classes, generating 15,463 credit hours.

Accommodations and Support Services through the Special Services Center Southwestern has experienced growth in the number of students self-identifying with a disability and those seeking support services and accommodations. In FY 2005, 768 students were identified compared to 849 in FY 2008. In FY 2005, there were 4,379 accommodations and support services provided compared to 5,649 accommodations in FY 2008. The data represent a general trend to more students self-identifying and an increased number of accommodations.

9R3. Results comparisons. Due to the characteristics of unique partnerships, comparisons are challenging. The college continues to strive to collect relevant data to support meaningful comparisons.

Enrollment and Transfer Comparisons Enrollments of high school students after their spring graduation remain constant. Data indicate that dual credit enrollment at Southwestern is consistent with, to slightly better than, peer institutions. In FY 2008, SWIC ranked 17th in the state in Illinois Virtual Campus enrollment. Transfer information is reported above.

Workforce Education and Training Initiatives FY 2008 Selsius data indicate that SWIC outperformed the state in business and industry training by more than 33% in number of trainings, 82% in number of participants, outperformed the state by more than 45% in the number of companies served. In FY 2008, community colleges across the state averaged 319 contract and open enrollment seminars serving 2,406 participants and 126 companies.

Services to Students For more than a decade, Southwestern generally has had the second highest number of college students with disabilities in Illinois.

Gifts and Scholarships The number and dollar amount of private scholarships awarded by the Southwestern Illinois College Foundation, although increasing annually, is comparable to other community colleges of similar size and characteristics.

The annual Graduate Follow-up Survey, a survey of CTE programs on a five-year cycle, confirms that the average employment rate of Southwestern graduates remains at or above the state average over the past five years; in 2007, 94.1% of Southwestern graduates were employed or continuing their education compared with 92% in the state. 90.1% of SWIC graduates were employed compared with 82.4% state wide. This trend has remained constant for more than a decade.

9I1. Recent Improvements. Faculty and staff continuously analyze both formal and informal feedback from partners and use these data to draft or re-draft their annual tactical plans for those partnerships. In addition, the SPC's annual Environmental Scanning Report (ESR) is now being used to help identify organizations, services, and issues that hold partnership potential. For example, the current ESR identifies several developments that are being explored for

partnership opportunities. Also, the program review process was adapted to encompass the evaluation of partnerships and the identification of new partners.

Recent improvements also include the 2007 reconstitution of the technical education instructional division. This facilitated new relationships with local industry partners. Other improvements include a partnership between SWIC's Adult Basic Education, technical education departments and IDOT to teach workplace skills in anticipation of new construction in the region while earning a GED; a partnership with the local Workforce Investment Board to train nurses to be nurse managers; and a 2008 partnership with IDOT and local high schools to increase awareness of drunk driver issues. In 2007, the ICCB selected Southwestern to be a pilot site in a state wide College and Career Readiness initiative with high schools which has resulted in enhanced relationships due to increased interaction on several levels between high schools. The High School Academy program, implemented in 2006, to meet a summer school need smaller high schools cannot provide, has improved relationships with these smaller schools.

9I2. Improvement of current processes and systems. The planning system includes multiple processes that identify and prioritize areas for improvement and provides several avenues through which improvements may be designed, engineered, implemented, and assessed.

With regard to the relationships identified in figures 9.1-9.5, each college division maintains records of meetings and reports with partners, through which progress is monitored, assessed, and communicated. Specific actions are monitored on a monthly basis by the Board of Trustees through its committee structure. At the strategic level, each divisional vice president annually communicates objectives for improvement through the SPC to the trustees for implementation and funding (refer to Category eight for details on collaborative relationships in the context of the SPC). Although targets are set and metrics are developed for some partnerships, such as those directly resulting in student enrollment, the college remains engaged in these efforts.



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