

Southwestern Illinois College
AQIP Systems Portfolio



May 31, 2005

AQIP Criterion One – Helping Students Learn

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AQIP Criterion Three – Understanding Student and Other Stakeholders' Needs

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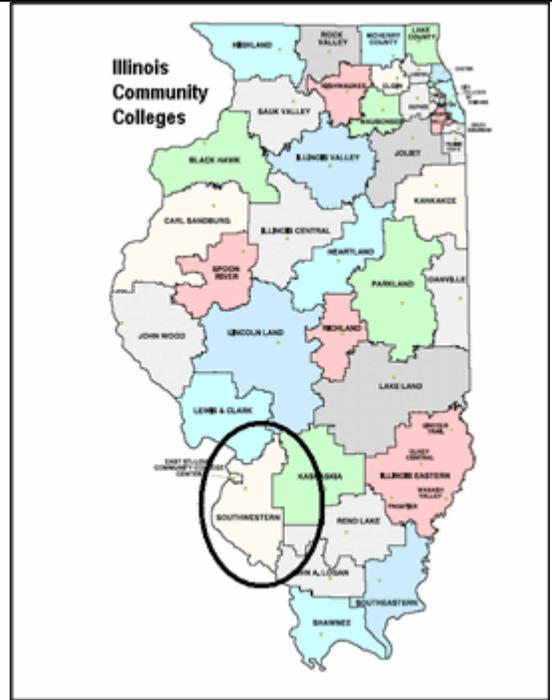
Portfolio Index Committee

Michelle Birk, H.O. Brownback, Clay Baitman and David Paeth

SOUTHWESTERN ILLINOIS COLLEGE SYSTEMS PORTFOLIO OVERVIEW

01. Distinctive Institutional Features

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 statewide 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.



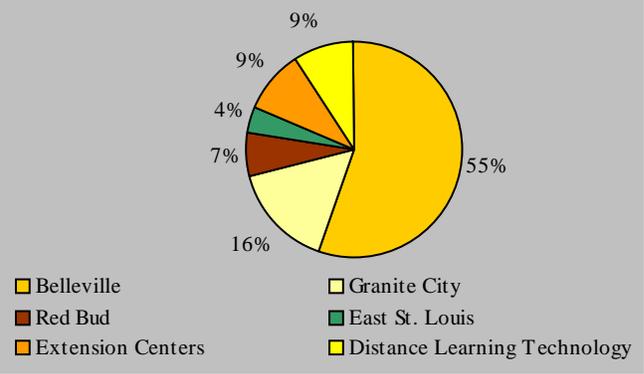
As a region, southwestern Illinois is a dynamic mix of urban, suburban, and rural economies. The northern part of the area is a center for heavy industry, material processing, and transportation. The central portion serves as the region's hub for banking, medical, legal, and retail services—as well as 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 at Edwardsville.

The college has responded to the challenge of serving this large and diverse region by establishing three campus degree-completion sites (Granite City Campus, Belleville Campus, and Red Bud Campus), twenty-six extension sites, and through its collaboration in the East St. Louis Higher Education Center. Additionally, a large distance education program utilizes telecourses, interactive video 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

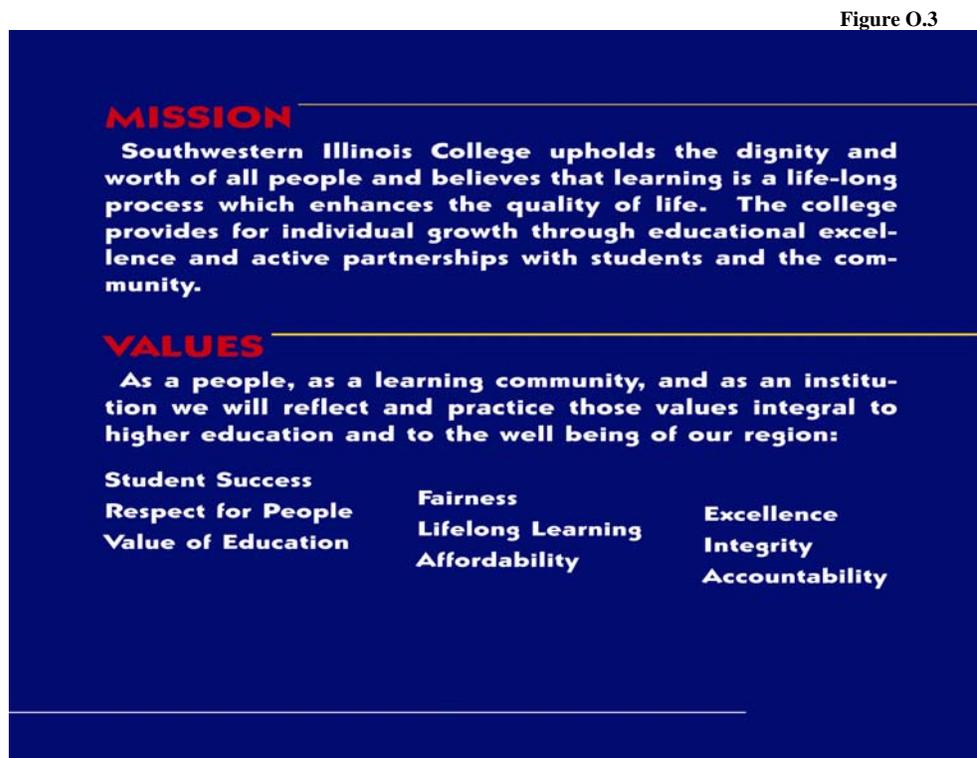
Figure O.2

Fall 2004 Enrollment by Campus



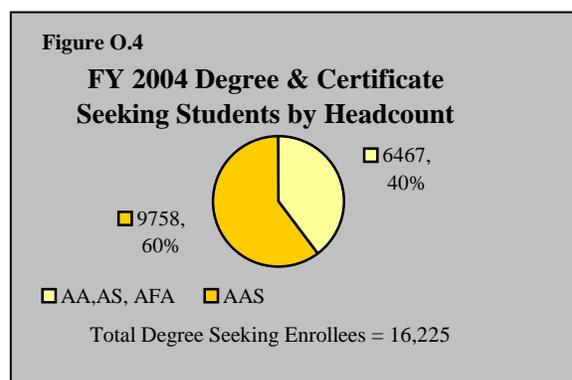
fiscal and programmatic accountability while the IBHE's oversight is more evident at the strategic level. In 1999, the IBHE adopted the *Illinois Commitment*, a series of statewide priorities for higher education. Southwestern responds to this initiative and submits annual reports on its progress in achieving IBHE's vision.

As discussed in Criterion Eight, Southwestern has a mission and a set of institutional values that are well-accepted by the college community and well-articulated with the institution's strategic planning system. The graphic (figure O.3) depicted is ubiquitous, appearing at college facilities, in publications, and as a constant reference for decision-making.



02. Scope of Educational Offerings

The college is truly comprehensive in its offerings. It offers seven transfer-degree curricula (Associate in Arts, Associate in Science, Associate in Engineering Sciences, Associate in General Studies and three Associate in Fine Arts), 57 programs that lead to the Associate of Applied Sciences degree, and 95 career certificate programs. Identification of the top ten programs is made in figure 1.3.



Southwestern also has an extensive adult basic education program providing courses in pre-GED, GED, Citizenship, Computer, Job Readiness, and English Speakers of Other Languages (ESOL). These programs have grown rapidly over the last few years as is shown in figure O.5.

Figure O.5
Adult Basic Education Enrollment Trends and Student Distribution

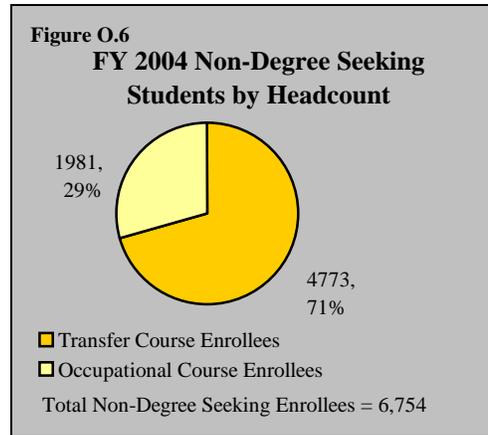
Year	# Students	ABE/GED %	ESL %	Vocational %
2001	1,635	1,192 (73%)	210 (13%)	233 (14%)
2002	2,058	1,456 (71%)	211 (10%)	391 (19%)
2003	2,233	1,511 (68%)	209 (9%)	513 (23%)
2004	2,630	1,799 (68%)	298 (11%)	533 (20%)
2005	3,163	2,188 (69%)	374 (12%)	601 (19%)
Percentage Change 01-05 +93% Departmental data: April-March compilations				

SWIC's instructional programming is complemented by an extensive offering of student development services. A counseling center provides academic advisement as well as personal and career counseling for all students; 16,342 students accounted for 30,698 intakes in 2004. A Career Activities and Placement Center assists in career assessment and job matching. The Minority Transfer and Multicultural Student Services Center enhances support for SWIC's growing number of students from underrepresented groups, and a Special Services Center provides a range of support services for the college's special populations students.

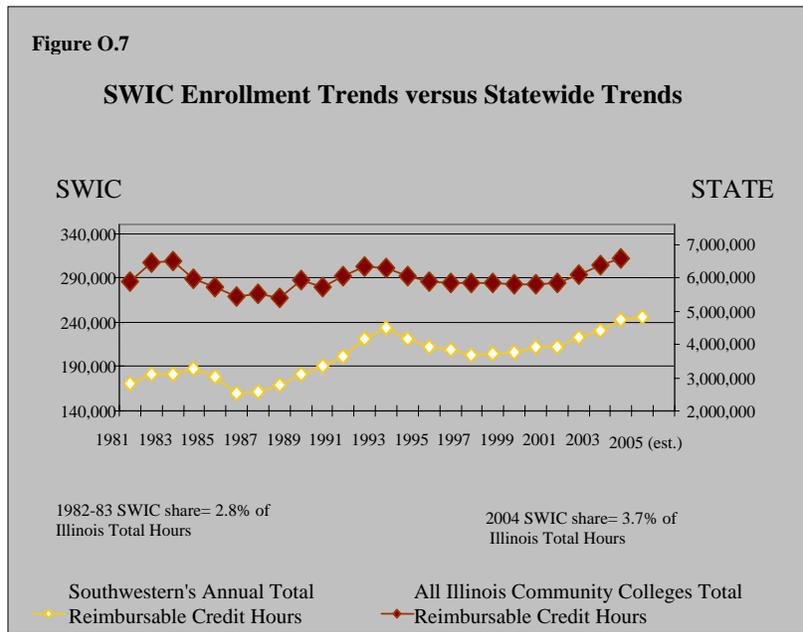
The college is unique in its provision of social and educational services to individuals who are over the age of 55. Some 12,000 residents receive these services each year, as detailed in Criterion Two. Additionally, SWIC offers a broad program of non-credit customized and industry-specific training that impacted 232 companies and 3157 employees in FY 2004.

03. Student Base, Needs, Requirements

Southwestern has significantly grown its enrollment in both absolute and relative terms, as seen in figure O.7 below. The college's enrollment is at a record high while statewide 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.

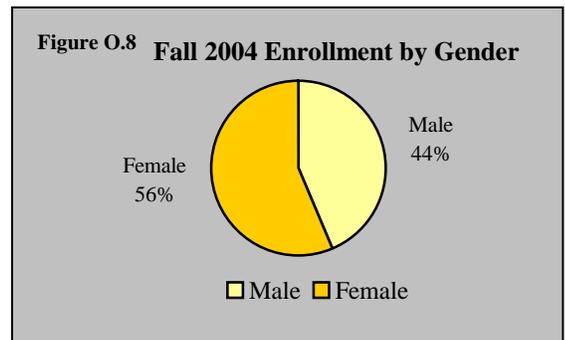


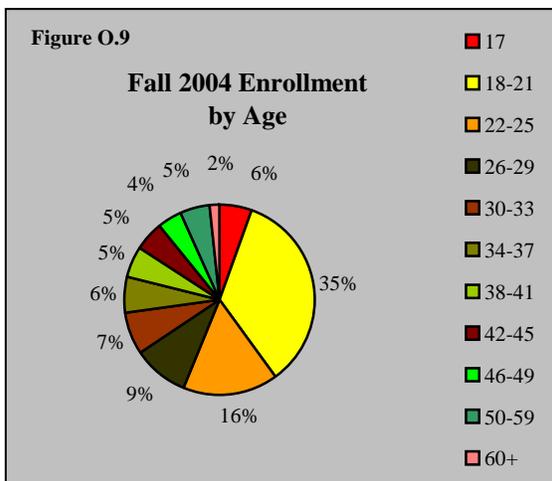
Student demographics are typical for suburban comprehensive community colleges and are presented in figures O.8-11. However, several trends are occurring and have caused the institution to constantly reevaluate its instructional and student development programming:

- SWIC has a growing number of students from underrepresented groups, especially African-Americans. In 1994 African-Americans

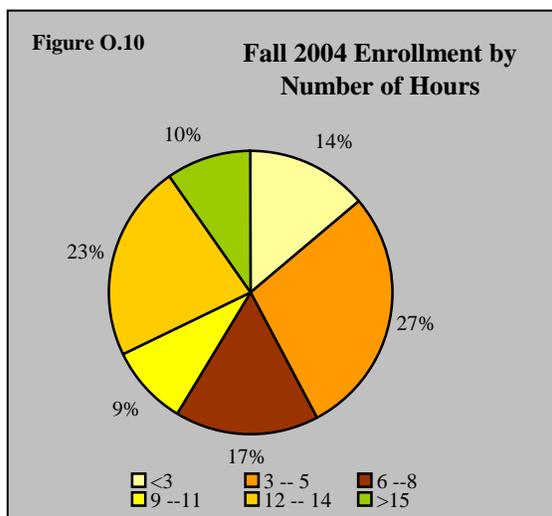
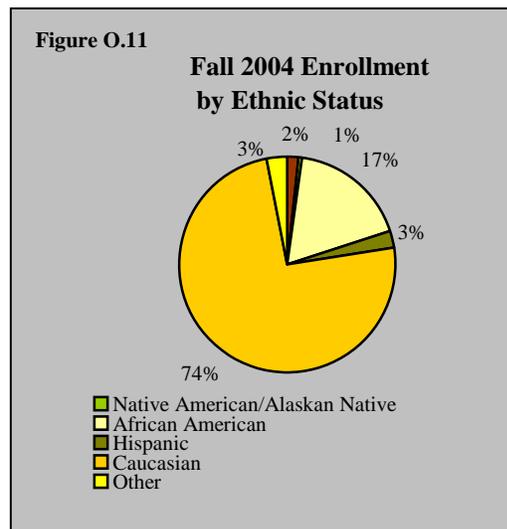
comprised 8.1% of the student population; this grew to 17.7% in 2004.

- The average age of students has shifted from 31 in 1994 to 28 in 2004.
- 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 32.3% in 2004.
- 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 18.6% in 2004. In FY 2004, developmental students accounted for 31.8% of the college's total credit hours attempted.





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 an occupational program or by working toward transfer to a four-year institution. Figure O.12 breaks out students’ stated enrollment intents in 2004.



04. Collaborations

The college maintains extensive collaborative relationships with its stakeholders, including public and private educational entities, business and industry, community agencies, local governments, regulatory bodies, employees, alumni, and, of course, students.

Figure O.12

Student Intent in FY 2004		
	Hours	Headcount
Prepare for transfer	63,122	6,025
Prepare for job	34,985	3,887
Improve skills	9,138	2,304
Review basic skills	6,026	1,305
Other	6,394	1,451
Personal interest	2,559	1,282

These collaborations result in a number of structures, joint processes, and shared initiatives that further the mission of the college and also advance the interests of its stakeholders. These relationships are more fully described in response to 3C1 through 3P3.

Among the most highly valued collaborative relationships are the following:

- Articulation agreements with regional K-12 and transfer institutions
- Advisory board structures with business, industry, union, and professional groups
- Educational partnerships with regional construction trades unions and associations
- Educational partnerships with regional healthcare and protective service organizations
- Facilities-sharing partnerships with K-12 schools and local transfer institutions
- Facilities and programs sharing with the Southern Illinois Collegiate Common Market
- Partnerships and collaborations with community agencies and local governments
- Educational and facilities partnerships with Scott Air Force Base
- Collaborative relationships with learning resources and distance learning consortia

05. Faculty and Staff Base

The college has an exceptionally stable faculty and staff base and most employee groups are affiliated with one of several collective bargaining units. The dynamics of the college's workforce are discussed in detail in 4C2. Employee census and characteristics are presented in figure O.13 below:

Figure O.13

SWIC Faculty and Staff Base and Characteristics

Employee Group	Headcount	Most advanced degree	Union affiliations
Full-Time Faculty	135	Bachelors – 7 Masters – 105 Doctorate – 21	Illinois Federation of Teachers (AFT/IFT); American Association of University Professors
Adjunct/PT Faculty	665	Typically MA/MS+	AFT/IFT; unaffiliated
Administrators/ Professionals & Supervisors	113	Bachelors – 33 Masters – 69 Doctorate – 4	Unaffiliated
Full Time Staff	161	Associates Degree – 66 Bachelors – 16	AFT/IFT; Service Employees Union; unaffiliated
Part Time Staff	267	Desired but not quantified	AFT/IFT; Operating Engineers; Illinois Federation of Public Employees
Total	1341		

September 2004 SWIC Audit Report

As the college has responded to its growing enrollment and to its non-instructional community service programs, there has been a trend toward higher levels of employment in several employee groups. The group comprising full-time faculty has not been one of these; this is discussed in 4C2. The figure below illustrates recent workforce trends:

Figure O.14

Faculty and Staff Employment Trend

	FY2000	FY2001	FY2002	FY2003	FY2004
Full-Time Faculty	134	134	133	134	135
Adjunct/PT Faculty	637	635	614	644	667
Administrators/Professionals & Supervisors	108	108	111	108	113
FT Staff	149	153	155	156	161
PT Staff	426	488	468	441	483
Total	1454	1518	1481	1483	1559

Fall 2004 Semester Payroll Data

06. Critical and Distinctive Facilities, Equipment, and Technologies

Southwestern operates three campus locations; additional sites are the Programs and Services for Older Persons Center and the Industrial Technology Center (which is part of the Granite City Campus). It partners with K-12 schools to provide extension services at over twenty sites in southwestern Illinois and it is involved in a collaborative relationship for facilities at the East St. Louis Higher Education Center.

College-owned facilities comprise approximately 709,000 square feet of total space. The table in O.15 identifies the major buildings by location, footage, and function. The institution recently completed a major renovation program that significantly improved facilities at the Belleville Campus.

Figure O.15

Name	Site	Function	Square feet	Built/Renovated
Information Sciences Building	Belleville	Library, Student Services, Business Division Classrooms	109,101	2000/NA
Main Complex Building/Renovation	Belleville	Classrooms, Commons, offices	323,159	1974/2005
Granite City Campus/Aviation/Industrial Technology and Auto Body Collision Center	Granite City	Classrooms, Labs, Commons, Offices	197,500	1983/1994/2001
Red Bud Main Building/addition	Red Bud	Classrooms, Labs, offices, commons	49,008	1984/2003
PSOP/Addition	Belleville	Offices, Commons	22,700	1980/2003
Schmidt Art Center	Belleville	Office, Commons	6,500	2002

With growing enrollment and excellent future prospects, the college is planning to expand its infrastructure over the next few years. The building program will address acute needs for classroom space as well as those for two occupational programs. Planned infrastructure is given in the table below:

Figure O.16

Proposed name	Site	Proposed Function	Proposed Square feet	Tentative Ready Date
Liberal Arts Building	Belleville	Classrooms and faculty offices	44,000	2007
Fire Science Training Center	Belleville	Classroom, office, Lab & Storage	7,633	2006
Horticulture Classroom Building	Belleville	Classroom/Lab Commons	2,100	2006

Southwestern is involved in a massive, multi-million dollar software conversion program from its legacy systems to a PeopleSoft system. The process began with a specialized information technology strategic plan in 1999 through a Title III grant and with an initial allocation of five million dollars for the software and hardware purchases – which articulated with the institutional plan. The multi-year project has used operating budget dollars of half a million per year and has now implemented key human resources and financial modules. Discussion of future milestones may change annual budget allocation. Milestones achieved and prospective are identified in figure O.17

Southwestern initiated a major commitment to improving its classroom technology in 1999. The college set Smart Classroom standards in collaboration with its faculty and established a plan to construct and convert classrooms and laboratories to meet its goals. Over a five year period, SWIC has constructed 95 smart classrooms and labs on the Belleville Campus, 30 at the Granite City Campus, and 17 at the Red Bud Campus. Construction and retro-fitting continue, with 20 new smart classrooms and labs planned for Belleville, four for Granite, and five for Red Bud.

The college’s regulatory environment is briefly discussed in response to question one above. The ICCB is an organizing and controlling agency that promulgates a body of policy and administrative rules that govern key administrative, instructional, and financial processes. ICCB regularly monitors institutional compliance through an extensive series of fiscal, enrollment, outcomes, and planning reports that are scheduled throughout the year. For example, ICCB mandates a program review process, allows the college flexibility in determining that process, and requires a yearly program and discipline-level report on progress outcomes. Every five years, ICCB conducts its Recognition Report for the college. This involves a fairly extensive self-study to test compliance with ICCB rules and regulations and to assure that key processes are present and functioning. The self-study is followed by a site visit from ICCB personnel where another series of compliance tests may be conducted and where issues arising from the self-study are discussed with senior administration. As noted previously, the IBHE also has regulatory authority over the college; however, this is usually manifested at the broader policy level and does have a direct impact on the college’s strategic planning.

The college maintains program-level accreditation for several of its health occupations programs. All accreditations are current and the college has not experienced any disciplinary actions or withdrawals from any of its accrediting bodies. Program-level accreditations are presented below:

- Commission on Accreditation in Physical Therapy Education
- American Health Information Management Association
- Committee on Accreditation for Respiratory Care
- Joint Review Committee for Education in Radiologic Technology

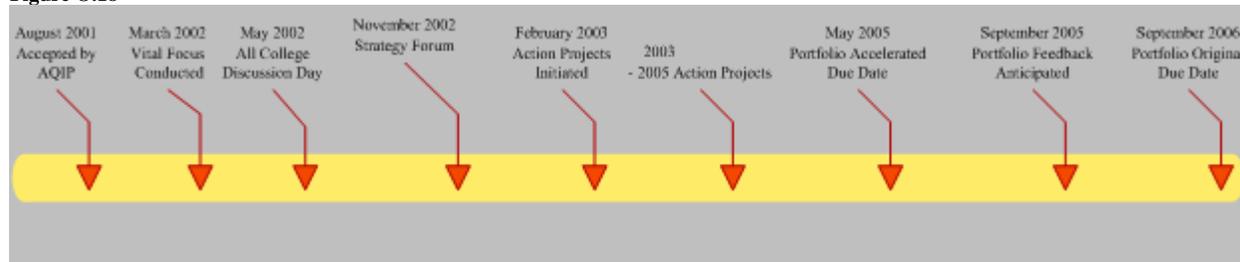
Figure O.17

PeopleSoft Project Outline Summary	
Milestones Achieved	
SWIC PeopleSoft Implementation Milestones	
March 31, 2005	
<u>Milestones Achieved</u>	
1.	PeopleSoft HRMS 7.6 Core Modules – December 2000
2.	PeopleSoft Finance 7.5 Core Modules – December 2000
3.	PeopleSoft Asset Management (GASB – Capital Assets) – September 2003
4.	PeopleSoft HRMS 8.3 Upgrade – March 2003
5.	PeopleSoft Finance 8.8 Upgrade – December 2004
6.	PeopleSoft Asset Management (Remaining Assets) – December 2004
7.	PeopleSoft Procurement Cards – March 2005
<u>Planned FY05/FY06 Milestones</u>	
1.	PeopleSoft Student Administration Recruitment 8.9 Preview – May 2005
2.	PeopleSoft Student Administration Recruitment 8.9 Implementation – November 2005
3.	PeopleSoft HRMS Leave Reports – June 2005
<u>Planned FY06 Milestones</u>	
1.	PeopleSoft HRMS 8.9 Upgrade
2.	PeopleSoft Student Administration Core Modules Implementation Strategy
3.	PeopleSoft eProcurement

- American Association of Medical Assistants Endowments
- National Accrediting Agency for Clinical Laboratory Sciences
- National League for Nursing Accrediting Commission
- Commission on Accreditation on Allied Health Education Programs

Southwestern enthusiastically adopted AQIP as its path for institutional accreditation. The college volunteered to become a beta site for the Commission’s Vital Focus Program and used this process to shape its first set of action projects. The college’s AQIP Steering Committee traveled to five sister institutions to share its experiences and Committee members have presented at the Annual Meeting. The timeline below details SWIC’s progress. Special note is made that the Higher Learning Commission was asked by USDOE to accelerate the due date of this Portfolio from 2006 to May of 2005.

Figure O.18



07. Competing Institutions

The college's main competition is Southern Illinois University Edwardsville (SIUE) and McKendree College in Lebanon.

SIUE, located approximately 30 minutes from Southwestern, markets itself as one of the best higher education values in the Midwest. Tuition is \$130 per credit hour. Enrollment for fall 2004 was 10,811 students with 82% of the student body under the age of 24. SIUE has experienced significant enrollment increases since 2000 and has continued to develop into a residential campus, with activities and student life comparable to many larger universities. About 25% of students reside on campus.

Another institution, McKendree College, could be considered a competitor based on accessibility and its reputation in the region. McKendree is a traditional, private, liberal arts college and is located about fifteen minutes from Southwestern. Tuition for a full time student is \$16,400 per year. It has been recognized consistently one of America's 100 best college buys, reflecting the college's high standards of excellence and affordability as a private college. McKendree has about 1,500 students including a significant international population. The college offers six degree programs in thirty-seven areas of study.

Lindenwood University (LU) in St. Charles, Mo., opened a campus in Belleville in January 2003, offering accelerated evening classes in undergraduate and graduate studies. In April 2004, Southwestern entered into a general articulation agreement with Lindenwood, which codifies a mutually agreed upon system for transfer of specific degree programs leading to the institution. The agreement guarantees that any SWIC student who has completed an associate degree will be granted up to sixty-six semester hours of credit toward the Bachelor's degree at LU, subject to course equivalencies stipulated in the formal agreement document.

In recent years, two Missouri universities – University of Missouri – St. Louis and Southeast Missouri State University – began offering in-state tuition to Illinois students residing in specific regions. Those regions are within Southwestern's district boundaries, which affords students additional higher education choices.

08. Key Opportunities and Vulnerabilities

Several mission-critical opportunities and vulnerabilities have been consistently discerned:

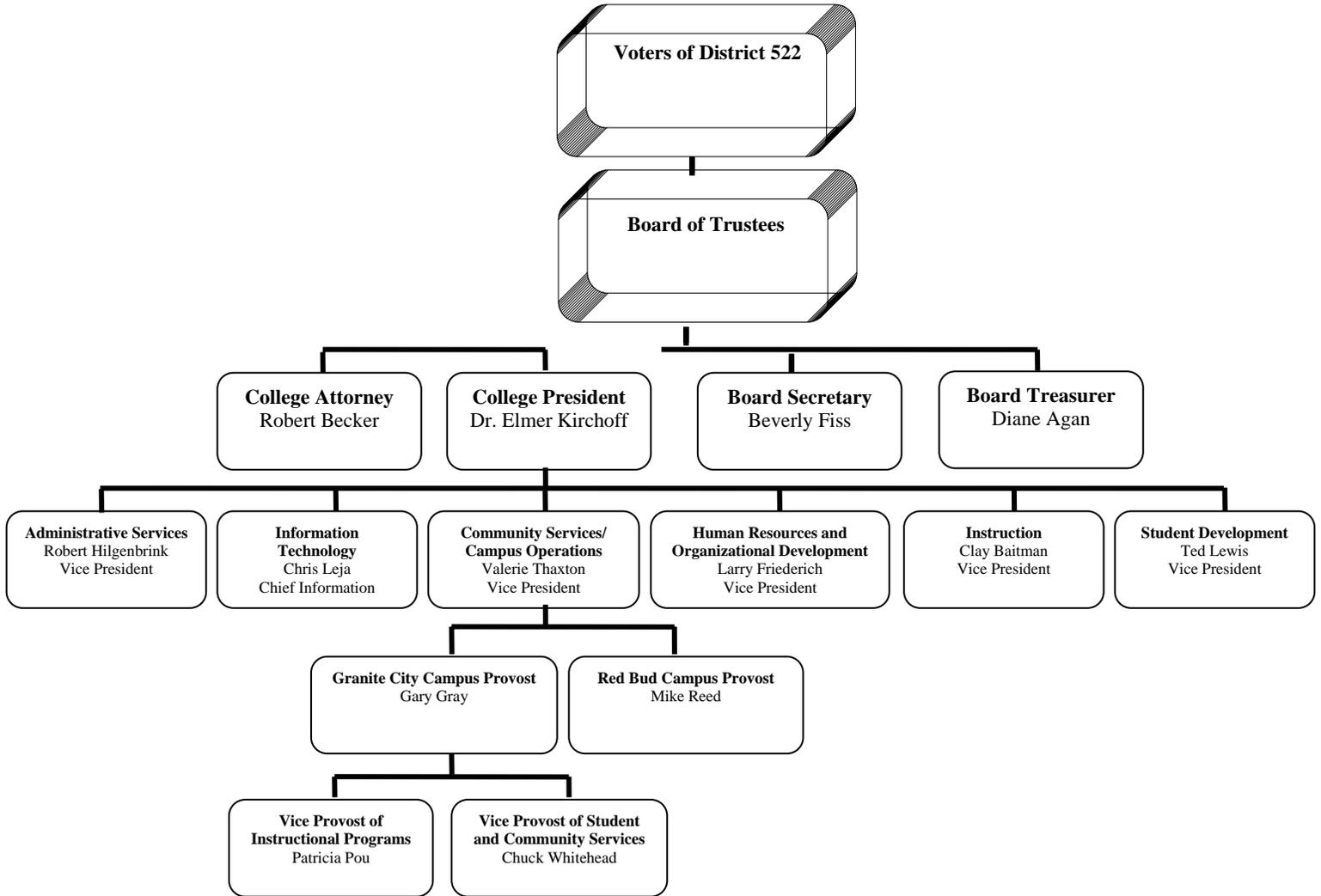
- Technology presents broad opportunities for growth and for more effective teaching and learning; however, technology costs are growing far more rapidly than the college's revenues.
- The college has successfully expanded its minority student population; however, state funding for services that support student success for minorities has declined by 50%.
- A major strategic priority to "increase the enrollment of the college" is being achieved; however, state and local tax revenues are not commensurate with the increase.
- Strategic planning has resulted in positive programmatic changes; however, some major decisions have limited coordination with the planning process.

Figure O.19

Assessment of Organizational Opportunities and Vulnerabilities

BOARD-ADOPTED PRIORITY	OPPORTUNITIES	VULNERABILITIES
<p>Develop a diverse, student-centered college community that is accountable for its mission, that embraces the assessment of learning outcomes, and that focuses on institutional improvement</p>	<p>Robust strategic planning process can utilize outcomes assessment and program review to better identify budget priorities</p> <p>There is great success in using cross-disciplinary committees such as Enrollment Management</p> <p>The college may be transitioning from being “student-centered” to “learning-centered”</p>	<p>Strategic planning process is not used to prioritize between competing requests for funds</p> <p>Staffing does not reflect the diversity found in either student or community populations</p> <p>Competition from private, public, and distance learning institutions is now “global”- and will increase</p>
<p>Engage, partner, and collaborate with communities and educational institutions</p>	<p>Collaborate with high schools to use learning outcomes as the basis to align curricula for transition between secondary education and college; move toward “joint admission”</p> <p>New relationships and programs can be developed for the East St. Louis community</p>	<p>Reduction in federal and state financial support as the higher education market expands.</p> <p>Potential loss of Scott Air Force Base as a major collaborator and a market for enrollment</p> <p>Operational and core responsibilities reduce the time spent on this priority</p>
<p>Increase the enrollment of the college</p>	<p>Local market presents continued opportunities to develop new occupational degrees and certificates as well as new transfer degree</p> <p>SWIC’s low tuition gives it a competitive advantage in the regional marketplace</p>	<p>Serious under-preparedness affects retention and re-directs resources toward intervention and remediation</p> <p>Lack of physical space and associated resources may impact both enrollment and the quality of learning</p>
<p>Develop collaborative processes that support technology, that promote effective business practices, and that align resources with the Strategic Plan</p>	<p>Commercial development near the Belleville Campus creates opportunities for mutually beneficial partnerships</p> <p>Web access for student services: registration, financial aid, payment options, and other areas</p>	<p>Rapidly changing technology exceeds college’s capacity to make and fund decisions—major initiatives are delayed</p> <p>Failure to move forward with web access to student services is a competitive disadvantage</p>
<p>Develop systems, practices, and communication strategies that demonstrate the high value given to the people that comprise the College</p>	<p>New employee orientation and employee development programs can make a genuine difference</p> <p>AQIP has reinforced a sense of family and “college community”</p>	<p>Summer/fall 2006 series of union negotiations pose potential to fall back on an adversarial mode and undo the good accomplished</p> <p>There is limited use of technology to reach our stakeholders</p>

Southwestern Illinois College Organization Chart -- 2005



AQIP CRITERION ONE – HELPING STUDENTS LEARN

1C1 Common Student Learning Objectives Within parameters established by the Illinois Community College Board (ICCB), Southwestern has identified graduation requirements common to its degree-seeking students. These requirements are identified in the catalog for the associate degree in arts, in fine arts, in science, in engineering science, in general studies and in applied science. Courses in communications, humanities or social sciences, and human well-being represent the common course requirements.

As an Illinois public community college Southwestern is required by law “to include in the general education requirements for obtaining a degree, coursework on improving human relations to include race, ethnicity, gender and other issues related to improving human relations....” Students preparing to transfer are advised to complete at least one diversity course within the General Education Core Curriculum.

Southwestern is a participant in the Illinois Articulation Initiative (IAI), a statewide agreement that facilitates transfer of the Illinois transferable General Education Core Curriculum between participating institutions. Completion of this Core Curriculum at any participating college or university in Illinois assures transferring students that lower-division general education requirements for an associate or bachelor’s degree are satisfied. Students must complete the minimum course requirement in each section of the Core and a minimum of thirty-seven semester hours overall to fulfill the Core requirements. Southwestern has incorporated the Core Curriculum into its requirements for AA and AS degrees.

In addition to benefiting transfer students, the IAI also benefits associate in applied science degree graduates. All AAS degree graduates complete at least fifteen semester credits in general education courses. Students who inform their counselors/advisors they wish to earn a bachelor’s degree are encouraged to choose these fifteen semester credits from courses in the Illinois transferable General Education Core Curriculum. Southwestern requires General Education Core Curriculum courses in some of its AAS degrees and recommends them as options in others. *Also, three statewide baccalaureate majors’ recommendations – clinical laboratory science, manufacturing technology/machining and nursing - build upon the AAS.*

Southwestern’s faculty identified seven learning objectives common to all degree-seeking students. At this time these learning objectives and their clarifying competencies include:

- **Writing** Students communicate through the written word – by connecting with the audience through the appropriate quality of thought, style/expression, conventions, and purposeful structure.
- **Mathematics** Students are able to compute fluently and make reasonable estimates; identify, extract, and use quantitative information from tables, charts, graphs and/or other relevant visual data; translate a given problem situation into a mathematical statement and find its solution.
- **Computer Literacy** Students will have the ability to use an operating system to manage files; to use a word processing program to produce a printed document; use computer technology to access, distribute, and communicate information.
- **Oral Communication** Students effectively communicate verbally and non-verbally; present materials in an organized manner; and maximize content in a variety of speaking and performance situations.
- **Reading** Students are able to read at the critical reading level and able to analyze a text/concept by breaking it down into its components; understand the organizational structure and determine the relationships between components, and/or the text as a whole. The reader is able to synthesize materials from different texts and evaluate/judge text according to set criteria for a given purpose and make judgments based on evidence given.

- **Critical Thinking** Students will have the ability to derive ideas or consequences from a set of assumptions or a given scenario (deduction); to grasp a concept through spoken or written communication (conceptualization); to see a concept in experience, human behavior, or in the production of something (application); to judge the worth or success of a concept theory, or method (evaluation); to see oneself in relation to a concept, theory, or practice, one may profess.
- **Civic and Social Awareness** Students develop an understanding of healthy behaviors, interpersonal skills and ethical behaviors that will allow for successful and respectful interrelations in personal and public settings; identify the role and responsibilities for the individual within the social, cultural, political, historical, and environmental context of the U.S. and the world; appreciate the multiple perspectives that exist in the world and develop an acceptance of social and individual diversity.

Faculty committees are exploring the best practices of other institutions and comparing them to the expectations of their colleagues. With nearly 97% of the full-time faculty indicating support for the above-mentioned learning objectives and the accompanying competencies, it remains a significant challenge to identify what “all” graduates should look like given the differences in their general education coursework.

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 occupational 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 also offers courses to meet the varying needs of its district including continuing education, developmental courses, community education, and other non-degree seeking courses. As these programs meet the individual needs of students and/or industry, the expectations of the common competencies are not applied.

1C2 Aligning learning with mission In 1999 the Board of Trustees approved a new strategic planning process, re-affirmed its mission statement and developed a set of core values to guide the policies and procedures of the institution. These are detailed in the Overview and further explicated in Criterion Eight.

The first strategic priority is “*Develop a diverse, student-centered college community that is accountable for its mission, that embraces the assessment of learning outcomes, and that focuses on institutional improvement.*” This was further clarified by strategic goals and objectives that demonstrated Southwestern’s commitment to the AQIP process as the “*main means to achieve and document institutional effectiveness and quality*” and that it would “*use outcomes assessment as AQIP’s primary process in demonstrating institutional effectiveness and guiding program review...*”

Southwestern’s faculty is empowered to align student learning expectations, practices and developmental objectives with its mission, values, and strategic priorities, goals and objectives. In 2002, the General Education Outcomes Assessment Committee developed a survey to determine potential educational objectives and common competencies for all degree-seeking students. Faculty focus groups include representation from each instructional area, along with a content specialist and a resource person, defined a set of competencies for each of the broad educational objectives. Each group was charged with responsibility to determine the method(s) of evaluation for their competencies.

The focus groups have defined and delineated learning objectives. To assure consensus the competencies were shared with the full-time faculty, adjunct faculty, deans and directors during fall semester 2004 “Opening Week” activities. Based on feedback from those sessions, the General Education Committee is consolidating and clarifying the competencies and anticipates revisions by spring 2005.

Departmentally, full-time and adjunct faculty collaborated to develop Program/Discipline learning objectives and course competencies. For occupational programs, learning/educational goals are shared with advisory committee members before submission to the Discipline Outcomes Assessment Committee.

The faculty outcomes assessment leaders provide direction for the outcomes assessment processes and develop plans to support those functions. The AQIP/Outcomes Assessment Steering committee, which includes faculty, the vice president for instruction and a divisional dean, is responsible for the oversight, coordination and evaluation of the entire outcomes assessment process and for related student learning action projects.

1C3 Key instructional programs and methods Southwestern offers a wide variety of educational opportunities and services to its district. To accomplish its mission and goals, the college offers five Baccalaureate/Transfer degrees, over ninety occupational degrees or certificates, a comprehensive Adult Basic Education program, and numerous non-credit courses. Additionally, the Center for Training Innovations provides a variety of training opportunities for businesses in the region. Participation levels in the credit programs and Adult Basic Education are indicated in figure 1.1. Occupational programs listed in the table reflect those programs with the highest numbers of graduates in FY2003.

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 18.6% of the students enrolled in the college's Baccalaureate/Transfer or Occupational Programs are enrolled in developmental courses.

Figure 1.1

Key Instructional Programs*	Unduplicated Headcount	Percentage of Total Enrollment
Baccalaureate/Transfer <ul style="list-style-type: none"> • Associate of Science • Associate of Arts • Associate of Fine Arts 	6467	24.9%
Transfer course enrollee (non-degree seeking)	4773	18.4%
Occupational – Associate of Applied Science/Certificate <ul style="list-style-type: none"> • (Top 10 programs based on FY03 credit hour data) • Nursing • Administration of Justice • Computer Information • Management • Radiologic Technology • Early Childhood Education • Medical Assistant • Paralegal Studies • Office Administration and Technology • Electrical/Electronics Technology 	9758	37.6%
Occupational course enrollee (non-degree seeking)	1981	7.6%
Adult Basic Education <ul style="list-style-type: none"> • Adult Secondary Education (GED test preparation) • Reading • English as a Second Language • Vocational 	2904	11.2%

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Instructional programs are designed and delivered to promote excellence and quality. Class sizes vary by discipline but are established to maximize the potential of all students. Minimum enrollment criteria vary by course content, instructional delivery method and class location.

Courses are offered in a variety of formats to accommodate the needs of a diverse student population. A “block schedule” is offered at the Red Bud Campus, hybrid courses which combine online and face-to-face instruction are offered, and several formats of distance learning are offered. In addition some career programs are designed for accelerated delivery.

Southwestern recognizes the value of instructional technology and the majority of classrooms on all campuses are equipped with smart classroom technology. The Faculty Development program offers several workshops each semester to encourage the introduction and enhancement of technology into the curriculum. The Faculty Technology Center is equipped with a state-of-the-art computer lab and an instructional technologist provides individual and group assistance.

The integration of technology occurs in a variety of ways. In the music department, courses such as Music Theory and Class Instruction in Piano are held in the music computer classroom. Digital recording classes are offered in a recording studio classroom as part of the Music Technology program and the Art program offers digital imaging and advertising design software courses. Students enrolled in advanced mathematics courses use application software such as *MINITAB*® and *Mathematica*® for course assignments. Allied Health, Public Services, Industrial Technology and Business Division programs also utilize software programs and technology to enhance their curricula. In addition to program appropriate technology, extensive access technology is available in the Special Services Center’s Resource Lab for students with disabilities.

1C4 Preparing students to live in a diverse society and world Southwestern promotes student learning through the values of the community college concept and recognizes the uniqueness of each individual and the diversity of his/her needs. The college is committed to preparing students to live and work in a pluralistic society – a goal stated in both the college mission and the strategic plan. The college seeks to promote this concept within the curriculum by including information related to multiculturalism in numerous identified courses and through campus activities.

The college offers courses that celebrate third world or non-western cultures. It offers two study abroad history courses each year that give students the opportunity to travel and learn about other cultures. The college supplements classroom experience by supporting guest speakers, theatrical productions and other activities that expose the college community to diverse ideas and concepts.

Southwestern’s Minority Transfer and Multicultural Student Services Center collaborates with other campus organizations to provide a variety of experiences both on and off the campuses. The Center is dedicated to providing support services and cultural experiences for the minority population within the college community and plays a key role in making the college an inclusive institution responsive to a diverse student population.

College faculty and administrators recognize the diversity of the student body, its varying needs and learning styles. Southwestern’s faculty is committed to providing instruction in a variety of modes to accommodate all student needs. To this end, both full-time and adjunct faculty access training on such topics as learning styles, working with adult learners, diversity and other instructional strategies.

The Counseling Center provides opportunities for students to explore individual learning styles; the Success Center conducts academic success workshops, and students with disabilities can participate in an individualized intake and assessment appointment in the Special Services Center where diverse learning

needs are identified. Plans are developed for each student and the Center has the personnel and the technology to deliver extensive support for students' classroom needs.

1C5 Maintaining a healthy campus climate 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.

SWIC's determination to foster an institutional climate that reflects these values is manifest in the codification of the AAUP *Statement on Academic Freedom* in both official Board Policy and the union contract with the faculty bargaining unit. The latter document also includes a three-page section on intellectual property rights of faculty that has served as a model for other community colleges. These institutional policies function as a foundation for a climate of openness and mutual respect both among faculty and between the faculty and the college's administration. The ideal of shared governance is accordingly endorsed within an atmosphere of collaboration in which consensual decision-making strategies are consistently pursued and frequently achieved. It is thus considered routine for the vice president for instruction to attend meetings of the faculty union's Executive Committee in order to answer inquiries, explore issues, and engage in collaborative problem solving.

There are many manifestations of this positive faculty climate: the Faculty Development Program provides financial resources that encourage faculty to develop and present papers at conferences; the Advisory Committee on Experimentation awards small grants to support faculty research projects; forums are provided for faculty to present Faculty Showcases to colleagues throughout the institution; the scheduling of Special Topics courses for students is facilitated; and faculty are empowered to create and present special activities for internal and external constituencies such as Women's History Month, Darwin Day, prestigious guest speakers in mathematics and the sciences, the Fine Arts Festival and the International Film Series. All of these enterprises reflect, celebrate and strengthen Southwestern's climate of intellectual freedom and inquiry.

At Southwestern faculty strive 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 their 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.

1P1 Determining common student learning One approach the college takes to address common student learning is to align transfer program general education requirements with the Illinois Articulation Initiative's General Education Core Curriculum (GECC). GECC is under the joint sponsorship of the Illinois Board of Higher Education, the Illinois Community College Board, and the Transfer Coordinators of Illinois Colleges and Universities. GECC facilitates the transfer of students among all Illinois colleges and universities—public and private, associate and baccalaureate granting—by enforcing common learning objectives. This was accomplished by establishing five faculty panels with twenty-two members on each to review course syllabi submitted by colleges and universities in the curricular areas of Communications, Mathematics, Physical and Life Sciences, Humanities and Fine Arts, and Social and Behavioral Sciences. A course must be considered by the relevant panel to meet statewide learning objectives and standards in order to be certified and included in the published statewide Core Curriculum. Once certified, a class is accepted for transfer purposes as a general education course by all participating institutions, which includes all of the public and virtually all of the private colleges and universities in Illinois. Southwestern has participated in the IAI GECC program since its inception in 1998. At present

three SWIC faculty members serve on general education panels and 100 SWIC courses are GECC certified.

Southwestern's common student learning objectives and program-specific learning objectives are identified through faculty-driven processes. A full-time faculty member with full release time serves as the outcomes assessment program coordinator. This individual directs and coordinates the activities of two committees established by the faculty. One committee oversees development of the institution's general education component. The second supports program/discipline-level assessment purposes and classroom assessment efforts. Committee membership is representative of the four instructional divisions. Instructional deans represent the administration providing institutional support as required.

The general education outcomes assessment committee utilizes "all-faculty discussion days," surveys, focus groups and periodic meetings to solicit input and facilitate the decision-making process that determines the common student learning objectives. After periods of survey and discussion, the committee sub-divides and assigns the learning objectives to a focus group which champions the cause of their assigned learning objective. 1C1 presents these seven current general objectives. Each focus group defines the competencies expected under their objective, determines the method(s) and measures to assess the student learning outcomes, and analyzes the data.

The Disciplines Outcomes Assessment Committee functions similarly to the General Education Committee and is responsible for processes that lead to programmatic and classroom-level assessments. Through frequent meetings, conversations, surveys and faculty workshops, the committee provides assistance and oversight for the development of program/discipline mission statements, educational goals, program and course-specific competencies, curricular maps and methods and measures that assess student learning at this level. All programs and disciplines complete a cycle of review mandated by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE) at least once in every five-year period (as further discussed under Criterion Eight). Those programs having additional accreditation responsibilities are reviewed more frequently and often do annual reviews of their student learning performance. Additionally, all occupational programs utilize 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.

Both processes are subject to continuous review and provide for curricular adjustments as indicated by the assessment findings. The outcomes assessment coordinator and the co-chairs of the two assessment committees serve as members of the institution's curriculum committee. Curriculum committee procedures scrutinize new course proposals and changes to existing curricula. Faculty may use the curriculum committee as a vehicle for implementing changes deemed appropriate at the institutional, program and classroom level. Together, the outcomes assessment processes and the curriculum committee procedures establish Southwestern's learning objectives.

1P2 Design of new courses and programs Generally, Board Policy directs that "the total educational program will be evaluated continually with respect to its value to the students enrolled." In addition, the needs of the community are considered at all times and advice is solicited from advisory committees, especially with respect to occupational programs. Faculty and students are encouraged to participate in the planning of new courses, in the evaluation and updating of existing courses, and in the development of new teaching techniques. All new programs are presented to the vice president for instruction by the curriculum committee and require the approval of the Board of Trustees prior to application for ICCB approval. Curriculum committee decisions at the course level (new courses, course modifications, requirements, prerequisites, standards, etc.) that do not have significant cost or enrollment ramifications may be implemented by the faculty and administration. Curriculum committee decisions at the program

level that involve the initiation of a new program, program termination, or have significant financial or enrollment ramifications such as new faculty, new equipment, new or modified facilities, enrollment decline or increase are submitted to the Board of Trustees prior to implementation.

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. The faculty and staff develop these curricular proposals identifying needed resources. The champions will forward the requests to the internal and external approving authorities through the curriculum committee. With statewide funding problems impacting Illinois community colleges, Southwestern is converting to a new program development model that will better reflect 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.

Efforts of the faculty and student development staff are important when designing new courses or revising existing courses to improve learning. Faculty utilizing classroom assessment techniques frequently identify situations in which the level of student learning might be enhanced. They determine curricular changes, course prerequisite changes, and identify how technology might contribute to student success. Changes in teaching style, techniques or methods are often suggested and implemented through departmental or institutional means. Data from existing course assessments often drive these faculty requests for improvement. Experiences and data collected by the Counseling Center, Career Placement Center, Success Centers and Special Services Department often contribute to the re-design of courses and/or programs. This collaborative effort has led to an increase in Internet course offerings, hybrid course arrangements that match traditional classroom experiences with Internet opportunities, and an increase in smart classroom technologies that frequently strengthen student engagement in their coursework.

1P3 Required student preparation 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. Students will also have the opportunity to meet other students who are starting their college careers at Southwestern. Information provided during the College Information Session can help each student to become more successful. The main goal of the assessment process is to gather information about current skills. The assessment process informs each student of the proper level to start math and English classes. 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.

Who is assessed?

- All degree-seeking students.
- New students taking three or more college credit classes.
- Students wishing to enroll in classes which require specific English and/or math competency levels.
- Students applying for admission to the AA, AFA, AES, AS or AGS degree program.

- Students taking any Electrical/Electronic Technology course except Electrical/Electronic Technology 100.
- All students **MUST** be assessed prior to accumulating more than twelve baccalaureate credit hours.

Who is exempt?

- Students who have taken college-level math and English courses and received a grade of “C” or better at another college or university.
- Students taking certificate programs or some classes that do not require college credit math or English, unless specified elsewhere.
- If students are exempt, they must see a counselor to obtain written permission before enrolling. Documentation of previous coursework (transcript, grade report, etc.) is required. Assessment scores remain current for a two-year time period.

To ensure that students are adequately prepared for courses, some courses require completion of foundation courses or demonstrated skill levels prior to enrollment. These prerequisite requirements are listed at the end of each course description in the college catalog, which is available in hard copy as well as online.

Adult Basic Education (ABE) employs frequent objective and performance testing to determine student placement in courses and programs. External standards (see 1P2) frequently determine the minimum requirements for specific programs. Prior student experiences are also used to determine minimum preparation for specific programs. For example, ABE has found that success in nurse assistance training requires a minimum TABE (Tests of Adult Basic Education) reading level of 6.0. ABE consults with other college departments to determine skill requirements for specific programs and attempts to match these with its curriculum. ABE staff are involved in state level work to determine standards in the various areas of adult education.

1P4 Communicating expectations to students 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 1P3) receives a catalog. 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 web site by SWIC marketing staff further ensures that the most current academic requirements are reflected in the publications shared with students and communities. Current feedback from students indicates that publications are more consistent and effective in communicating course and graduation requirements than were prior to the current process.

The faculty has developed a standard course syllabi designed to ensure the communication of course, program and institutional requirements as well as satisfying 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.

The Admissions Office provides recruitment, admission, and evaluation services for prospective and current students at Southwestern. Its “New Student Orientation” program provides a venue for new students to become familiar with campus practices and operations, working with faculty and staff,

clarifying institutional and student expectations and meeting other new students. The SWIC website serves as an information tool to facilitate student access to class schedules, course descriptions, e-mail questions regarding the college, as well as announcements for prospective and current students. Campus tours provided by the staff offer a venue for prospective students and their guests to explore the college campuses and connect with faculty, staff and students. An Adult Student Open House provides opportunities for returning adult students to explore the possibilities of entering or returning to college in an open house format designed to address the varied needs of the adult student. The Student Handbook provides a concise reference tool clarifying student and institutional expectations, student rights and responsibilities, and opportunities for student engagement in the college community. The Student Ambassador Program is a program that 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.

Adult Basic Education 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 (English Speakers of Other Languages) 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.

1P5 Advising and placement The Department of Counseling and Human Development provides services at each campus and at many extension center sites. Services are provided through the Counseling Center, the Career Placement Center, the Minority Transfer and Multicultural Student Services Center and the Special Services Center. Counseling services are both educational and therapeutic and are designed to foster academic, personal and career success. Counselors help students make educational and career decisions compatible with their goals for completing a degree or certificate program and assist students in transferring to a four-year college or university. Students meet with counselors during their participation in the Mission Success program explained in IP3 during the assessment phase of their admission process. The Career Activities and Employment Center offers services in three broad areas:

Job Leads/Job Search Training/Career Assessment & Information

- Online Job Matching
- Employability and Workplace Skills Workshops
- Resume Assistance
- On-Campus Recruiting, Job Fairs and Career Fairs
- Job Search, Interviewing, and Resume Workshops
- Student Internships

Career Decision-Making/Career Assessment

- Career Assessments
- Computer Guidance Software – Discover and Horizons

Career Exploration/Labor Market Information

- Industry Tours
- Career Exploration Days
- Informational Interviews
- Career Resource Books and Occupational Files
- Business and Industry Information
- Career MAP (Mentor Alumni Program)
- Graduate Follow-Up Information

The college 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 Special Services Center offers special populations 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.

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. Students recognized as being deficient in preparation may be advised to take developmental course work at a more appropriate level. Students possessing advanced capabilities may be offered course credit waivers or program course substitutions that enable more challenging academic coursework or other forms of advanced placement.

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, TABE testing, academic record reviews, past attendance records, consultation with former instructors or employers, criminal background checks and group orientations. ESOL employs testing to determine placement in beginning, intermediate and advanced classes.

1P6 Documenting teaching and learning effectiveness Southwestern documents effective teaching through a variety of evaluation processes that are applicable to the status of its full-time, adjunct and part-time faculty. Non-tenured full-time faculty is 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. Adjunct and part-time instructors may utilize the same student/course evaluations as their full-time counterparts and have their class visited by their department chair/program coordinator and/or dean. A new 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. The process has been

very successful and may be expanded to include a greater number of adjunct faculty members in the future. Initial participants in the program found it to be professionally beneficial and personally satisfying.

Effective learning is documented through the assessment of student performance at the institutional, program and classroom levels. Faculty use the institutional data collected from their students' performance in the general education learning objectives as a means of evaluating the foundation courses of the degree programs. Most recently faculty assigned to the Writing Focus Group created a rubric, which can now be applied across the institution. The commitment of the faculty to writing across the curriculum is viewed as a first step towards improving the writing capabilities of SWIC graduates. At the program level the faculty has identified multiple means of assessing the performance of most students completing an occupational degree or certificate. Graduate follow-up surveys, performance during internships and clinical assignments, and employer surveys of graduates performance are measures used and compared to graduates success rates on departmental, state or national written or practical examinations.

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.

1P7 Instructional delivery processes Southwestern is one of the largest Illinois community college districts and has developed instructional delivery systems to maximize learner access. The college accommodates student and community needs through a system of three campuses located in major cities within the district. These campuses are supported by evening offerings at approximately twenty-six extension centers located mainly at the high schools found in SWIC's region. Dual credit opportunities exist at many of the local high schools during regular high school hours and a site at Scott Air Force Base serves military personnel and their family members. The college also delivers instructional services in partnership with other Illinois community colleges at the East St. Louis Community Higher Education Center. While not all occupational programs are available at each campus, most locations offer sufficient course offerings to enable students to complete one or more transfer degrees. Extension centers serve as convenient locations for students desiring general education courses and often reduce the amount of time a student might be required to be on campus. In addition to the significant number of educational sites provided by the district, employers are often best served by the customized training provided by the Center for Training Innovations (CTI). The CTI staff brings instruction to an employer's location using on-site equipment or machinery to better train the workforce.

The college offers courses at each campus during the traditional time periods of the week with most classroom space utilized from 8 am to 2 pm and again from 6 pm to 9 pm. Southwestern also offers courses that begin five, eight and ten weeks into a semester enabling late starting students ample opportunities to complete some of their coursework. Weekend enrollments are available and provide opportunities for students who might not otherwise be able to attend the college. The division of community services provides many non-credit experiences utilizing the weekend format. Even though the majority of credit hours are delivered in the traditional classroom/laboratory mode, Southwestern is a key contributor to distance learning opportunities in Illinois. In spring 2005, SWIC is offering thirty telecourses serving nearly 1500 students, fifteen interactive campus courses enrolling approximately 300 students and sixty-five online courses with an enrollment of 1200 students. This does not count the numerous courses that are hybrid combinations mixing traditional classroom experiences with online activities.

1P8 Curricular currency and effectiveness As mandated by the ICCB and IBHE, SWIC annually conducts a program review for approximately 20% of its occupational 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 Criterion Eight.

1P9 Determining student and faculty support needs The Student Development and the Community Service Divisions, along with Instructional Division faculty and staff regularly confer regarding student needs. Southwestern utilizes nationally normed student satisfaction surveys and follow-up focus group activities to determine students' opinions regarding services. This year SWIC is further exploring its performance through participation in 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 Development Division regularly identifies issues and concerns that impact student success. All divisions, together with faculty and staff, work student by student, to enhance the individual's opportunity for success. This collaborative approach has resulted in several significant initiatives (such as the Success Centers previously discussed).

Learning Resources is an essential part of the instructional program of Southwestern Illinois College. It provides the resources, services and facilities necessary to complement and support the college curriculum. Southwestern's libraries offer a full range of resources and services to meet student academic research needs on the Belleville, Granite City and Red Bud campuses. The combined district-wide library resources consist of a substantial collection of more than 500 journals, 85,000 books, 3,500 videos, 500 CDs and DVDs, newspapers, microfilm, and networked databases to support the college curriculum. Students obtain resources from any of the three campuses through the intercampus library loan system. In addition, the interlibrary loan service offers access to the collections of academic, research, public and special library collections nationwide. Licensed subscriptions to Academic Universe, EbscoHost, First Search and other databases provide subject indexing and full text access to a vast range of general interest and scholarly periodicals, newspapers, and publications. Internet workstations provide entry to library databases from campus libraries and several databases may be accessed from home by logging on to www.swic.edu/library. Library instructional sessions on topics such as research basics and database use are available by appointment. Other district wide library services include Internet computer workstations, copy machine services, individual study carrels for quiet study needs, video viewing equipment, and comfortable group study areas. Learning Resources also provides testing centers at all three campuses for students who require a flexible testing schedule.

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; additionally, a well-organized faculty development program with resources and responsibilities embedded at the individual, divisional and institutional levels addresses faculty issues and concerns as they impact teaching and learning. 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 on line 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.

1P10 Alignment of curricular and co-curricular goals 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 tie community service with curricular objectives. 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 Granite City Campus has matched scholarship with service and provided challenging opportunities and learning experiences to those selected for the program.

1P11 Student assessment processes The outcomes assessment committees and focus groups consisting of sixty full-time faculty members and four 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 General Education Committee and Institutional Research staff determined the methods to collect data from stratified and/or cluster samplings of students to assess the learning objectives for writing and oral communications. Pilot testing of methods for assessing computer literacy and reading were conducted in the fall 2004. The process of assessing mathematical skills, civic and social awareness, and problem solving is yet to be finalized. The focus groups for each of the learning objectives and common competencies are primarily responsible for determining how to collect the data, review the data and make recommendations to the Curriculum Committee. The General Education Chairperson and the Outcomes Assessment Coordinator work closely with each focus group, providing guidance and assistance as needed. The Writing Focus Group recommended collecting writing samples from a group of students that reflected the student population with greater than forty credit hours completed. The Writing Focus Group with input from the faculty at large, created the writing grading rubric. Artifacts were collected by random sampling of courses that were composed heavily of students near degree completion. The writing artifacts were evaluated three times utilizing the writing assessment rubric; once by the instructor of the course and twice by trained writing focus group graders. The Writing Focus Group determined the need for a training session addressing the use of the rubric to improve the reliability amongst graders after pilot testing the rubric during the fall 2003 semester. The Oral Communications Focus Group has mirrored that process in the assessment of its learning objective. The Oral Communications Focus Group recommended the taping of student classroom presentations permitting use of its grading rubric at a later point in the semester. The focus group for Computer Literacy recommended the development of a customized online examination for the assessment of randomly selected entering and exiting students. This focus group completed a pilot assessment utilizing this exam during the fall 2004 semester. Specific courses were targeted for assessment based on the demographics of the students enrolled. The assessment was conducted during scheduled class periods. The data collected will be analyzed by the focus group. The Reading Focus Group recommended the use of the CAAP (Collegiate Assessment of Academic Proficiency) test for the assessment of reading by students ready for graduation. They chose to utilize a designated testing day for randomly selected students to complete the assessment. This project was completed as a pilot in the fall of 2004 to determine the effectiveness of this method. The results of this test are being analyzed during spring 2005 and will be compared to each student’s initial COMPASS test results taken at the time they were admitted to the college.

The Outcomes Assessment leadership continues to direct the focus groups and the disciplines/programs committee to utilize multiple measures to assess student learning. They sponsor workshops on the types of tools that can be utilized and encourage the use of direct and indirect methods of assessment, as well as

the use of outside professionals in the field as evaluators of performance competencies. At the discipline/program level, the Disciplines Committee provides recommendations about assessment to the faculty as a whole, but has begun to more specifically target program coordinators and chairs for workshops that will help them develop their mission, goals, and assessment tools. The program coordinators, department chairs and the faculty within the discipline ultimately determine what will be assessed for the discipline.

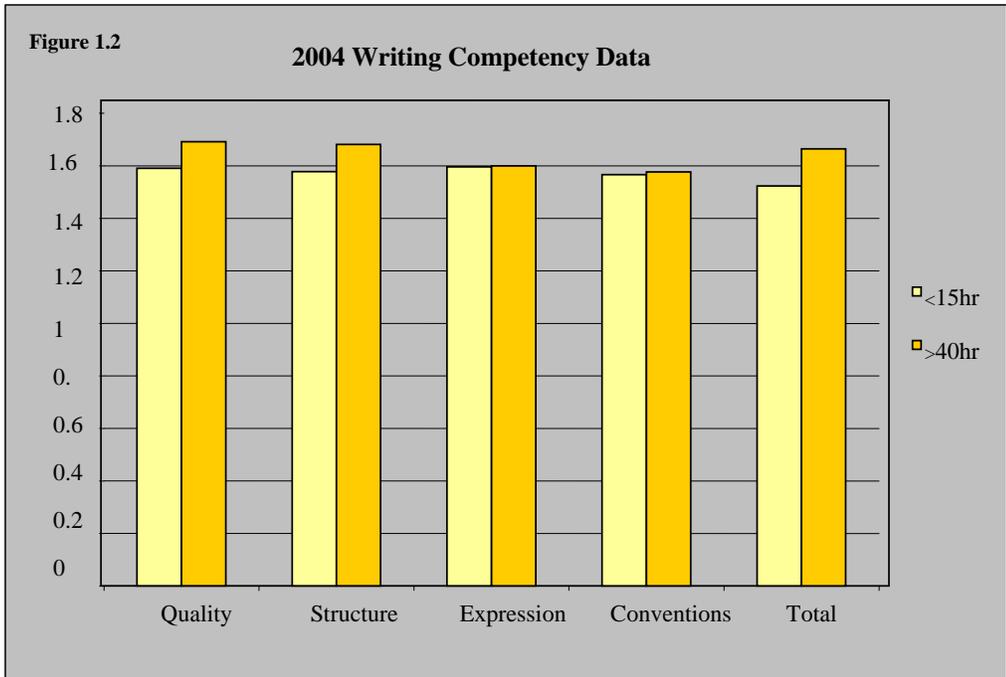
1P12 Student preparation for further study or employment Southwestern uses multiple measures to determine how well prepared its students completing associate degree programs and occupational certificates are for further education or employment. Specifically, transfer graduates completing the IAI general 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. Statewide 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.

1P13 Measures of student performance 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:

- numbers and rates of student degree and certificate completions
- grade distribution of student course completions
- GPA performance of transfer students
- performance of graduates who gained employment
- graduate's opinions regarding his/her preparedness
- evaluations of students completing internships and clinical practice
- numbers and rates of student course completions
- pass rates of students challenging licensure examinations
- placement rates of graduates seeking employment
- employer's evaluation of graduate's performance
- performance of students required to complete developmental coursework

These benchmarks are used in combination with other measures of program effectiveness to complete program reviews and satisfy strategic priorities, goals and objectives. SWIC is currently developing a system of institutional benchmarks that will guide a decision-making process intending to match performance and need with budget planning. The success of students at the course and program completion levels is expected to be a critical factor in the assessment of institutional effectiveness.

1R1 Student Learning Achievement In 2004 the Writing Focus Groups collected and evaluated writing samples. Data from the evaluation were discussed and analyzed and the results and recommendations were presented at an all-faculty orientation meeting in spring 2005. The members of the Writing Focus Group determined an overall score of 1.5 was proficient.



The results of this assessment are illustrated in the figure 1.2. The graph compares writing scores of students with less than fifteen credit hours completed at Southwestern to students with more than forty credit hours. The writing rubric included the following components: quality of thought, purposeful structure, style/expression, and appropriate conventions. As a

result of the writing assessment, the Writing Focus Group recommended a pre-requisite of English 101 (or 102 as appropriate) be implemented for all writing intensive courses and that such courses adopt the standard style manual already required for English 101 and English 102.

Results are also collected at the program specific level to determine how well programs are meeting their educational goals. The physical therapist assistant program annually reviews its results for meeting their twelve program specific learning objectives. Results for each objective include data collected from didactic coursework, clinical performance, and surveys. Sample of results for academic year 2003-2004 are identified in figure 1.3

Figure 1.3

Results of Physical Therapist Assistant Program: Goal #3

Threshold	Results		
The class average for each PTA Practical Skill Exam will be 80% or greater.	Fall 2003:	Midterm	Final
	PTA 102	89%	94%
	PTA 201	89%	93%
	Spring 2004:		
PTA 151	88%	86%	
The class average for the comprehensive final exam will be 75% on those items related to physical therapy intervention.	Spring 2004: 78%		
At completion of PTA 170, 85% of students rank in the third quartile or higher for skills 1(safety) & twelve (skills competency). At completion of PTA 280 90% of students rank as entry level for skills #1 & 12.	PTA 170: 100% of students rank in third quartile PTA 280: 100% of students rank as entry level		
85% of the rankings on graduate surveys will be greater than a two on each of the criterion related to patient intervention.	100% of practicing graduates (six month post) ranked their ability to perform each learning objectives a three or greater on a five point scale.		

1R2 Student competence evaluation In addition to the examples of results portrayed in 1R1 above, the following charts present additional evidence that students have acquired the knowledge and skills base required by the institution for the awarding of degrees and certificates.

Figure 1.4

**Completions by Race/Ethnicity/Disability/and Gender
FY 2000-FY 2003: Southwestern Illinois College**

	FY 2000		FY 2001		FY 2002		FY 2003		5-Year Change	
	Number	%	Number	%	Number	%	Number	%	Number	%
Female Completers	910	53.4%	961	54.3%	1229	53.5	1683	49.6%	+792	+88.9%
Male Completers	794	46.6%	810	45.7%	1068	46.5	1709	50.4%	+953	+126.1%
Black Completers	163	9.6%	151	8.5%	258	11.2	354	10.4%	+247	+230.8%
All Minority Completers	210	12.3%	202	11.4%	346	15.1	467	13.8%	+321	+219.9%
White Completers	1494	87.7%	1569	88.6%	1951	84.9	2925	86.2%	+1424	+94.9%
All Completers	1704		1771		2297		3392		+1745	+106.0%

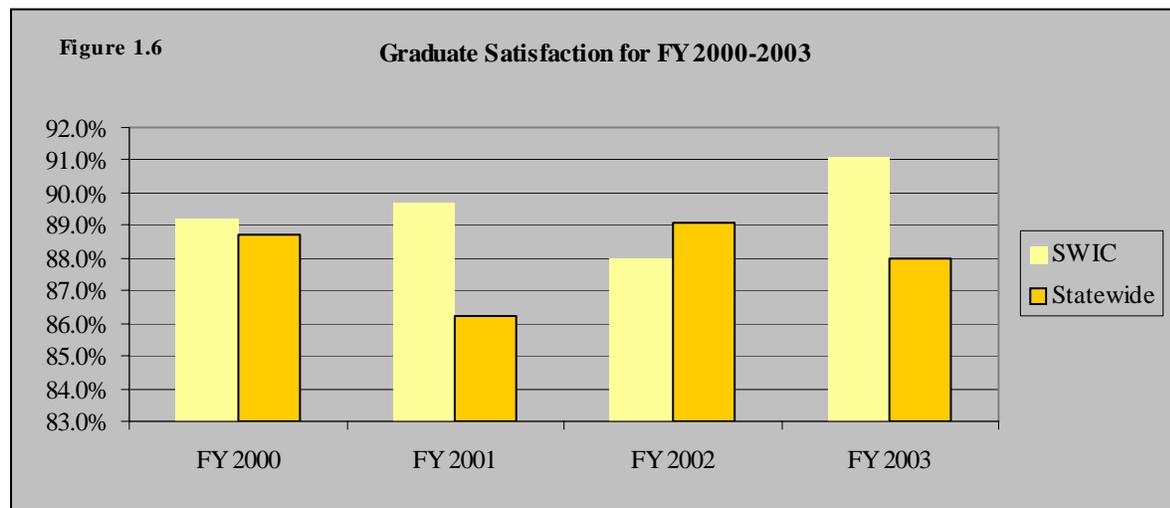
Figure 1.5

**Completions by Race/Ethnicity/Disability/and Gender
FY 2000-FY 2003: Statewide Comparative Data**

	FY 2000	FY 2001	FY 2002	FY 2003	5-Year Change
	Percent	Percent	Percent	Percent	In total numbers
Female Completers	60.4%	58.3%	58.6%	57.7%	+23.4 %
Male Completers	39.6%	41.7%	41.4%	42.3%	+ 43.8%
Black Completers	13.9%	15.8%	14.2%	14.8%	+ 50.5%
All Minority Completers	25.6%	30.3%	28.0%	29.1%	+ 54.2%
White Completers	74.4%	69.7%	72.0%	70.9%	+ 23.7%
All Completers					+ 31.3%

Source: A-1 Record Submissions reported by the ICCB

And finally, figure 1.6 indicates graduates' satisfaction with the various components of their occupational degree or certificate programs. Students indicate their level of satisfaction in the following components: course content, lecture and lab experiences, equipment/facilities/materials, job preparation, preparation for further education and employment information. Statewide data permits a comparison with other community colleges in the Illinois system.



Many occupational 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 1.7.

Figure 1.7

**Results of Employer Survey for the Radiologic Technology Program
Identifying Percent of Graduates Displaying Entry Level in Learning Objective**

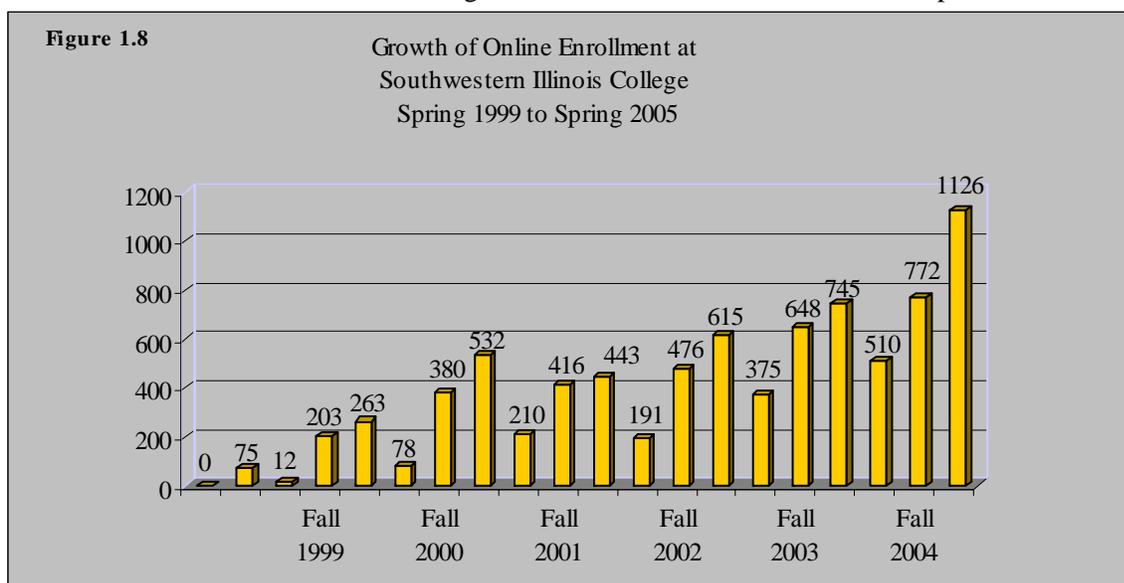
Learning Objective	2002	2003	2004
1. Competent in skills performing diagnostic exams	100%	100%	100%
2. Knowledge of basic radiographic positioning	100%	100%	100%
3. Proper radiation protection practices for self & others	100%	100%	100%
4. Basic understanding of medical terminology	100%	100%	100%
5. Exercise knowledge of nursing skills appropriate to RT	100%	100%	88%
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%	88%
11. Adequate technique compensation for pathologic conditions	100%	100%	94%
12. Show concern for physical & psychological needs of patients	100%	100%	100%
13. Assess life threatening situations and respond appropriately	100%	100%	100%
14. Demonstrate knowledge of ancillary RT equipment	100%	100%	94%
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%	88%
18. Compare equally with entry level grad of other RT programs	100%	100%	88%

Source: ICCB Data Table reporting the Occupational Follow-Up Study

1R3 Teaching and learning process results During the 2003 academic year, through the process for creating new degree and certificate programs (curriculum committee), Southwestern received approval from the ICCB for the Associate in General Studies degree. This degree will allow students who pursue non-traditional educational goals to earn a degree upon the completion of a

required core of general education coursework. At the same time the Math and Science Division received approval for their submission of the Associate in Engineering Science degree. This degree will enable greater articulation of coursework for those students seeking to transfer as engineering majors at senior institutions. In addition, twenty-eight degree and certificate programs were modified; one degree (Real Estate Marketing) was placed on inactive status and five programs (Marketing Advertising Art, Computer Technology, Cosmetology, Industrial Rigger / Ironworker, and Industrial Blacksmith) were withdrawn from the ICCB “master file. Normally, the Curriculum Committee processes one to two associate degree additions or deletions, approximately fifty new courses, three to five new certificates and accepts adjustments to thirty to fifty existing courses each semester.

Another example of the results of the college’s processes that help students learn may be viewed in figure 1.8. The chart demonstrates the enrollment growth in online coursework from the spring 1999 semester to the spring 2005 semester. The growth represents the collaborative efforts of faculty development activities, the faculty technology center and the processes used by the Distance Learning Department to serve students in a non-traditional setting. See Criterion Six for additional examples.



1R4 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 Illinois Community College Board (ICCB) and the Illinois Board of Higher Education for the 2003-2004 Results Report. The data indicates 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 organizations in addition to those in higher education.

Figure 1.9

**Pass Rates on Professional/Occupational Licensure Exams
–Relative to State and /or National Averages**

Healthcare Field	Emergency Medical Technician		Medical Radiologic Technician		Nursing (RN)	
	SWIC Rate	National Average	SWIC Rate	National Average	SWIC Rate	State Average
2002	74%	69.0%	88%	88.4%	87%	87%
2001	76%	60.0%	88%	88.4%	87%	85%

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 vs. the national mean of 60.4.

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. This data enables the institution to evaluate and plan for improvements that will help students learn. Currently, much of this data provides 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."

1I1 Improving current processes Many processes and systems for helping students learn have been in place for a long time. The current program review process has changed little since the 1990's. Other systems such as the Success Centers, Online Writing Lab (OWL) and early alert intervention system have been in existence for only a few years. Based upon the effort of the committee addressing the components of this criterion of the Systems Portfolio and the efforts put forth by the committees assigned other portions of the portfolio, it is apparent that the way the college does business has changed. Collaborative ventures by staff in the Student Development, Community Services and Instructional Divisions demonstrate that staff members are becoming more accustomed to working as teams addressing functions or processes more than ever before. It would appear that the institution has learned it is no longer possible to function effectively within silos. If this assessment is correct, the response to this criterion becomes much clearer. As an institution Southwestern seems to embrace continuous quality improvement simply because so many individuals are involved in the discussions that determine satisfaction with the systems we have created. Specifically, as it relates to helping students learn, all of the processes and systems are subject to further evaluation and improvement. The college has spent a considerable amount of time reflecting upon responses to the context, process and results portions of Criterion One. Southwestern is positioned to harness the efforts of its stakeholders and rely 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. For those who would acknowledge that the institution's culture has changed, it now appears evident that improvement to the processes and systems for helping students learn can occur at any level, by any staff or team that is willing to "get involved."

1I2 Setting improvement targets The college relies primarily upon the expertise of its instructional and counseling faculty to establish targets for improvement. Once set, targets are communicated to trustees, staff, and faculty through regular reporting on Program Review outcomes or on Strategic Planning System results. An example of how Southwestern sets improvement targets would be a goal established to meet criteria established by the Illinois Board of Higher Education (IBHE). SWIC was required to establish "common institutional and mission specific" indicators of performance and effectiveness that would be compared against the other public two- and four-year colleges and universities in Illinois. The figure below is from the IBHE submission. The goal indicated that 80% of degree/certificate would be either employed or enrolled in further education within one year of graduation for programs reviewed in 2005. Later this year, the college will determine if the goal is met for these programs and establish a goal for next year's programs. See figure 1.10.

Figure 1.10

Percentage of degree/certificate recipients either employed or enrolled in further education within one year of graduation.

Goal: 80 %

Rationale: Programs under review in FY 05 are:

	FY 00 Percentages	
	<u>State</u>	<u>SWIC</u>
Horticulture	80.0%	75.0%
Marketing	97.6%	100%
Nursing	95.6%	100%
Nurse Assistant	88.9%	92.9%
Construction Management	88.9%	80.0%
Power Plant Technology	100%	100%

A downturn in the state's economy might result in decreased employment opportunities in Horticulture, Marketing and Power Plant Technology. Continued growth in new construction projects should result in favorable employment opportunities for SWIC CMT graduates. Continued nursing shortages should result in high employment trends for RNs and CNAs. If 60% of SWIC graduates respond to the follow-up study in 2004 the college should find 85% of the graduates reporting employment or continuing education. 80% is felt to be conservative and realistic with the uncertainties of the state's economy. This goal will measure 2003 graduates during 2004.

Source of Data: Occupational Follow-up Study

During SWIC's All-College Discussion Day activity as a part of the AQIP Vital Focus process, the overwhelming response when asked, "what's an example of something we've done well?" was the creation of success centers and the accompanying processes that developed from it. As mentioned previously, these centers were the direct result of collaborative efforts between student development, community services and instruction.

Southwestern entered AQIP with four significant action projects. One completed project identified and obtained resources necessary to support a full-time faculty-driven outcomes assessment process. With adequate staffing, space and budget, the faculty is establishing targets for improvement based upon the results of their assessments. The first major improvement was dedicated to enhancing student performance in writing. A second action project has increased the support for faculty development bringing professional growth opportunities to a greater number of full-time and adjunct faculty. The same project has created a system that will provide a common orientation to all new employees, enhancing the likelihood that student service may improve if all stakeholders understand their role in helping students learn. A third action project is pursuing improvements that will provide accurate academic advising for students. The team working on this project is suggesting that improvements in technology and communications may have the most immediate and significant impact on academic advising. The final action project has wrestled with issues concerning the dependence upon adjunct faculty and part-time employees. Proposals that would improve the ratio of courses taught by full-time faculty and provide greater support for adjunct faculty and part-time staff suggest additional improvements that will benefit student learning.

AQIP CRITERION TWO – ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

2C1 Other institutional objectives Southwestern Illinois College’s Mission and Values Statement along with its strategic plan emphasize the significance of accessibility to lifelong learning through various pathways in addition to the primary scope of instructional opportunities to learners through degree and certificate programs. The concept of lifelong learning is also intertwined in these key guiding documents.

To effectively serve the comprehensive needs of the college community, Southwestern Illinois College provides programs and services at three campus locations, along with twenty-six off-campus sites covering 2,100 square miles, a specialized service program specifically serving the needs of older persons, and a myriad of classes through the Southern Illinois Collegiate Common Market (SICCM) at the East St. Louis Community Higher Education Center.

Explicit objectives that complement Helping Students Learn may be categorized into five overall objectives.

1. Lifelong Learning
2. Community Outreach
3. Meeting the needs of a Diverse Community
4. Partnerships
5. Accessibility – The concept of “accessibility” often relates specifically to physical access considerations for persons with disabilities. However, in this overall objective, a broader definition is applied. Accessibility refers to maintaining a barrier-free physical environment, as well as accessibility provided to all students based on having a multi-campus system, off-campus sites, distance learning opportunities, and on-campus transit services.

2C2 Alignment with mission and vision The college’s mission addresses a broad, diverse commitment to education and its community. The tactical planning process assures that distinctive objectives relate to the institution’s mission, vision and strategic plan. The Center for Training Innovations (CTI) and Programs and Services for Older Persons (PSOP) of Southwestern Illinois College are examples of successful community outreach programs involving partnerships within the community. These model programs align with the institution’s mission, goals, and objectives by supporting lifelong learning, accessibility to education, and by meeting the needs of the diverse community.

Life-long Learning

Supporting and promoting the life-long learning process is part of the core mission of Southwestern Illinois College. The institution values and strives to create a learning community that is open-ended and committed to providing opportunities for continuous learning. SWIC’s strategic plan encompasses the development of a diverse, student-centered college community with goals focusing on the learner’s environment. CTI and PSOP both support the objectives of the college’s strategic plan by assuring that lifelong learning opportunities are accessible, affordable, and appropriate for the community.

Community Outreach & Partnerships

The mission of Southwestern Illinois College also focuses on individual growth through educational excellence and active partnerships with students and the community. In meeting the goals and objectives of the strategic plan, CTI programs focus on the assessment of learner needs by responding to the changes in business and industry that impact the college, its mission, and its communities. CTI’s on-going scanning efforts and its proactive measures to keep abreast of the college community and its needs are noted in the partnerships and workforce development efforts made throughout the district.

Within the college's strategic plan, PSOP has helped establish the college as a leader in higher education through its unique partnerships to reach the seniors within the community. In addition, the college's collaborative efforts within the region have promoted joint initiatives with colleagues in K-12, higher education, and government agencies through the AmeriCorps partnerships and the Southern Illinois Collegiate Common Market.

The leadership role played by SWIC through its unique community outreach programs and services creates a positive impact on the economic development of the region. CTI works closely with local and regional economic development offices and personnel on business retention and attraction projects and on local and state workforce development issues. The William & Florence Schmidt Art Center is a regional asset and a quality of life enhancement for residents, students, businesses and tourists to the area. The Schmidt Art Center, Community Education programs (College for Kids, Kids on Campus and Community Service Activity (CSA) offerings) and College Activities public programs are all examples of successful programs and services established to support the mission and goals of the institution.

The Community Education Department strives to meet the ongoing educational needs of residents of all ages. Community Education collaborates with local school districts to offer dual credit classes, paraprofessional test preparation classes and on-site paraprofessional certification testing. Year-round enrichment programs for children are offered, along with partnering with an organization for parents of gifted children to provide summer enrichment programs. Lifelong learning opportunities are available for adults through non-credit classes and personal development programs. Seniors and other community members can take classes at the PSOP site.

Meeting the Needs of a Diverse Community & Accessibility

Southwestern strives to fulfill its strategic plan by positioning itself as a college of choice through the development of multiple campuses and off-campus sites including Scott Air Force Base. Some diverse needs met include collaborative processes which support accessibility and technology advancements for distance learning instruction. The unique Industrial Training Center program meets the diverse needs of the community by serving a special interests population. Transit services coordinated in the metropolitan area also support accessibility to education. And, the respect and understanding of multicultural and diversity issues is encouraged district-wide through the college's goals and objectives.

Diversity can include people whose primary mode of learning is visual or kinesthetic. The college's exhibits of visual art invite community members and students who are visual learners to engage in the academic life of the institution, just as the classes in automotive and aviation maintenance, massage therapy and welding engage and benefit those who are primarily kinesthetic. Diversity of experience and cultural background is another area the college addresses through its English as a Second Language classes and the diverse backgrounds and images of artists from many cultures that are exhibited in the Schmidt Art Center and in works of the college foundation art collection displayed on all the campuses.

Southwestern strives to maintain alignment with the strategic plan by taking measures to reach students across the institution's large geographic area. The strong district-wide efforts made to meet the needs of the diverse community and expand accessibility to education are evidenced in the increased number of students served and credit hours generated. For example, the college's dual credit program in low-income areas is a way to encourage and enable students to get a head start on college and see themselves as future college students. In addition, the college offers a non-threatening environment for seniors and others who have been out of the classroom for many years.

2C3 Support in helping students learn In dual credit programs, SWIC works closely with deans, high school administrators and counselors to assure that all students enrolled in dual credit receive the same coursework and have the same expectations for success as any other student enrolled at the same course at

the college. Within the five overall categories identified in 2C1, key SWIC programs and services were identified as distinctive objectives designed to support the systems in place for student learning.

The Center for Training Innovations (CTI) advances the objective of lifelong learning by offering full-service training and performance improvement programs designed for individuals desiring to upgrade professional skills or companies seeking to improve employee productivity. CTI partners with companies to provide training solutions as open enrollment seminars or as custom seminars designed for specific companies. CTI also works closely with local and regional economic development offices, including the Local Workforce Investment Boards on workforce development issues, and business attractions and retention projects.

Programs and Services for Older Persons (PSOP) provides significant support to the concept of lifelong learning. PSOP provides a wide variety of services, programs, activities and educational classes to assist persons age 55+ to remain in the mainstream of society. These services are provided via a one-stop center and eight satellite offices located throughout the college district.

The Schmidt Art Center is a significant example of the college's commitment to community outreach. The Center opened in February 2002 and features changing exhibits of visual images from the college/foundation collection, works of local and nationally-known artists, and traveling exhibitions. Additionally, the College Activities department provides a vast range of social, cultural, educational and recreational activities throughout the college district to promote outreach to students, faculty, staff and the community.

Partnerships have long been valued by the college as reflected in its many programs and operations. In addition to the business partnerships and training available through CTI, the Workforce Investment Act provides training funds for and personal advocates for eligible dislocated workers and adults who meet income guidelines. The Illinois Employment and Training Center Resource Room may be used by the public to create online and paper resumes, access college training and GED classes, search job and career websites, register in web job banks including Illinois Skills Match, and search for financial aid and scholarships. To promote service to the community, Southwestern, Abraham Lincoln Neighborhood Association, Belleville Elementary School District 118 and Franklin Neighborhood Community Association formed a partnership to obtain an AmeriCorps grant for the community. Participants receive a living allowance and educational award in return for service to the community. PSOP interacts significantly in its daily operation with various community resources such as St. Elizabeth's Hospital, St. Clair County Mental Health Board, St. Clair County Housing Authority, St. Clair County Transit District and Land of Lincoln Legal Foundation. Southwestern Illinois College plays a major role in the Southern Illinois Collegiate Common Market which offers a variety of classes to participants in the East St. Louis area.

Accessibility is key to Southwestern's accomplishment of its other distinctive objectives. Multiple campus and extension sites offer convenience and accessibility to individuals residing within a wide scope of the metro-east area. Training programs are also provided on-site at company locations. Distance learning opportunities are available to students seeking an alternative means of education. Programs include telecourses, interactive video courses and online instruction. These programs offer the flexibility and convenience needed by students in today's advancing society.

2P1 Determining other objectives The process of determining other distinctive objectives at SWIC occurs at several levels. A faculty or staff member may identify an existing need or opportunity within the college or the communities that it serves. This need or opportunity is investigated, analyzed and discussed as it is brought through the normal administrative chain. Alternately, the president's staff might identify a need or opportunity which in its assessment aligns with the strategic plan. It is also common

for the Strategic Planning Council (SPC) to identify the need or opportunity (based on the results of the annual environmental scan or other research and assessment). In any of these situations, the SPC would ultimately receive and evaluate proposed distinctive objectives, examine those objectives for compatibility with the college's mission, values and goals, and recommend a course of action to the Board of Trustees. The final decision is made by the Board.

2P2 Communicating expectations The college communicates its expectations through informal and formal channels. Informally, expectations are communicated through supervisors as staff carry out their daily tasks. Formally, expectations are spelled out through the strategic and tactical planning processes. The Board of Trustees sets formal strategic objectives. It is the entire college's responsibility to guide their work toward satisfying the objectives. The strategic plan is widely available through printed and electronic media.

From the perspective of grant funded objectives, the expectations are an intricate part of the development of proposals. For those grants that are funded, the expectations are built into the contractual agreement between the funding source and the college. The fulfillments of those expectations are communicated through the various reporting requirements of each grant.

2P3 Determining faculty and staff needs Needs are determined by faculty and staff directly concerned with the objective. Once needs are identified, action plans for satisfying the needs are developed and forwarded through the chain of command. For those needs that can be satisfied without additional funds or policy changes, consultation with a direct supervisor is often the only course of action needed. In the 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 for approval.

The college utilizes a system of supplemental budgets to fund non-grant projects outside of the formal budget process. A supplemental budget is proposed by the staff member that is in need of additional funds to carry out the goals of their objective. The request is considered by the president's staff, and ultimately recommended to the Board of Trustees. In recent years, almost all of the supplemental budgets approved have been related to projects driven by the college strategic plan and the related strategic objectives.

2P4 Assessing and reviewing objectives The formal assessment and review process for the college other distinctive objectives are woven into the strategic planning process. The strategic priorities and objectives set by the Board of Trustees are achieved through the tactical planning process. Each department is responsible for achieving portions of the tactical plan. The achievements are formally reviewed each year, and submitted to the Board through vice-presidents and the Strategic Planning Council. The review process then drives the development of the following year's tactical plan.

2P5 Measuring accomplishments of other objectives and analyzing results Specific performance measures used are determined by the function being measured. Divisions, departments and programs have area-specific measures that may include enrollment reports, student/client served data, revenue and expense reports and satisfaction surveys. Listed below in figure 2.1 are the measures used by major service providers for SWIC's other distinctive objectives.

Figure 2.1

PSOP	
Enrollment Reports	Customer Surveys
Grant-required Reports	Federal GPRA Reports
Advisory Council Evaluations	Profit and Loss Reports

Schmidt Art Center	
Attendance Reports	Number of Partnerships
Non-credit Center Enrollments	Recognition from Arts Groups
Visitor surveys	Private Gifts Received
Grants Received	Website Traffic

Community Education	
Enrollment Reports	Participant Evaluations
Cancellation Rates	Profit and Loss Reports
Kids of Campus Surveys	Off-Site Supervisor Meetings
Dual Credit Reports	Student Evaluations
Partnership results	

College Activities	
AmeriCorps Site Evaluations	Member Evaluations
AmeriCorps Grant Reports	Kids Club Enrollments
Kids Club Parent Evaluations	Kids Club Grant Reports

2R1 Results for accomplishing other distinctive objectives

- Annually PSOP serves 12,000 individuals in diverse communities through community outreach, lifelong learning opportunities, and accessibility to transportation.
- Twenty-one high schools participate in dual credit programs for juniors and seniors. In the fall of 2004, 887 high school students earned 2456 hours of college credit; 715 are currently enrolled in an additional 2652 hours of college credit courses this semester.
- Dual credit enrollment has increased from 495 students in 2001 to 1491 students in 2004. These students earned 7272 hours of college credit in 2004.
- CTI provides services to between 250 and 300 companies a year, training between 3500 and 4000 employees each year. Local and regional economic development offices include CTI personnel in business attraction and retention projects. Two Local Workforce Investment Boards have formed a consortium to deal with workforce development/economic development issues; CTI is an active participant in this consortium.
- The SWIC AmeriCorps partnership with Belleville District #118, the Franklin Neighborhood Association and the Abraham Lincoln Neighborhood Association has provided over 24,000 service hours to area youth and the City of Belleville.
- During academic year 2003-2004 Kids' Club child care enrolled 151 children in 103 families of SWIC students, faculty and staff. Parents who used the Center enrolled in 1250 credit hours and 42% of the parents were able to access one of the federal/state financial assistance grants.
- The Schmidt Art Center serves as a resource to the college and greater community. The Schmidt is the vehicle for collaborative fine art programs and grants: The college's Kids' Club was awarded a National Endowment of the Arts grant that fosters the involvement of young children in art activities, and the Missouri Botanical Gardens selected the Schmidt Family Gardens and the Natural Habitat area as Signature Gardens.

- During each of the past four summers about 1300 children and youth attended an average of 108 workshops and sports camps. Each year, more than 2500 students attend non-credit seminars and classes.
- During FY03 the college began to offer grant funded courses to train teacher aides. As of January 1, 2005, more than 650 teacher aides have received training to prepare them for the paraprofessional certification test.
- From FY02 to FY04, the number of students taking classes at off-campus sites has increased from 3643 to 4282; credit hours at off-campus sites increased from 21,469 to 23,742.

2R2 Results comparison Although SWIC is the largest community college in Illinois outside the greater Chicago area, its dual-enrollment program results far exceed the rates achieved by peer institutions.

- CTI's results concerning companies and employees served (along with its other economic and workforce development issues) rank it in the upper 20% of Illinois community colleges.
- SWIC's Programs and Services for Older Persons has no peers since there are no community colleges or institutions of higher learning that have the same breadth of offerings.
- The Kids' Club program is comparable to enrollment at peer institutions and Community Education programs, generally, are comparable in enrollment to other institutions of similar enrollment throughout the state.
- Working in cooperation with the other members of the consortium at the East St. Louis Higher Education Center is a unique situation since SWIC provides the majority of course offerings at this site and works with the other colleges serving this institution to provide the additional coursework needed for their students to complete certificate programs.

2R3 Strengthening the institution and relationships with our community and region CTI's distinctive objectives strengthen and position the institution as a "one-stop-shop" for life-long learning services, whether those services are provided for business owners, employees, individuals seeking personal development, seniors, or children.

Community Education works closely with many institutions and organizations throughout the district to assess the educational needs of these communities. Through involvement with local school districts at both the elementary and high school levels, local Chambers of Commerce and civic organizations like the YMCA and various parent groups, Community Education is able to respond to the needs of the community through partnership programs and classes.

PSOP is able to offer services and classes to a more diverse population. This provides the college with positive public attention, name recognition, and a comprehensive lifelong experience for district residents.

The Schmidt Art Center also enhances the image of the college. SWIC was selected as the first Illinois community college to host the 2005 Illinois Board of Higher Education Collegiate Art Exhibit – a statewide show featuring juried winners from students enrolled at both senior and community colleges.

The AmeriCorps program partnership with local government, community organizations and school districts provides over 24,000 hours of service to the community. By enhancing the educational

experience for grade school children and involvement with key community organizations, the entire community, including the college, is positively affected.

SWIC faculty and staff meet with school personnel, area Chambers of Commerce and other civic organizations. By being visible and responsive to the communities and their needs, SWIC partners with many entities within the district.

2I1 Improvement of current processes and systems SWIC recognizes that staff development and professional currency are key to continually improving systems and processes for these particularly distinctive objectives.

PSOP staff review systems of evaluation and assess processes appropriately. New grants are sought as new needs are realized with particular attention paid to advisory council members.

CTI improves its systems by working closely with area business and industry leaders to determine market needs. The department keeps abreast of changing technology and business processes to help clients remain competitive. As new developments are identified, staff are providing training opportunities and consultants are hired to prepare new curriculum and programming.

Community Education reviews and evaluates programming by working with area schools and organizations to formulate new programs and partnerships that respond to the needs of the communities served throughout the district. Examples include: meeting with off-site coordinators, quarterly meetings with SICCM and the Cahokia-Dupo Archview partnership.

The Schmidt Art Center Arts Advisory Council meets regularly to provide programming recommendations to the administration.

2I2 Targets, improvement priorities and communications The Kids' Club is working toward National Association for the Education of Young Children (NAEYC) accreditation. The process of preparation will strengthen and enhance the current program and provide guideposts for the future. A working group is in the process of developing recommendations for the relocation of the center to provide better facilities for care and to increase student interaction with the facility for educational purposes.

A priority is to offer for-credit classes at the PSOP facility. PSOP staff are working with Community Education staff and the marketing department to set up and advertise these for-credit classes.

CTI is currently working toward increasing its share of the health care market. CTI is working closely with two Local Workforce Investment Boards to procure grant funding to provide management training to the healthcare industry.

Community Education offers new courses each semester and continues to expand programming and partner with other divisions throughout the college to enhance its community presence. In addition, Community Education is targeting increased attendance at off-campus sites.

As improvements and innovations are developed, each office works closely with the college's centralized Public Information and Marketing office to communicate results and improvement priorities.

IP CRITERION THREE – UNDERSTANDING STUDENTS’ AND OTHER STAKEHOLDERS’ NEEDS

3C1 Student and stakeholder groups and 3C2 Requirements and expectations Southwestern’s mission addresses the needs of not only student groups but also 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 3.1 below and are a driver for the institutional processes and systems that address and serve their needs.

While figure 3.2 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. For example, with more than ninety occupational/career programs offered at the college, these students’ needs are differentiated to address educational and employment objectives. Additionally, university transfer students who are seeking access to four-year institutions upon their completion at Southwestern are differentiated in a number of ways.

Direct responsibility for determination of student and stakeholder requirements and expectations is structured through the respective divisions of the college under which those services are housed. Refer to the organizational chart in the Overview for divisional categorization. Vice presidents, department directors, and staff work jointly to identify student and stakeholder needs and implement programs and strategies to address them within their daily processes. Each department responsible for particular services are charged with developing, managing, and evaluating the processes to meet identified needs. Accordingly, annual department objectives and goals are established to address process improvement and link to tactical plans that bridge to the college’s strategic planning. Additionally, the Enrollment Management Committee conducts an on-going review of the college’s efficiency and effectiveness in meeting student needs.

Student groups are segmented by student intent. Each segment or group has common short- and long-term requirements and expectations as well as those that are unique to their educational process at a point in time.

Figure 3.1

Student Groups and Common 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.
Student Groups and Unique Requirements and Expectations		
Students	Short Term	
Prospective	<ol style="list-style-type: none"> 1. Ability to find their classes and support service offices. 2. Appropriate signage to direct them will be available. 	
Degree Seeking Entering/Returning	<ol style="list-style-type: none"> 1. Assistance with enrollment process i.e. Mission Success and Financial Aid. 2. Assessment and validation of their educational goals. 3. Connect students with program information, appropriate resources and service 	

Continuing	<p>providers.</p> <ol style="list-style-type: none"> 4. Engage students in the college experience. 5. Individual support and guidance. 6. Acceptance of previous college coursework. 7. Communicating expectations of program requirements regarding student preparation and student learning objectives. 8. The college mission statement and values will be upheld. <ol style="list-style-type: none"> 1. Engage students in the college experience. 2. Flexible course scheduling to accommodate other life responsibilities. 3. Ability to complete their program of study in a timely manner. 4. Appropriate instructional and curriculum resources that meet industry and accreditation standards. 5. Access to appropriate student support resources. 6. Education and training that leads to viable employment opportunities and/or successful transfer. 7. Communicating expectations of program requirements regarding student preparation and student learning objectives. 8. The college mission statement and values will be upheld.
Transitioning Out	<ol style="list-style-type: none"> 1. Employment services. 2. Transfer services. 3. Credentials (i.e. degrees, certificates). 4. Opportunity to return. 5. The college mission statement and values will be upheld.
Non-Degree Seeking	<ol style="list-style-type: none"> 1. Ease of registration. 2. Appropriate instructional and curriculum resources that meet industry standards. 3. Flexible course schedules to accommodate other life responsibilities. 4. Communicating expectations of program requirements regarding student preparation and student learning objectives.

SWIC has segmented its stakeholder groups 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 either relayed back through the institution through the Strategic Planning process, or individual departments rely on 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 of purpose.

Figure 3.2

Stakeholder Groups and Common 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 & Friends	Responsiveness
Other Educational Institutions	

Stakeholder Groups and Unique Requirements and Expectations		
Business Community	District Citizens	Board of Trustees
Quality service Collaboration (i.e. Advisory Committees, partnerships, mentors, classroom speakers, etc.)	Quality service Equitable taxation Commitment to public service	Institutional accountability Compliance Collaboration User-friendly service Communication
Parents	Community Agencies	Elected Officials
Institutional accountability Compliance Collaboration Fair treatment of all User-friendly service Relevant programs Employment services Assistance with transferring	Institutional accountability Compliance Collaboration Fair treatment of all Easy access to information User-friendly service	Institutional accountability Compliance Collaboration Fair treatment of all User-friendly service Effectiveness
Regulatory/Government Agencies	Employees	Other Education Institutions
Institutional accountability Compliance Collaboration Fair treatment of all User-friendly service	Institutional accountability Compliance Collaboration Fair treatment of all User-friendly service Mutual support	Institutional accountability Compliance Collaboration Fair treatment of all User-friendly service Academic standards

3P1 Identifying, analyzing and responding to changing student needs The college uses the methods listed in figure 3.4 to identify the changing student needs. As feedback is received via the variety of venues outlined in the chart below, institutional strategic planning efforts, associated tactical plans, and divisional and departmental employee and program objectives are established and implemented. The program review process, as discussed in Criterion Eight, is an additional means through which changing needs are analyzed and necessary improvements are planned.

Figure 3.3

Means of Identifying Student Needs		
Prospective Students	Degree Seeking Student	Non-Degree Students
ICCB Surveys/Program Reviews	ICCB Surveys/Program Reviews	ICCB Surveys/Program Reviews
Advisory Committees	Advisory Committees	Advisory Committees
Student Lead Information	Counseling Department Needs Assessments/Intake Forms	Industry Contacts
H.S. Counselors	Instructor Evaluations	CTI Needs Assessments
Student Ambassador Feedback	Mission Success	Post Course Evaluations
Market Assessment	Employer Contacts & Surveys	Jeanne Cleary Act – Right to Know
Feedback from Web Site	Student Surveys and Focus Groups (i.e. CCSSE)	
Scanning of other post-secondary educational institutions	Financial Aid Appeal Process	
Evaluation of Recruitment Information	Early Alert Program	
Community Agencies	Drug & Alcohol Surveys	
Admission Specialists	Jeanne Cleary Act – Right to Know	
Counselors	Direct staff contacts	
Outside Academic Literature and Research Jeanne Cleary Act – Right to Know		

3P2 Building and maintaining student relationships The college utilizes a variety of processes. A focus is placed on providing timely, accurate information and guidance as students explore the opportunities available to them at Southwestern. Online admissions chats, *Contact Us* pages, mailings and web services facilitate changing student needs by expanding the usage of technology resources. 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.

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 face to face opportunities for interaction among students and staff. Feedback from student surveys, focus groups, complaint situations, and instructor evaluations all build and maintain student relationships and transition students to their next established goal or need.

Student clubs and organizations, student “common” areas, the Student Leadership Council, Multi-cultural Center, student newspaper, diversity chats among students and staff and annual events for students all assist in establishing and maintaining relationships. Additionally, the college offers student employment opportunities with positions throughout the college; this typically leads to the students being more successful in school and feeling more connected to the college.

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 or reporting. Changing student and stakeholder needs is further identified through the environmental scanning process linked to strategic planning. The scanning effort is a two-pronged approach including both student and stakeholder review. While the student portion of the scan has included the Noel Levitz Student Satisfaction Inventory 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. Information is forwarded to the college Environmental Scanning Committee for review and consideration of potential impact to the college. Figure 3.4 outlines stakeholder information.

Figure 3.4

Stakeholder and Input Examples:		
Business Community	District Citizens	Board of Trustees
Advisory boards	Ongoing collaborations	AQIP
Market assessment study	Open board meetings	Ongoing collaborations
Maintain direct and two-way communications	Maintain direct and two-way communications	Open board meetings
Annual report	Accessibility to staff at all levels	Credible and compliant
Observations		
Participation in civic organizations		
Memberships in business and community organizations		
Ongoing needs assessments for local businesses		

Parents	Community Agencies	Elected Officials
Maintain direct and two-way communications Accessibility to staff at all levels Annual Report Observations Participating in meetings and community functions	Ongoing collaborations Advisory boards Maintain direct and two-way communications Accessibility to staff at all levels Observations Participating in meetings and community functions	Ongoing collaborations Maintain direct and two-way communications Accessibility to staff at all levels Observations Participation in civic organizations Participating in meetings and community functions Communications and collaboration with other local educational institutions
Regulatory/Government Agencies	Employees	Alumni & Friends
Ongoing collaborations Maintain direct and two-way communications Accessibility to staff at all levels Communications and collaboration with other local educational institutions Credible and compliant	AQIP Ongoing collaborations Open board meetings Market Assessment Study Maintain direct and two-way communications Accessibility to staff at all levels Annual report Observations	Ongoing collaborations Maintain direct and two-way communications 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 Board-adopted priority is to engage, partner, and collaborate with communities and educational institutions. The college’s plans to meet this priority include increasing cooperation with area colleges, universities, and K-12 systems and improving awareness of the college’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
- Open door policy
- 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
- 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 Designated stakeholder groups are fairly constant; however, as SWIC plans and executes external communications and outreach efforts, it could determine new stakeholders who could fall into those designated groups. The college is focused on these initiatives:

- Demonstrated need and interest
- Pending legislation
- Awareness of changing demographics of the region
- Community outreach and involvement
- Strategic planning
- Solicit input from a variety of stakeholders

3P6 Collecting, analyzing complaint information and communicating actions The college collects complaint information from exit surveys, instructor evaluations, telephone calls, e-mail and letters. Exit surveys are utilized for decision making purposes from staffing needs to budgetary planning. Instructor evaluations are reviewed by the instructor as well as the appropriate dean, department chairs and coordinators. Telephone calls, e-mail and letters of complaints are usually forwarded to the appropriate supervisor. In an effort to mediate between the college and the student, the supervisor will make every attempt to find a solution. The college offers faculty and staff personal development seminars which provide training in customer service and emphasize the importance of collecting complaint information.

Detailed instructions regarding the student grievance procedures are outlined in the catalog and student handbook. The student complaint information is analyzed within the respective department and then handled and communicated by that department with conversations utilizing various staff members as needed. The information collected through the web site is handled within 24 hours and may often be forwarded to a different department for handling. Complaint information is also handled through these means:

- Through website “Contact Us” page
- Public board meetings
- Grievance forms
- Daily activity reports
- Written correspondence
- Phone conversations
- Letters to the Editor circulated internally
- Safety/crime reports
- Demonstrations

3P7 Determining student and stakeholder satisfaction and measuring and analyzing results At the start of the strategic planning process in 1999, the college executed an environmental scan to determine the attitudes, perceptions and needs of the college’s stakeholders and to lay groundwork for the plan.

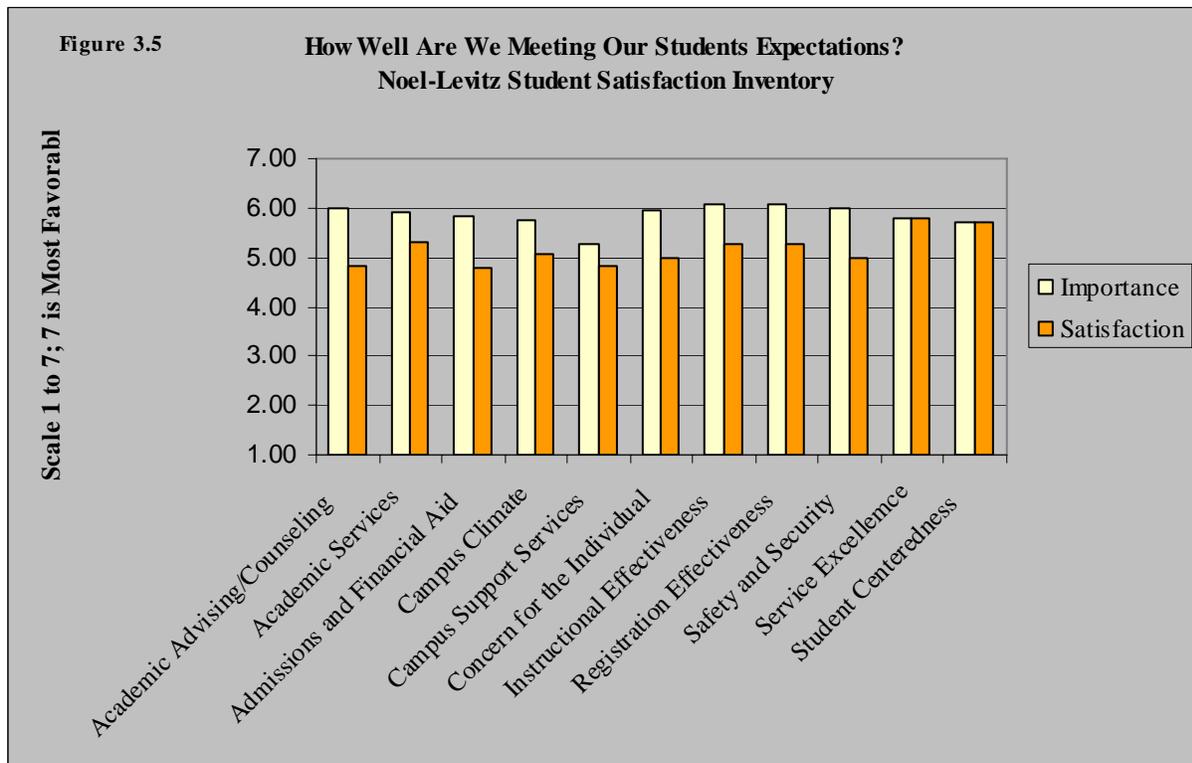
Stakeholder satisfaction is also determined by a number of criteria and statistics, based upon the requirements and expectations outlined in 3C2. The means to determine stakeholder satisfaction include enrollment growth; participation in college-sponsored events; the institutional surveys and focus groups; 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.

Student satisfaction is also identified based upon the requirements and expectations outlined in 3C2. The Noel-Levitz Student Satisfaction Inventory was a vital component of measuring student satisfaction. Since the inventory, a number of continuous measurements have been carried out by student-centered departments based on 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; and feedback from the online Virtual Tour.

- Engagement and instruction measures: Career Connections online job database survey; Career Mentor Program survey; Counseling Center student evaluation survey; tutoring 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

3R1 Student Satisfaction Results Although student satisfaction results are developed from the methods previously cited, the college determined to supplement these with institution-wide results that could be compared to national norms. The Noel-Levitz Student Satisfaction Inventory was administered as a means of determining student satisfaction in the areas of Academic Advising/Counseling, Academic Services, Admissions & Financial Aid, Campus Climate, Campus Support Services, Concern for the Individual, Instructional Effectiveness, Registration Effectiveness, Safety & Security, Service Excellence, and Student Centeredness. Student focus groups were formed one year following survey administration to further explore feedback.



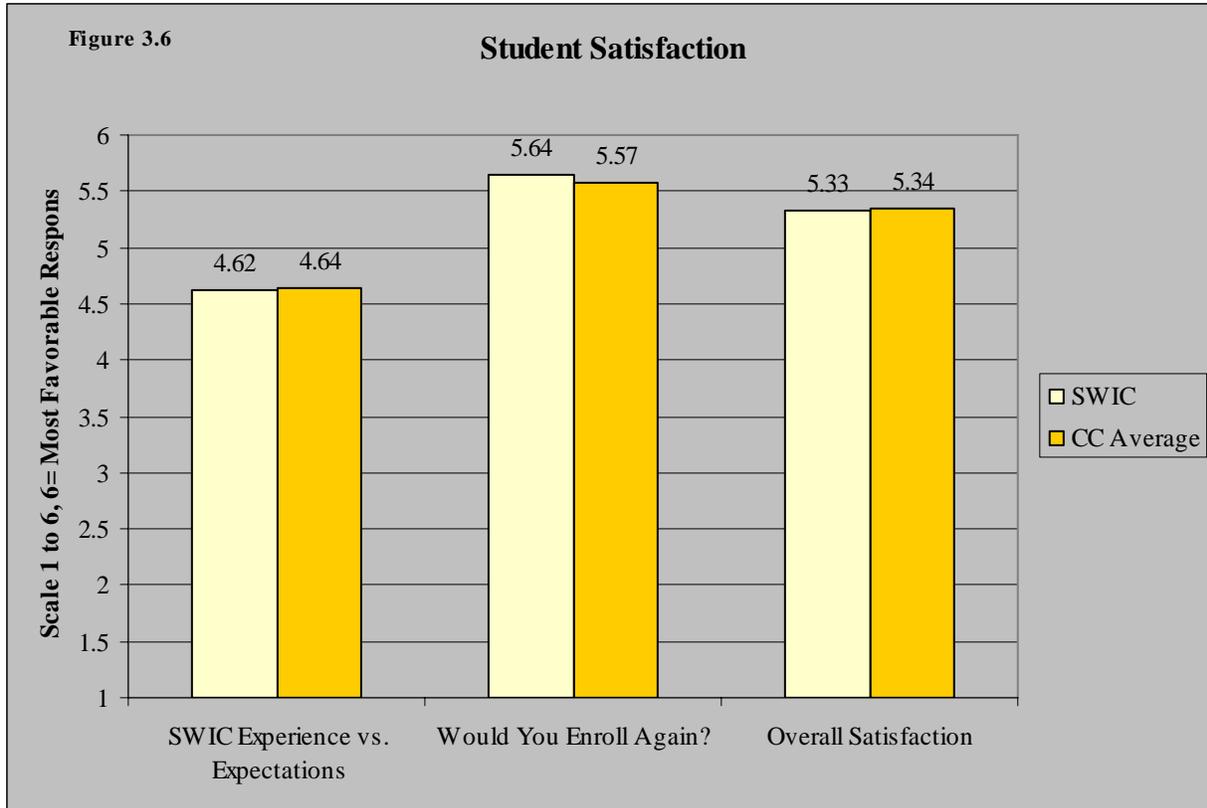


Figure 3.6 indicates baseline data for Southwestern with respect to how it meets students’ expectations and how satisfied students are compared to other community, junior and technical colleges. Southwestern’s challenges were based upon items with a performance gap of 1.0 or greater, meaning level of importance was higher than level of satisfaction. These areas were identified and targeted for process improvement through the college’s Enrollment Management Committee, Web Services Committee, individual department leadership and an AQIP Action Project on Improving Student Academic Advising.

3R2 Student Relationship Building Results The Noel-Levitz Student Satisfaction Inventory provided the data in figure 3.6. The students’ response concerning their experience at Southwestern versus their expectations is comparable to that found nationally for community colleges. Overall, satisfaction with the Southwestern experience is comparable to that for community, junior, and technical colleges across the nation. When students were asked whether or not they would enroll again based on their experience, students indicated positive responses above the national norm.

A significant effort to meet student needs has occurred through the Mission Success Program. This is a district-wide transition-to-college program serving the different needs of entering students and foundations for continuing academic advisement and service referrals throughout a student’s enrollment at the college. Mission Success serves an increasing number of students each year. In recent years, the Enrollment Management Committee recommended that Mission Success be required prior to enrollment for all entering students who indicate that they are degree seeking. As figure 3.7 demonstrates, this resulted in the sizeable increase seen in FY2003 in students receiving the benefit of these services early in their college career.

As technology becomes more available and utilized in the college’s communities, SWIC has increased its commitment to web services expansion. As referenced in Criterion Six, visits to the college website continue to grow. Home page views increased nineteen percent comparing the first Monday in August 2003 to the first Monday in August 2004. Total views on the website increased 41.5 percent, or 8,000 views.

3R3 Stakeholder satisfaction results

In 1999, Southwestern undertook a comprehensive survey of external constituency groups as part of the “Strategic Planning External SWOT Team” project. Five constituency groups were surveyed to identify real or perceived opportunities and threats for the college. The results indicated that these groups were satisfied with their experiences with or at Southwestern.

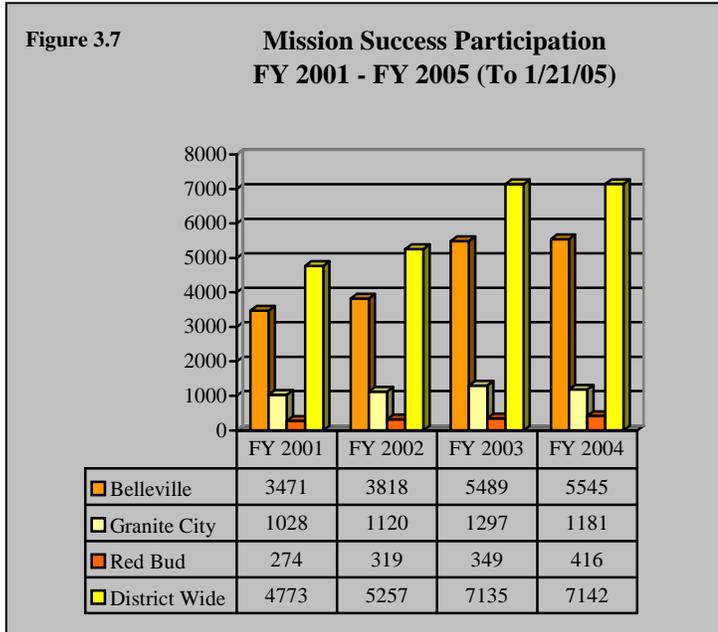
Overall, outreach to the community and businesses through sponsored events has caused increased awareness of the college’s programs and services, and has provided enhanced learning and support opportunities for students. The Foundation, College Activities, Instruction, and Career Activities &

Employment Center sponsor these on-campus events, which are widely attended and repeated annually, for the college and the community. Southwestern has experienced near consistent enrollment growth during the past 12 years, which points to satisfaction with the programs and services that enable the college’s graduates to be successful in work and in the community.

Stakeholders’ partnerships with various departments suggest satisfaction with, and a need for, those programs and services. Career Activities and Employment Center’s partnerships with businesses and industry and Special Service Center’s relationships with community agencies and businesses are a response to their various needs.

3R4 Stakeholder relationship building results Several areas point to the college’s results in shareholder relationships:

- Southwestern has new communications tools to keep stakeholders better informed about programs, services, partnership opportunities, college successes, new initiatives and student successes.
- College employee involvement in civic enterprises is encouraged by the Strategic Plan.
- The college has taken on a “partnership building approach” to providing services for stakeholders and the students through online job banks, mentoring and job shadowing opportunities and job fairs.
- Employers have access to several education and training options through Southwestern to improve skill levels and productivity of their employee, or retrain them.
- Extensive use of Advisory Boards provide for continuous relationship building.
- Requests for the college president to make presentations to various community groups have increased.



3R5 Results comparison Student priorities were identified by the Noel-Levitz Student Satisfaction Inventory. The results indicated that issues important to SWIC's students were very close to those issues identified in the national comparison group. Wherever available, nationally normed data is provided in 3R2. Within the State of Illinois, the Illinois Community College Board program review process compares annual data from Southwestern to that of other community colleges across the state. This review includes employment data, program satisfaction information, and certain student service areas, among other categories of comparison.

The Strategic Planning External SWOT Team project results revealed a high level of positive experience from the business community, other educational institutions (high schools) and former students. Comments were made as to the professional manner of the professors, the level of the education and training, the high quality of the graduates and overall positive experiences with Southwestern.

3I1 Improvement of current processes and systems Following administration of the Noel-Levitz Student Satisfaction Inventory the college used the results to implement process improvements. The current AQIP Action Project on Improvement of Academic Advisement is a significant example.

As the college continues to refine its environmental scanning efforts and move in the direction of measurement of student engagement, the CCSSE (Community College Survey of Student Engagement) is being administered in the spring 2005 semester. The results of this survey will be utilized to identify the college's strengths and potential areas for improvement and to augment the information received regarding student satisfaction. In addition, departments within the college incorporate their own methods of research to learn about student and stakeholder expectations and needs. For example, the counseling center is working to better utilize the information produced by the student needs assessment component of COMPASS.

In addition, the data provided by the Illinois Community College Board graduate follow-up survey provides information that can be used in program review to better meet student needs in instructional areas.

3I2 Targets, improvement priorities, communication To better understand and meet the needs of students and stakeholders, several areas of improvement have been identified:

- Continued development of web services to enhance communication and meet the need of students and stakeholders for timely and accurate information
- Implementation of strategies to address the findings of the AQIP Action Project on Improvement of Academic Advisement
- Analysis and implementation of improvements per the findings of CCSSE to address this and other criteria
- Continued development of the master site plan to accommodate enrollment growth, shared community use of facilities, and identified programming needs
- Expansion of the outcomes assessment process beyond the instructional division, community use of facilities, and identified programming needs

AQIP CRITERION FOUR – VALUING PEOPLE

4C1 Organization of work environment, activities and jobs SWIC is organized utilizing a traditional functional organizational design in which the three dominant line functions are: Instruction, Student Development, and Community Services. The three supporting staff functions are organized as: Administrative Services, Human Resources and Organizational Development, and Information Technology. An organizational table is presented in the Overview.

Each of the six divisions is led by a vice president. The organization's culture has consistently reinforced the theme that the three support staff functions exist only for the purpose of supporting the delivery of formal education, professional/career development and appropriate social services to the citizens of the region served by SWIC. The Board of Trustees has organized itself into three standing committees: Personnel, Programs and Services Committee, Finance and Facilities Committee, and Planning and Policy Committee. It is the latter Board committee which is responsible for strategic planning and AQIP continuous improvement initiatives.

SWIC utilizes a "product/geographical focus" in its organizational design with the Red Bud and Granite City campuses reporting to the vice president for Community Services. The intent of this organizational design is to place emphasis on the delivery of educational programs to all residents of the district at convenient locations. Extension Centers also report to this vice president while distance learning programs are coordinated by the dean of learning resources.

4C2 Key institutional and geographic factors and part-time employees SWIC is fortunate to be located in the "suburban bedroom community/commuter worker" portion of a vibrant expanded metropolitan community in excess of 2.7 million people. In such a labor market it is relatively easy for the institution to attract and retain a qualified workforce, provided that its extrinsic compensation is near the market mean rates. SWIC has traditionally aimed to have pay rates near the labor market mean rates and has relied upon its mission and culture to be the source of its competitive advantage; it is an employer of choice with many local residents.

The proximity of Scott Air Force Base to the Belleville Campus provides additional skilled and educated people to the local labor supply. A number of SWIC's adjunct faculty are active duty military and a larger number of military dependents work in full-time and part-time positions.

SWIC's communities are traditionally pro-organized labor, and SWIC itself is heavily unionized. This results in bi-lateral rather than unilateral approaches to working conditions and job classifications. Job classifications have been designed with enough specificity to focus on the essential elements of the positions while having enough of a "broad banding" influence to allow managerial flexibility in the designation of specific work priorities.

Due to its long-term emphasis on efficiency and low operating costs, the institution has a history of relying extensively on part-time faculty and staff. Full-time employment has remained relatively stable even as credit hour enrollment has grown. The institution utilizes part-time employees heavily in all employment categories: adjunct faculty, professional and technical positions, secretarial/clerical support staff, public safety staff and custodial work and these relationships are formalized in various union contracts. Because SWIC has very low turnover rate among its full-time work force (only 6.6% in 2004 compared to 10% nationally) not many positions open up for the part-time workforce. Of the thirty-five full-time faculty positions filled most recently, eighteen of the positions were filled by individuals who had previously served the institution as a part-time instructor (51%). This reliance on part-time personnel is a concern and is being addressed in an AQIP action project: Re-Appraising the Role of Adjunct Faculty and Part-Time Staff.

4C3 Workforce needs The labor force supply is measured by two key economic indicators: the unemployment rate in the region and the region's educational attainment level. In all economic conditions, SWIC can attract and retain competent employees in those areas not requiring a college degree. The ability to attract faculty and staff for positions requiring a baccalaureate or advanced graduate degree has varied with general economic conditions. SWIC's most significant and difficult challenge is in recruiting and hiring qualified minority candidates for professional positions. Only 8% of the full-time workforce is of minority racial/ethnic membership while SWIC's student body and general community is 25% minority. A fall 2003 survey of adjunct faculty also revealed an 8% minority composition.

4C4 Key training initiatives As identified in the current action projects, SWIC has two priorities in this area:

- To strengthen the new employee orientation program to place greater emphasis on institutional mission, core values and strategic direction; and
- To enhance the ongoing professional development of faculty and staff to address role-specific needs – Technology skills sessions in Word, Access and GroupWise are offered to all employees.

The institution has numerous faculty development initiatives which are summarized below:

- New Adjunct Faculty Orientation – Adjunct faculty members hired within the last twelve months are encouraged to attend seven hours of paid orientation in the first seven weeks of the semester and are paid at the rate of \$25 per hour for their participation in this activity.
- Individual Adjunct Faculty Funds – these funds will provide adjunct faculty members more opportunities for professional development within their specific teaching field.
- Adjunct Academies – Participants must apply and be selected for this program, must attend 8 out of 10 workshops scheduled throughout the year, and must participate in peer observation with feedback to receive a \$300 stipend.
- Chair/Coordinator Workshops – These workshops have been scheduled to meet the specific needs of those who are departmental or instructional program leaders.
- Full-time faculty sabbaticals are reviewed and approved through a well-established formal process.

4P1 Identifying credentials, skills and values and ensuring hiring processes account for these requirements

Faculty Credentials

The credentialing process for faculty is given careful consideration. 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 in 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.

Staff Credentials

All non-faculty job descriptions are developed through collaborative effort between the vice president of the affected area and the Office of Human Resources. 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.

Hiring Process

Hiring committees are formed for each full-time position to review applications. 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.

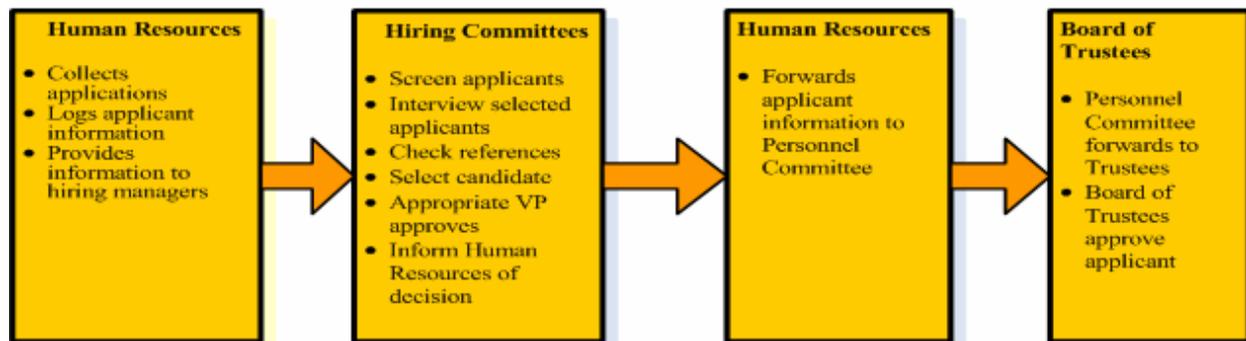
4P2 Recruiting, hiring, retaining, orienting and planning for employee changes

Recruitment Process

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; it practices open advertising, asks for completed college applications from all new hires, advertises in local papers according to Board Policy, 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.

Figure 4.1

SWIC Hiring Process For Full-Time Staff



New Employee Orientation

The Human Resources Office provides a benefits/overview orientation for full-time new-hires which includes an introduction to the college’s mission and values. Part-time staff employees receive no formal orientation, but are introduced to their positions and the college by designated co-workers. Although there is no formal retention process, all employees are encouraged to pursue lifelong learning through positive messages about reduced tuition and tuition reimbursement-- benefits provided to all college employees. The institution has recently developed a more formalized and comprehensive program of new employee orientation which includes part-time employees. Part of this orientation program includes mentoring, a step that is believed to assist in retention efforts.

orientation which includes part-time employees. Part of this orientation program includes mentoring, a step that is believed to assist in retention efforts.

4P3 Ensuring work process and activity contributions as well as ethical practices The college 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 aspirations. In addition, most offices hold periodic staff meetings to improve communication and reinforce positive work processes. The college president, too, meets weekly with his staff of vice-presidents to share current information on pertinent issues. The vice-presidents share important information with their staffs following these weekly meetings. There is an open door policy in the Human Resources Office, allowing all employees to discuss their ideas, challenges, and concerns.

Employees believe in the college's Mission and Values Statement which supports ethical practice. This 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 actions are a behavioral norm. More than just publishing statements on ethical behavior, there is an underlying assumption and value that "doing the right thing" is expected. In addition, there is an ethics statement in the Board of Trustees' Policy Manual that requires ethical behavior as a condition of employment. It states that college staff shall conduct themselves in a manner that promotes the attainment of the college's mission and serves the needs of the students and faculty for whom they provide support and /or guidance

4P4 Training and developing employees and reinforcing training Plans for implementing additional training and development initiatives are underway for 2005. Skill enhancement is offered to all employees through sessions provided by the Center for Training Innovations. These classes include technology skills such as Word, Access and GroupWise. Employees receive notices of the availability of training sessions and are responsible to sign up on their own, with their supervisors' permission. Safety training (according to OSHA regulations) is provided for designated positions.

Each new full-time faculty member completes a tenure process as discussed in 1P6. Throughout this process the tenure committee gives guidance and reviews the performance of the non-tenured faculty member. New full-time faculty members are also encouraged to attend ten orientation sessions scheduled throughout their first year of employment by Faculty Development where they have opportunities to become familiar with the college culture, policies and procedures, as well as discuss classroom management and teaching strategies. Full-time faculty members have a development program as discussed in 1P9 and are also eligible for tuition reimbursement. This funding is often used for course work toward advanced degrees.

4P5 Determining training needs Training needs are determined by employee and/or supervisor request, competency requirements, and change. Board policy requires the college to provide sexual harassment prevention and drug and alcohol awareness training. 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 drivers). Changing technology also requires employee training in information technology. Planning and improvement priorities are aligned with training through initiatives embedded in the tactical plan.

The All-College Discussion Day on May 8, 2002, a part of the Vital Focus component of AQIP, provided additional information on training needs. SWIC also received information from students through the Noel-Levitz Student Satisfaction Inventory discussed in Criterion Two. As part of the AQIP process (Action Project– Employee Orientation and Development) all employees were surveyed about their training needs. Another survey distributed to all adjunct faculty members as part of another action project (Action Project - Re-appraising the Role of Adjunct Faculty and Part-time Staff) included questions

specific to faculty development. Also, attendees at all faculty development workshops and activities complete an evaluation and provide input regarding future training needs. A Faculty Development Advisory Committee with faculty representation from all academic areas allows for input about training that is perceived necessary by faculty from various areas of the college.

The faculty technology specialist and the outcomes assessment coordinator meet often with the faculty development coordinator to discuss technology and assessment training needs. The OA coordinator also meets with the vice president for instruction and discusses needs for required training sessions for full-time faculty members. Student and department chair/coordinator evaluations of faculty members may draw attention to a need for some specific training for a faculty member. The assessment process being implemented at SWIC may highlight some areas where faculty may need some additional training. These training needs may be related to departmental/ program needs or they may become evident when the common competencies (such as writing and oral communication) are assessed.

4P6 Designing and using personnel evaluation system The performance evaluation tools used by Southwestern were developed to measure competencies necessary for successful job performance. A traditional supervisor-subordinate evaluation takes place for all non-faculty staff annually. Administrators are evaluated at the same time each year; with emphasis put not just on their effectiveness in performing job duties, but on progress toward goals 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. Post tenure faculty evaluations are being discussed and developed through a joint effort of the Board and faculty union. In addition, students are regularly afforded the opportunity to evaluate their faculty.

4P7 Designing recognition, reward, and compensation systems and supporting employees through benefits and services The college has three annual recognition events: The Board Awards event recognizes employees with outstanding service to the college and community. Nominations come from peers, with past year winners involved in the selection of new winners. All employee groups are recognized at the Board Awards dinner.

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 employees. The Adjunct Faculty Recognition event is an annual event to show appreciation to the college's adjunct faculty.

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.

4P8 Determining, analyzing, and selecting a course of action on key issues related to motivation Employee relations through the Human Resources Office and union representatives offer insight into motivation issues. Exit interviews with full-time staff give still more perspective. All challenges are

discussed; possible solutions and steps for implementation are determined with input from affected employees.

4P9 Providing for an evaluating employee satisfaction, health and safety and well-being Job-related employment needs traditionally have been met through union-negotiated contracts. Employee relation issues are handled through the Human Resources Office and are given high priority to assure that all employees feel valued. Attendance records and workers' compensation claims provide indications of the overall health and safety of employees and the campus environments.

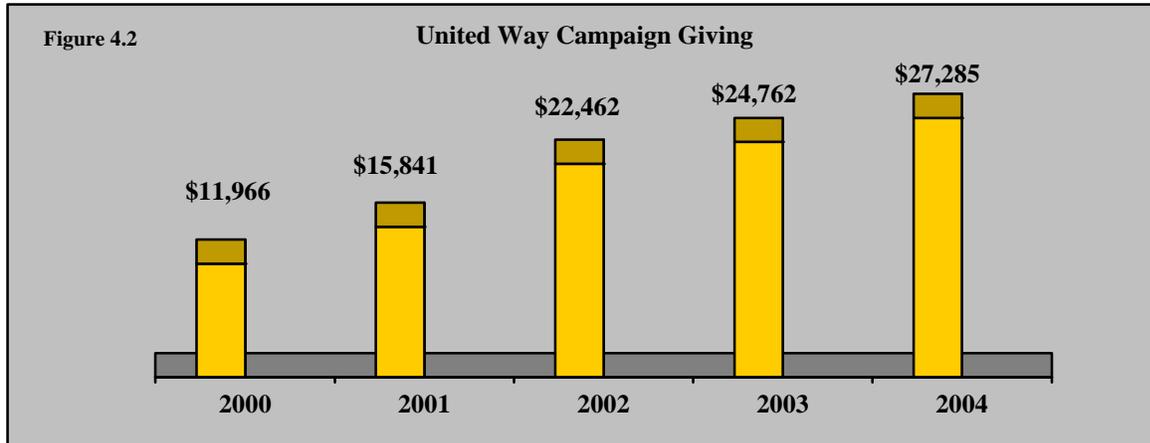
Safety issues at each campus are monitored through annual campus safety inspections, and employee reporting. Each campus has a safety committee that meets twice a year to discuss specific challenges and address the need for change. Other safety needs are met at the Belleville Campus and Granite City Campus by the Public Safety Office. This department provides first response to medical and criminal emergencies offers overall campus security and provides limited motorist assistance within the campus parking areas.

4P10 Measuring effectiveness of valuing people and analyzing results Employee feedback is received by supervisors daily during informal conversations, at weekly staff meetings and as specific issues arise. Supervisors report to their chain of command and frequently contact the Human Resources Office for guidance.

Employees are given the opportunity to make formal comments on their annual evaluation. These remarks are read and analyzed by the Human Resources Office. 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.

4R1 Results for valuing people Results are positive as documented by a number of measures.

- Turnover – SWIC's turnover of full-time employees continues to be very low. In 2004, the turnover rate was 6.6% compared to a national average of 10%. This rate is more impressive in that half of the 6.6% turnover rate is attributable to retirements.
- Longevity of Adjunct Faculty – The fall 2003 survey of adjunct faculty revealed that 44.5% of adjunct faculty have taught at SWIC for six or more years with almost a quarter of the faculty having taught for over ten years.
- Employee Giving to SWIC Foundation –Employee campaign has averaged approximately \$35,000 in employee contributions annually over the last four years.
- Annually, more than ninety faculty and staff volunteer their time to serve on the College's Speaker's Bureau and to 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 2004 campaign resulted in donations 28% greater than in 2000.



4R2 Results for processes associated with valuing people 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 contribution, 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.

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. The December, 2004 edition of Community College Week reported that SWIC was among the 17% of the 1,200 American Community Colleges with the largest enrollment and that same edition reported that SWIC had the fifth highest enrollment growth rate in fall 2003 of the largest community colleges.

In terms of productivity, SWIC was the tenth highest (of thirty-nine Illinois community college districts) based on its low unit cost per semester credit hour in FY2003.

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 Valuing people is a continuous improvement effort for which there is no end. It begins with raising the consciousness level of the college's faculty and staff that valuing people is central to the college's mission. The college has begun this by identifying "Respect for People" and "Student Success" as two core values.

The May 8th All College Discussion Day reinforced that the college has a track record of working collaboratively with employees. SWIC will be utilizing 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.

412 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 an assessment of the alternative solutions.

The improvement priorities currently being addressed are:

- 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

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 identified in the tactical plan of the human resources division.

AQIP CRITERION FIVE – LEADING AND COMMUNICATING

5C1 Leadership and Communication Systems The mature leadership and communication systems described in this criterion commit the institution to visibility and access in a highly public setting.

By its definition, SWIC is subject to openness and access as a comprehensive public community college serving a geographical district established in accordance with state statutes. The district is regulated by the Illinois Community College Board and the Illinois Board of Higher Education in accordance with the Illinois Community College Act. A publicly elected Board of Trustees representing seven sub-districts governs SWIC through the chief executive officer, the president. The Board also includes a student member, elected by the student body as provided by state law. The Board Policy Manual outlines the major policies and procedures of the institution and is a public document.

The Board of Trustees holds meetings at least monthly, preceded by notification to the public through press releases. All meetings offer opportunities for public comment and comply with the open meetings legislation of Illinois. Three working committees of the Board meet monthly to address their assigned functional areas: Personnel, Programs, and Services; Facilities and Finance; and Policy and Planning. The minutes are public, and are available to the college community on the SWIC website. Information from board meetings, an update from the president, articles provided by members of the college staff, and general information are published in an in-house publication “Insider Chat”.

Six major divisions administer the operations of the college through officers who report to President Elmer H. Kirchoff, Ph.D. An organizational chart is included in the Overview section of this portfolio.

SWIC has placed considerable emphasis on communicating with and serving its varied constituencies. A wide range of collaborative, inter-disciplinary and inter-agency teams are used for communication and problem-solving and to fully represent issues and perspectives from throughout the college community. 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 community. Examples of regularly functioning teams at the higher levels include:

- AQIP Steering Committee
- Safety Committee
- Success Center Advisory Committee
- Disciplinary Appeals Committee
- Student Leadership Group
- Outcomes Assessment Committee
- Project Impact Red Bud Campus
- Employee Benefits Advisory Council
- Curriculum Committee
- Enrollment Management Team, including sub-groups
- Programs and Services for Older Persons Advisory Committee
- Strategic Planning & Environmental Scanning Committees
- Information Technology Commission
- Academic Program Advisory Committees
- Catalog and Schedule Committees
- Multicultural Affairs Advisory Committee

Communications systems used by these teams and the college’s leadership elements are highly developed and include the following products or tools to disseminate information throughout the institution:

- Board Policy Manual
- Strategic and Tactical Plans
- GroupWise (email system)
- Master Site Plan
- Official and Informational Bulletin Boards
- Regional and Campus Newsletters
- Student Newspaper
- Public Agendas and Minutes of the Board
- Public Board Meetings
- President’s Annual Report
- Foundation Annual Report
- “Insider Chat”
- Program Newsletters
- Ad hoc and Standing Committee Meetings

- Distribution of VP Staff Notes
- Student Handbook
- Campus Newsletters
- Internal and Public Websites
- College Catalog & Semester Schedules

5C2 Leadership system alignment Oversight occurs through a number of public entities and monitoring systems common to Illinois community colleges. All require regular reports, and many visit the college on a periodic basis. Examples include: United States Department of Education, Illinois Community College Board, Illinois State Board of Education, Illinois Board of Higher Education, and the Illinois Student Assistance Commission. In addition granting agencies, program-level accreditors, and the trustees' own external auditors commonly conduct on-site examinations that evaluate local leadership practices.

The mission, values, strategic goals, and objectives of the Board are contained in the strategic planning system which has reporting mechanisms that help to assure proper alignment with management practices (see Criterion Eight). The president, his cabinet, and staff must relate annual objectives and budget to the publicly identified Board documents. Board committees, and the Board as a whole, approve budgetary allocations and expenditures.

The openness of the organizational structure, communications systems, and oversight processes, encourages input into, knowledge of, and congruence with the mission, values, and goals of the institution. Debate, however, does occur throughout the structure, and it is typically documented in the communications strategies. However, it is the role of the Board, president, and cabinet to ensure overall congruence.

5C3 Ethics, equity, social responsibilities, community service involvement The Board Policy Manual outlines ethical behavior on the part of trustees and staff in accordance with Illinois statutes. It includes policies on treatment of students, equal educational opportunity and non-discrimination, and the methodologies with which grievances will be treated. Freedom of Information Act provisions provide for public access to the documents and records of the system in accordance with state statutes. With regard to faculty, the college is attentive in principle to the guidelines of the American Association of University Professors. Agreements with seven distinct bargaining units incorporate standards of performance and conduct that are appropriate to the institution and its mission. Provisions for ethical practices by employees are detailed in 4P3.

As a public community college, SWIC's responsiveness to community service and needs is evidenced through the many public entities and advisory units described throughout this document. The institutional commitment to community service is also demonstrated by other examples: Non-profit organizations use college facilities at nominal costs; the college activities office, academic areas and athletic division co-sponsor major events with community agencies; the college is a partner in the United Way campaign; and public entities hold community outreach and informational programs in college facilities.

5P1 Setting directions The strategic planning process is thoroughly documented in Criterion Eight and in the information above. It is a proactive system that scans internal and external environments. It seeks to integrate leadership and community, and is a driving force for the institution. The annual monitoring of performance by employees at all levels is directly related to the strategic plan of the institution. The Strategic Planning Council consists of representatives of the Board, the community, administrative divisions, and employee groups. Divisional tactical plans, the budgeting process, and the individual plans of administrators are all tied together in relation to the strategic plan. Most administrators are evaluated, in part, on the extent to which they accomplish their annual tactical objectives supporting the attainment of the strategic plan.

Several key methods exist for compiling student learning and stakeholder needs as they are then incorporated into the plans and operations of the college. Many are documented in Criterion Nine. Examples include:

Student Needs and Expectations

- Student trustee participation on the Board of Trustees, including closed sessions
- Student leadership group monthly meetings moved forward by vice president
- Student representation on Disciplinary and Curriculum Committees
- Student evaluations of instructors and services
- Noel – Levitz Student Satisfaction Inventory and focus groups
- Community College Survey of Student Engagement
- Graduate Follow-Up Survey

Stakeholder Needs and Expectations

- Academic and Support Services Community College Board Program Reviews
- Instructional Program Advisory Groups
- Market Assessment Report
- Community College Survey of Faculty
- Advisory groups for Counseling Services, Career Services, Minority Services, Programs and Services for Older Persons

5P2 Seeking future opportunities and building and sustaining a learning environment The Board of Trustees' strategic planning process created the Environmental Scanning Committee. It provides a centrally managed mechanism to observe and report opportunities and innovation for consideration by the institution. This group incorporates individuals who represent the different areas of the college.

For facility and site planning purposes, the college maintains relationships with architectural firms who regularly update the master site plan based on an investigation of the college's needs, identification of environmental factors affecting college facilities and property, and a review of financial constraints. Immediate, shorter range, and longer range needs and possibilities are incorporated into the planning document and made available to the college community. The Board puts the master site plan on public display for comment during significant revisions.

Overall, however, it should be noted that SWIC is a diverse and complex organization that expects, and enables, its operating divisions and teams to identify and pursue opportunities. It is the role of the operating divisions to utilize their internal and external agents to identify timely and contingent pressures and trends. It is a major responsibility and a goal of the many advisory functions established throughout the organization to provide insight into opportunities. (See the figure in Criterion Nine)

5P3 Making decisions Many of the ad hoc and standing committees of the college are described above. They tend to be cross-representational and conduct regular meetings. It is generally the practice of the institution to seek consensus at the lowest possible levels, recognizing that many issues have dynamics that affect other organizational units in different ways. This system allows for significant input and deliberation. In many cases, email and electronic surveys are used to disseminate questions and seek a response. It tends to be a lengthy and deliberative process, sometimes time consuming, but necessary and useful. The costs in time are typically offset by a high degree of acceptance of the outcomes.

The strategic planning process enables these groups to bring forward through the responsible directors and vice presidents, to the president and Board of Trustees, when necessary, information, recommendations for action plans, and the need for decisions.

5P4 Using information and results The nature of the strategic plan is described in detail in Criterion Eight and demonstrates decision-making as it occurs in the larger context. College priority statements are described as are the processes by which plans and actions are decided upon.

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 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

5P5 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.

COMMUNICATION METHODOLOGIES

Legend Methodology: Instrument used

Mode: How is the instrument delivered?
 “I” Indicates direct interaction with participants

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	Curriculum, Information	Faculty, staff, students, public
Catalog	Key information and procedures	Students
Student Handbook	Information, announcements	Faculty, staff, students, public
Electronic Signs	Information, announcements	Faculty, staff, students, public
Newsletters		

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 staff and message traffic to and from the community is received. Instructors and administrators communicate with students and public through electronic chat capabilities.

5P6 Communicating institutional expectations The Board, after a lengthy and representative process, adopted the college’s mission statement. The Mission and Values Statements are in publicly available planning documents. The Mission and Values Statements can also be found in key publications including the president’s report, catalog, website and individual documents. The administration also lists these statements on posters and signage in facilities. Key to the mission statement are the principles of dignity and worth of all people, lifelong learning, individual growth, excellence, and partnerships with students and community.

The Board Policy Manual institutionalizes ethics and equity statements and both comply with federal and state statutes as required. The vice president for human resources is the officer designated to receive and act on grievances involving unequal treatment.

Community participation is a formally adopted objective of the Board of Trustees as listed in the college’s strategic plan. Community service and involvement are considerations in the evaluation of certain staff, and administrators, faculty, and staff all of whom are well represented on community, state, and national organizations.

5P7 Encouraging, developing and strengthening leadership abilities: communicating best practices There are many conduits for individual growth of existing staff. Personnel evaluation plans incorporate discussions of improvement areas and self-development plans, jointly developed by the affected employees and their immediate supervisors.

Administrators, faculty, and staff enjoy tuition assistance opportunities in their respective personnel manuals or bargaining agreements to enhance professional training and growth, and the college has accepted the need for conference travel, a need that was not as well considered in the past. Special

allocations are available to each full-time faculty, as an aggregate at the divisional level, and, on a more limited basis, to part-time faculty for professional development. Faculty development sessions, once limited to the first week of each semester, now occur throughout each semester, and the staff development team now invites staff at-large to attend.

The institution's outcomes assessment and faculty development programs are "faculty driven". As such, faculty members have the opportunity to participate in numerous leadership roles. Part-time staff and faculty develop leadership qualities and assist students in their development by paid sponsorships for clubs and organizations, athletic staff, and committee participation.

The college's AQIP action projects (which are models for collaboration between faculty, staff, and administrators) are considering aspects of enhancing the capabilities of staff throughout the institution. One project deals specifically with employee development and orientation. A second targets the issues of full-time/part-time issues. The third project considers the development and information needs for staff engaged in academic advisement.

Leadership development has also been the focus of administrator participation in programs such as Leadership Belleville, the Illinois Council of Community College Administrators Leadership Academy, and the Leadership Program of the Illinois Council of Chief Student Services Officers. Faculty members serving as academic department chairs enjoy similar opportunities by attending the National Chairs Academy.

5P8 Planning succession The Board of Trustees has committed the institution to a policy of publicly seeking the most qualified candidates for open positions. Formal "succession" does not occur. In this environment, it is even more important that the college's mission and values have been clearly documented in the policy and planning documents of the college. Developed in full view of the college community, these documents prevent the loss of the institutional perspective during leadership changes. The college is proud to note that over the long term about 50% of vacancies are filled by in-house personnel. This promotes both long-term knowledge of the institutional character while giving opportunities for growth to employees.

Traditionally, vacancies in leadership positions have been filled on an interim basis with incumbents of offices reporting to those positions. Most recently, before the appointment of the current president, the vice-president for administrative services was appointed as the interim president. Vice president vacancies have been similarly addressed. Interim appointments occur at the administrator level as well. Actual succession depends upon the capabilities of the resident staff at the time. Pay adjustments are made on behalf of those individuals filling interim appointments.

5R1 Results for leading and communicating An enlightening outgrowth of the Systems Portfolio process is that working teams have been developed that heretofore had not previously existed. The cross-sectional teaming has been a source of information and, in effect, satisfaction to the participants as they view the dynamics of the process and the institution.

An academic outcomes assessment website has been recently added to ensure that all areas of the college have access to this far-reaching initiative. A recent webpage utilization study used the months of September 2003 and September 2004 as typical "snapshot" months for comparison of usage. Statistics indicate a growth of 4% in use of the intranet site (S-Net; 20,929 page views) and a growth of 8.7% in use of the "Insider Chat" site (495 page views). Additionally, reader visits to the president's "Annual Report" to the college community enjoyed a 24% increase over the November-to-March timeframes of 2003-2004 and 2004-2005 (521 visits).

In terms of developmental opportunities for staff, travel expenditures reached a four-year high in FY 2004 at \$191,904. The four-year average is \$156,632. These commitments exist despite significant declines in certain portions of the college's funding streams.

Expenditures for tuition and fee incentives for employees attending other institutions reached a four-year high of \$74,000 in FY04. The four-year average is \$58,325. In addition, staff receive in-house tuition reductions that amount to \$243,092 per annum.

5R2 Results comparison Anecdotally, 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 has not considered comparisons for the purposes of this criterion.

5I1 Improvement of current processes and systems The Public Information Office is the institutional monitor for internal and external communications processes. Opportunities for comment have been provided in the All-College Discussion Day and surveys of public information users. Additionally, the just-administered Community College Survey of Student Engagement and its supplemental faculty survey have components to investigate communication and engagement.

The college made significant changes over the last several years in communication and the integration of thinking from multiple constituencies. Beginning with what was discerned from the Constellation Index and continuing with major discussions at the All College Discussion Day, staff are providing their perspectives in new ways. The AQIP action projects and the teams working on systems portfolio committees represent this new process within the college. Anecdotally, participants have commented positively on the success of the AQIP processes and the new systems portfolio strategy.

The college anticipates continuing and refining these evolutionary ideas, and will integrate an evaluation of these processes into its planning. As noted in Criterion Eight, the institution has seriously moved toward the "learning institution" model, and continued participation by the larger community is expected.

5I2 Targets, improvement priorities, and communications Communication is part of the strategic plan of the college and is addressed in that reporting structure.

The college recognizes the need to improve the formalization of leadership strategies, including the development of staff in the topic of leadership. This will be considered in future planning, especially as addressed by the AQIP action projects. Similarly, while the college points to the advanced educational level of staff and the opportunities for staff development, it has not developed a systematic method for obtaining and analyzing data that could reflect on the leadership topic.

AQIP CRITERION SIX – SUPPORTING INSTITUTIONAL OPERATIONS

6C1 Key student and administrative support service processes and associated needs of students and stakeholder groups The key student support and student life processes are shown below. The primary student support processes include enrollment, academic support, student life, and career services and employment. Each process is multifaceted and involves collaboration between departments.

Figure 6.1

Student Support Processes		
Key Process	Student & Stakeholder Needs	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)	Informative orientation Clearly identified admission & registration requirements & processes Timely, accurate information presented in a clear, easily understood format Appropriate and affordable access to all programs Financial Assistance available and timely Accurate academic advisement Quality of service – friendly, responsive, and professional Convenient and accessible services Smooth transition to college	Enrollment levels Number of applicants who matriculate Financial Aid history trends Loan default rates Counseling Center exit survey Noel Levitz – Student Satisfaction Inventory (SSI) Tuition Comparisons: Area Institutions Tuition Installment plan - Enrollment and payment rates
Academic Support		
Success Centers Occupational Program tutoring-Learning Assistance Centers for Excellence (LACE) Distance Learning Testing Center	Support available for students at all levels Convenient, quality learning support services Accessible and current technology	Success Center usage rates, successful completion rates Early Alert System referrals & completion rates Support services usage rates Retention rates
Library Computer Labs Special Services Center Minority Transfer and Multicultural Student Services Center Student Support Services Center (TRIO Program) Counseling Center	Support services and accommodations for students with special needs Support for at-risk and underserved populations Academic, personal and career counseling	Counseling Center exit surveys ICCB Program review Graduation Rates Transfer rates
Student Life		
Intercollegiate Athletics Intramural Recreation College and Campus Activities Performing & visual arts Multicultural activities Child Care Services	Quality, convenient, affordable services and programs Collegiate atmosphere Social interaction Entertainment/cultural events Services and activities to accommodate the diversity of our population	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 & Employment Center Illinois Employment & Training Center (IETC)	Employment information Career Assessment School to work transition	Graduate Follow-up Survey results Service Center usage rates Employers' recruitment activities Student surveys

Figure 6.2

SWIC Student Life Activities	
Types of Activities	Activities
Athletics	Men's and women's basketball, Men's and Women's Soccer, Baseball, Softball, Golf, Volleyball
Intramurals	Flag football, bowling, basketball, volleyball, softball, tennis
Clubs and Organizations	<u>Academic</u> Association of Information Technology Professionals, Culinary Arts, Horticulture, Phi Beta Lambda, Physical Therapists, Progressive Radiographers, Sign Language, Student Nurses, Vocational & Industrial Clubs of America (VICA) <u>Honorary</u> Phi Theta Kappa (three chapters, one per campus) <u>Student Publications</u> Literary magazine and student newspaper <u>Special Interest</u> Act One Drama Club, Astronomy Club, BACCHUS (alcohol and drug awareness), Black Affairs Council, Campus Christian Fellowship, Newman Club, Colors of Theater and Entertainment, Chess Club, History Club, Spanish Club, Student Leader Group Student Committee for the Visual Arts, Organization for People of Alternative Lifestyles and Supporters (OPALS)
Performing and Visual Arts	Children's Theatre Touring Company, Summer Musical, Three Act Play, Concert Choir, Show Choir, Jazz Band, Concert Band, Schmidt Arts Center

The key administrative support processes and requirements are shown in figure 6.3. The primary administrative processes include business operations, information technology, and campus support operations.

Figure 6.3

Administrative Support Processes		
Key Process	Student & Stakeholder Needs	Key Measures of Success
Business Operations		
Accounting Business Office Purchasing	Financial Stability Financial Accountability Regulatory Compliance Efficient procure-to-pay process Timely & accurate information	Fiscal data and trend analysis Benchmark against peer institutions (Illinois Community College Board - ICCB) Audit Report/Management Letter
Information Technology		
Network/Tele-communication Services Computer Support Services Web Development. IT Development Database Administration Production Operations	Technology resources to support and enhance business operations and student services. System/data availability, quality, dependability, security, ease of use, timely response, & failure recovery ability.	Major system availability and usage statistics (IT Portfolio reports, see section 7P7) IT Tactical plan status report Measurement of web services
Campus Support Operations		
Public Information & Marketing Facilities Management Print Shop/Graphics Media Mail/Shipping/Receiving Services Public Safety	Innovative marketing approach Positive institutional image Timely & efficient services Clean, safe, & secure campus environment	Marketing strategies Comparison of Enrollment activity and marketing efforts Building and sanitation inspections Crime Trend Analysis (Annual Campus Security Report)

6C2 How key student and administrative support services processes reinforce Criteria One and

Two The SWIC key student and administrative support processes are in place to provide accessible, affordable educational opportunities for all students and members of the community. Thus their primary objective is to support student learning and accomplish other distinctive objectives. The user requirements that guide SWIC's key processes are shown in figures 6.1 and 6.3. One of the goals of the SWIC strategic plan was to "create an environment that is centered on learners, their needs, and their goals". This has been a primary focus of new construction and renovation projects at all three campuses. Since 2000, new buildings were opened at the Belleville Campus, adding 115,600 square feet; at the Red Bud Campus, 36,000 square feet; at the Granite City Campus, 13,000 square feet. At each of the three campuses, a "one-stop" student services area was developed. Students can easily complete a New Student Information Form, apply for financial aid, receive academic and career advising, arrange for special needs support services and accommodations, and register for classes. New state-of-the-art library facilities were opened at Belleville and Red Bud campuses. Beginning in 2003, at the Belleville Campus, the first floor of the main building underwent major renovations. In a centrally located area that previously housed executive offices, a large Success Center, Special Services Resource Lab, Cyber Lounge, and College Activities offices and club meeting rooms were created. This area also houses remodeled student lounges and cafeteria. In 2004, the Testing Center at the Belleville Campus was updated and enlarged, making it possible for students to take both traditional and online tests. In January 2003, the Red Bud Campus computer lab was renovated and a cyber lounge was established, which expanded computer access for all students.

Southwestern Illinois College was awarded a Title III grant to develop services and programs for increasing success and retention, and for strengthening the infrastructure of the college's administrative programs. As a result of Activity One of Title III, four major student success programs were developed through the collaborative efforts of Student Development and Instruction: New Student Orientation, Mission Success, a Freshman Seminar course, and the Belleville Campus Success Center, which includes the Early Alert System and Online Writing Lab. Activity Two of the Title III grant facilitated a comprehensive survey to assess technical needs of the college's faculty, staff, and students and the development of an Information Technology (IT) strategic reassessment report (as later detailed in this Criterion).

An Enrollment Management Committee was established in 2001, with institution wide representation and chaired by the vice presidents of Student Development and Community Services and Campus Operations. Three subcommittees were developed to examine and improve the processes involved in recruitment, retention, and research. The committee's mission is to function as a "take action" committee with strategies and results that make a difference to our students, visitors, and communities. The committee began with three primary objectives that support student learning and other distinctive operations as per the tactical plan:

- Identify appropriate enrollment reporting data. This data will serve as the basis on which to measure enrollment trends for future planning purposes.
- Identify which student needs are not being well met by the college and develop action plans.
- Identify new and enhanced educational programs, activities, and resources that improve student retention.

6P1 Identifying student support service needs and 6P2 Identifying key stakeholder administrative

support service needs Identification methods include point-of-service communications, evaluations, departmental and college-wide committees, the tactical planning process and the AQIP process. To keep current on trends and best practices, faculty and staff network with other professionals through membership in organizations, conference attendance, and participation in listservs. In spring 2001, students district-wide completed the Noel Levitz Student Satisfaction Inventory (SSI), with follow-up focus groups. A key identification process was added with the development of the AQIP All-College

Discussion—where 700 full-time, part-time, and adjunct faculty and staff came together to discuss institutional needs.

6P3 Managing key student and administrative support service processes on a day-to-day basis

Operations are run 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 regularly scheduled monthly staff meetings to discuss progress, issues, and challenges.

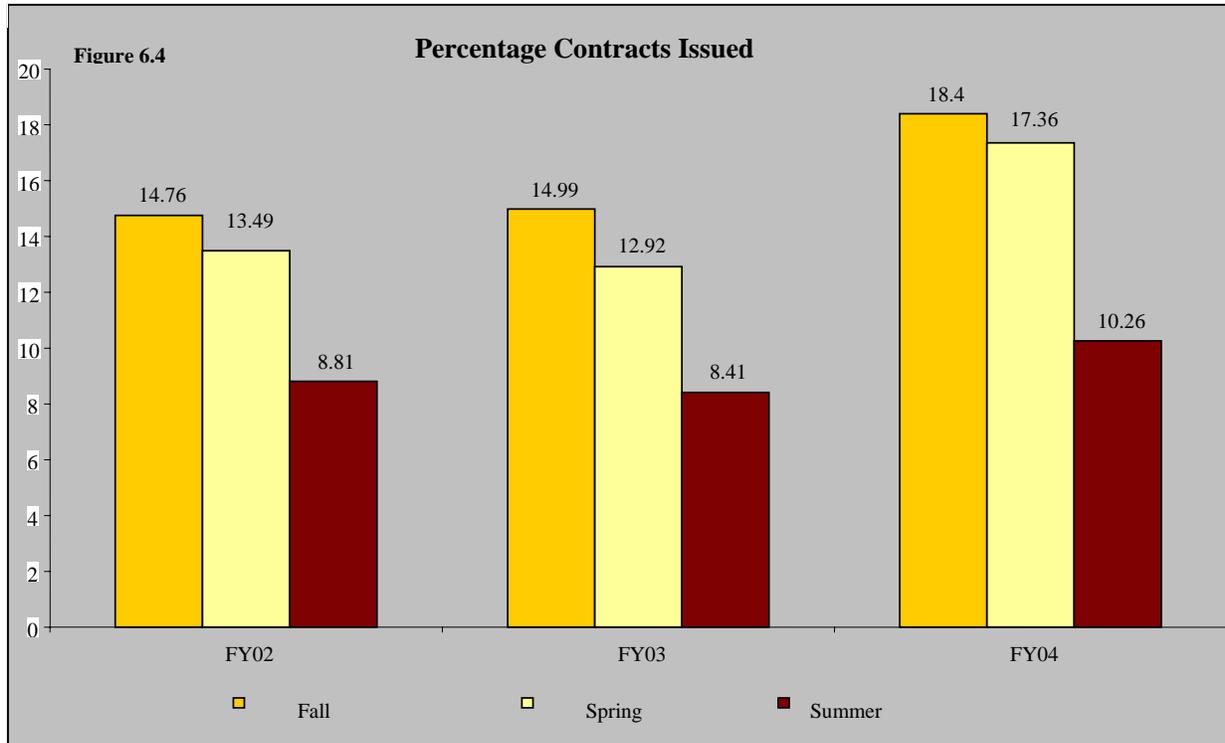
Since the college has placed an emphasis on tactical planning to achieve its strategic plan, there has been an increased recognition of the need for inter-division collaboration and shared responsibility for key outcomes. This has led to greater knowledge-sharing and cooperation between student and administrative support departments. The Enrollment Management Committee is one result of this partnership.

6P4 Using information and results to improve services Each department uses point-of-service information (verbal and evaluation data) on a daily basis to improve services. All support areas are reviewed on an annual basis through benchmarking against peer institutions (ICCB), annual budget development and analysis, and the program review process. ICCB benchmarked data is analyzed for institutional strengths and weaknesses which are then addressed in the strategic planning process and in the development of the tactical plan. Budget development and analysis is an outcome of the strategic plan. Information and analysis is used during the program review process to identify strengths and areas needing improvements in departments and institutional programs. Institutional data is continually requested, extracted, and evaluated to identify target areas for improvement. Once needs are identified, actions are taken.

6P5 Measuring student and administrative support service process effectiveness and analyzing results See figures 6.1 and 6.3 for listings of Criterion Six measures.

6R1 Results for student support processes Southwestern continually strives to make the enrollment process smooth and effective. Over the past three years, the Enrollment Management Committee has investigated how changes in processes and procedures might increase student satisfaction and improve the enrollment process. Goals of the changes were to encourage students to register for classes earlier in the registration period and to increase access and affordability. Two Board policies governing late enrollment procedures and tuition refund policy were changed and an additional payment option was initiated.

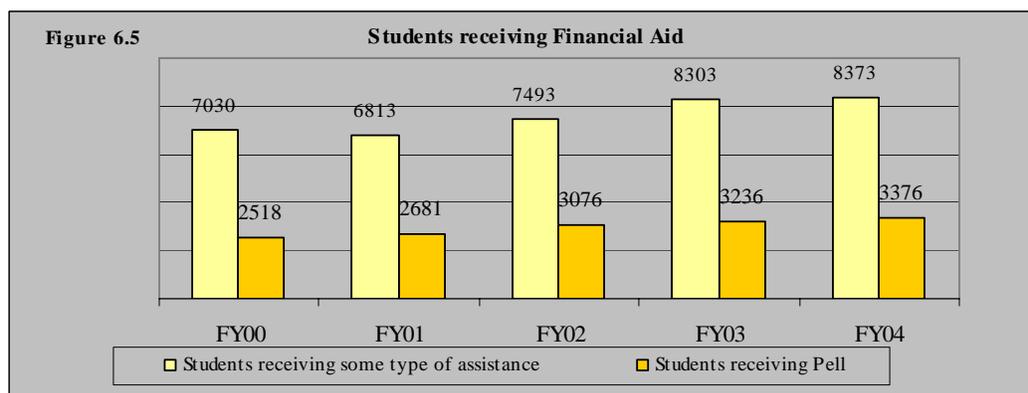
The new payment contract terms were offered in fall 2003 for students who registered early in the registration cycle. Usage of the plans has increased by 800 students, a 29% increase over the previous fall semester, as shown in figure 6.4. Collection rates for tuition and fee receivables continued at 98% and contract users at 96% -- consistent with the fall five-year average. Enrollment growth (as detailed in the Overview) is seen as the ultimate result for student support processes.



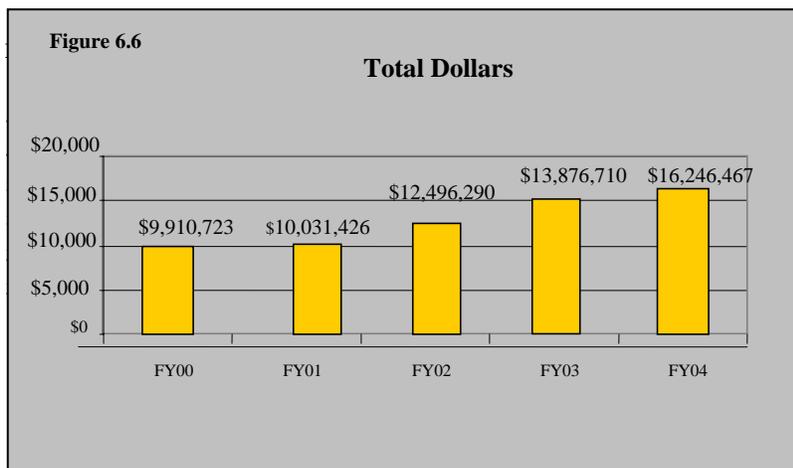
New Student Orientation The New Student Orientation is aimed at easing the transition of students into college. There has been a 34% increase in student attendance at New Student Orientation since its inception. The Minority Transfer and Multicultural Student Services Center has focused on increasing minority student participation in orientation. Participation by minorities has grown by 15% each year for the past four years.

Counseling Center Over the past five years the district-wide average annual intake for individual counseling appointments is 25,058 with the number increasing by an average of 14% each year. Mission Success (see 3R2) participation has also increased by about 26%.

Financial Aid Southwestern Illinois College has one of Illinois' lowest tuition rates while administering one of its largest financial aid programs. Several measures are in place to assist students with education expenses such as tuition and fee payment deferral until financial aid is awarded and students' ability to charge textbooks and supplies against financial aid awards. The college continues to experience an increase in the number of students receiving financial aid and in the total funds awarded.

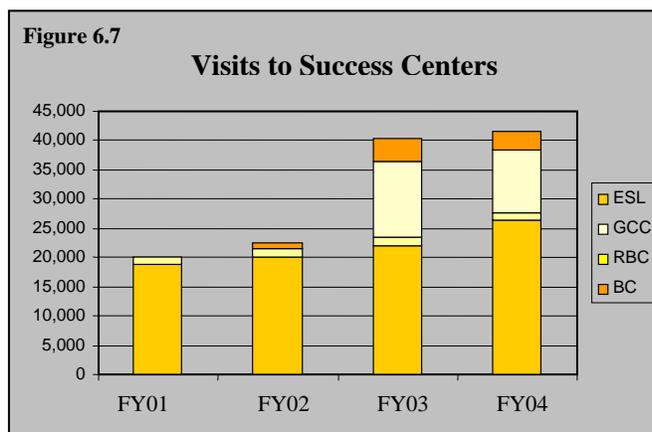


The charts (figures 6.5 and 6.6) demonstrate for the past five years a steady increase in assistance received by students with \$16,246,467 being awarded for FY'04 to 8,373 students. Of this group 37% received a Pell Grant.



Success Centers One of the most successful initiatives of the Title III grant was the development of Success Centers at the Belleville and Red Bud campuses, in 2001 at East St. Louis, and in 2002 at the Granite City Campus. The mission of the Success Centers is to supplement and enhance classroom instruction and to help students to become confident and independent learners. This is accomplished through several different programs: tutoring, Online Writing Lab (OWL),

Early Alert System (EAS), and academic workshops. As shown in figure 6.7, there were over 124,000 visits to the Success Centers since their inceptions through FY04. On average, 65% of the at-risk students who sought tutoring assistance successfully completed the class for which they received tutoring with a grade of "C" or above and 84% enrolled in classes the next semester, graduated, or transferred.



The OWL is a joint initiative between Instruction, Student Development, and Information Technology that makes it possible for any SWIC student to access writing tutoring, regardless of their location or the time of day. From fall 2002 through fall 2004, there have been 1,135 submissions to the OWL, 91% of the students who submit papers to the OWL successfully complete the class for which they submit a paper.

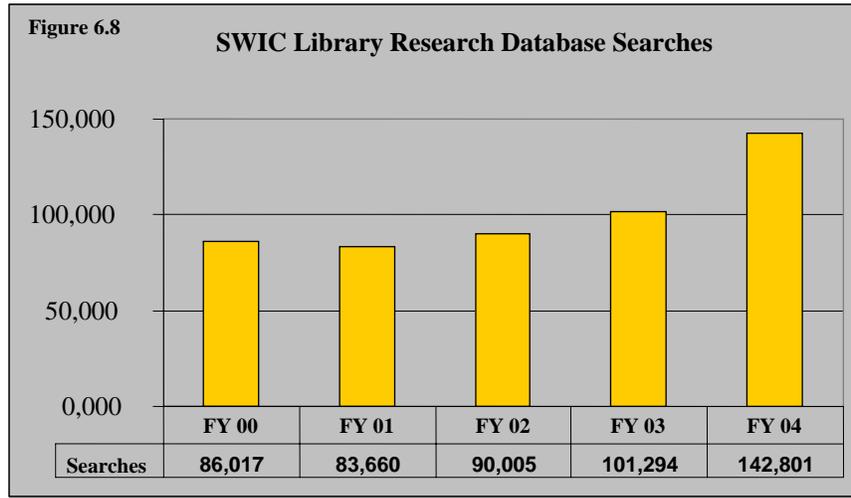
The Early Alert System is a computerized, web-based program that allows faculty members to identify students who are at-risk of failure in their classes. The program was piloted in fall 2000 with 10 faculty and there are currently over 140 participating faculty. Results from the post-pilot semesters (spring 2002-spring 2004) indicate that 3,066 students were referred and 43 percent or 1,318 students participated in the interventions. Thirty five percent (35%) of participants successfully completed the courses for which they were referred compared to 22% for non-participants.

Special Services Center Southwestern's center provides resources for Perkins special populations students and those seeking assistance through the Americans with Disabilities Act. In fiscal year 2003-04, the Center provided 4,708 accommodations for 529 students with disabilities.

Student Support Services Center The Center is a federal TRIO grant program housed at the Granite City Campus. Since its inception in 2001, 302 first generation, low-income, and/or students with disabilities have received additional academic support through the center. As a result, each year over

70% of the students have maintained at least a 2.3 GPA and the retention rate for students in the program is over 70%.

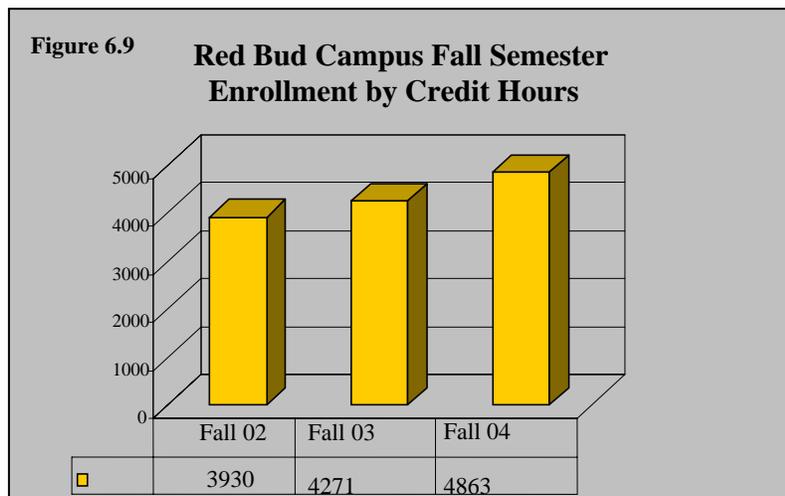
Libraries Southwestern’s libraries are located on each of the three campuses. The college library services, in the last six years, have dedicated resources to providing technology to enhance student access to current research databases, academic websites, and electronic media. All library services have seen a steady pattern of growth with significant increases in the utilization of the research databases and the availability of computer workstations.



Students gain access to the databases at library workstations and, from other sites on campus or off campus, through the library web site. Figure 6.8 indicates the number of databases searches performed for five databases for the years 2000-2004.

Testing Centers Centers at all three campuses have experienced service usage increases. Most notably, the Belleville Testing Center saw a 43% increase in the number of off-campus exams proctored.

Project Impact Red Bud The Red Bud Campus initiated a block-schedule format allowing students to concentrate course work into two days of the week. It also enhanced student engagement through a new program that had 140 participants last year. This has created an enrollment momentum, led to a reduction in class cancellations, and dispelled perceptions of limited course availability. Since the implementation of these changes, student enrollment increased 31% between fall 2002 and fall 2004 and credit hour enrollment increased 24%, as shown in figures 6.9 and 6.10.

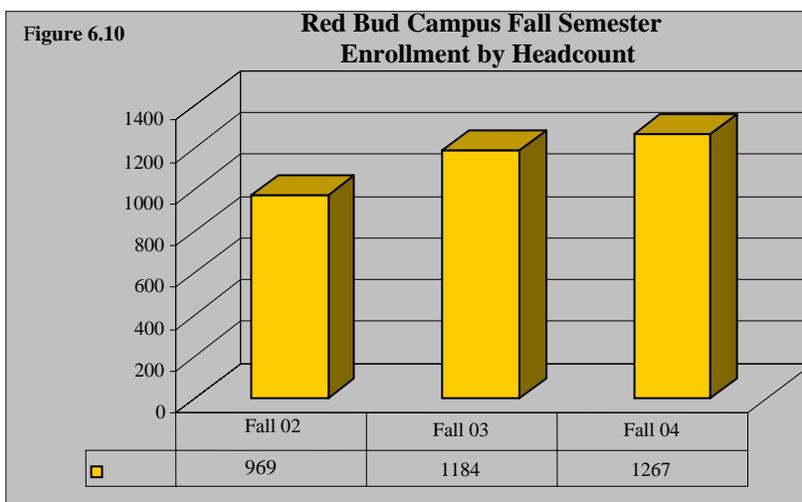


concentrate course work into two days of the week. It also enhanced student engagement through a new program that had 140 participants last year. This has created an enrollment momentum, led to a reduction in class cancellations, and dispelled perceptions of limited course availability. Since the implementation of these changes, student enrollment increased 31% between fall 2002 and fall 2004 and credit hour enrollment increased 24%, as shown in figures 6.9 and 6.10.

Student Life and a Student Centered Environment The focal point of the Belleville Campus renovation project is a Cyber Lounge. In the short time that the renovated space has been available to the students, there has been a noticeable increase in student interaction. There has been a twenty percent increase in student organizations. Attendance at student organization meetings has seen a dramatic increase.

Organizations using the College

Activities student meeting room are reporting nearly a fifty percent increase in attendance.



The Minority Transfer and Multicultural Student Services Center (MTMSSC) The focus of the MTMSSC is to retain, recruit, nurture, and support in academic, social, career, humanitarian, and spiritual growth and development of the College’s minority population. As shown in figure 6.11, the percent of minority students at SWIC more than doubled in ten years, from twelve percent (12%) in 1993 to twenty-five percent (25%) (Student Profile data).

Figure 6.11

SWIC Minority Population	
Semester	% Minorities
Fall 1993	12%
Fall 1998	17%
Fall 2003	25%

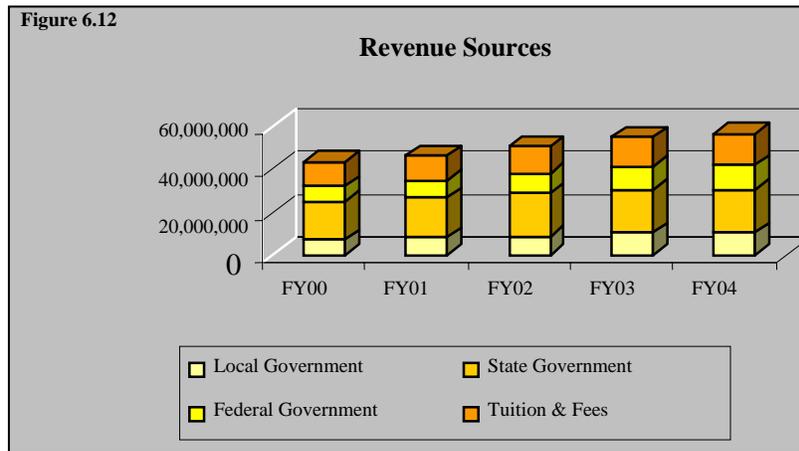
The Multicultural Committee works to foster an environment of learning and appreciation of various lifestyles and cultures. A major innovative effort of the Multicultural Committee has been a series of Diversity Chats aimed at exposing and discussing topical areas of interest.

Kids’ Club The mission of the Kid’s Club child care center is to provide quality, affordable child care to assist student initial enrollment and retention. In fall 2004, the center enrolled 151 children, belonging to 103 students, faculty, or staff. During that same semester, the student parents were enrolled in 559.5 credit hours.

Career Center The number of students utilizing the Career Center services increases each year; 4,322 students were provided services in 1999, compared to 5,120 in 2004, representing an 18% increase. The Center tracks activities in which employers have partnered with the college including: Employment opportunities (during the last five years, an average of 4,659 jobs per year has been listed through the on-line job matching system); attending Job Fairs, and on-campus recruitment (during the last five years, the college has hosted an average of 360 employers per year on the three campuses); Career Mentor Program involvement (job shadowing, individualized career mentoring, Career Days, on-site tours, classroom speakers, in 1999 there were 379 mentors and this has increased to 865 in 2003, this represents an increase of 128% in five years); program and academic advisory committees; and internships, externships, and clinical experiences. Employer partnerships have grown significantly from 1,150 in 1998 to over 2,200 in 2003 representing a 48% increase.

6R2 Results for administrative support service processes

Financial Position Overall the college has experienced moderate annual increases in revenues. Even so, during recent periods of state funding reductions the college 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 fee revenue have increased during the past five years, but the college’s tuition and fee rate remains 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 property tax. As shown in figure 6.12, reported revenues for the Education, Operations and Maintenance, and Restricted Funds have increased over the past five years.

Significant time has been spent on development of accurate and timely financial audits. During the 2004 year, the college completed its first Comprehensive Annual Financial Report which provided historic data regarding financial indicators of viability.

In addition, this report was submitted to the Government Financial Office Assistance for consideration of the Certificate of Excellence in Financial Reporting Award.

Information Technology (IT) Based on Title III recommendations, the Board of Trustees approved a tax levy for technology in 2000. The tax levy funding was used to purchase and implement an Enterprise Resource Planning (ERP) administrative system, including the core PeopleSoft modules for Finance, Human Resources Management System (HRMS) and Student Administration (SA). The proceeds from the tax levy also allowed funding of the CIO position, additional required IT staffing, and the creation of the IT division.

IT has enhanced the administrative systems by delivering PeopleSoft Asset Management, electronic fund transfer (EFT), student identification numbers, degree audit enhancements, faculty load sheet system, web services on college web site, college intranet web site, the On-line Writing Lab (OWL) system, on-line schedule of course offerings, and first phase of web self-service for students. IT’s results are discussed in detail in Criterion Seven.

Utility Expense The college joined the Midwest Energy Alliance in 2002. Energy savings of the three years since joining the Alliance will exceed \$122,000.

Recycling Program The college started a district-wide recycling program in 1994. The very first reporting year (1995) solid waste disposal was reduced by 32%. That amount has grown to 42% by the 2000 year report; current reductions are at 40%.

Safety The college is vigilant and proactive about safety issues. Since 2002, the college has experienced a decrease in crimes against property. Crimes against persons have been consistent for the same period.

6R3 Results comparisons

Tuition and Fees Tuition rates continue to rank as one of the lowest of all Illinois community colleges while enrollment ranks in the top 94%. According to the Illinois Community College Board (ICCB), the average in-district tuition and fees for spring 2004 was \$59.45. SWIC's tuition and fees was \$52, placing the college below the state average.

Financial Aid Southwestern Illinois College administers the second largest financial aid program in the state of Illinois with 2,090 MAP awards in FY 2003. Of the 48 community colleges in Illinois, Southwestern ranked second in the number of students receiving a Pell Grant (3,238) in FY 2003.

6I1 Improvement of current processes and systems The strategic planning processes and AQIP processes are the main forces in driving improvements for the supporting operations. This is accomplished through divisional objectives which drive department-level tactical plans. The annual report on the accomplishments of tactical plans is where department heads have the ability to examine those processes that work, and those which need improvement as well as the ability to recommend improvements based on data, observations of outcomes, and/or analysis of the college's extensive environmental scanning process. See Criterion Eight for specific processes.

6I2 Targets, improvement priorities, communications Targets for improvements are developed as a result of the College strategic planning process—particularly the tactical plan. Several student and administrative web-based support services are currently targeted for improvement:

- Utilization of web-based technology to enhance service delivery
- Enhancements to the college's web page.
- Expansion of the functionality of the student services web site, STORM (Student Online Records Management).
- Implementation of PeopleSoft's Student Recruitment Module to provide enhanced prospect services and tracking
- Expanded web-based functionality in the Procure-to-Pay process
- Implementation of a web-based imaging technology

One of the AQIP action projects addresses the academic advising process. This project examines the improvement of the effectiveness of student academic advisement and includes students' perceptions of that effectiveness. A collaborative team has accomplished three goals – the completion of an internal survey of strengths, weaknesses, opportunities, and threats; a review of pertinent literature regarding academic advising; and a survey of “best practices” by peer institutions. A summary report of these findings has been completed and recommendations for improvement are currently under development for presentation to the Strategic Planning Council. An implementation plan for proposed improvements will be in place by August 2005.

AQIP CRITERION SEVEN – MEASURING EFFECTIVENESS

7C1 Collection, storage and accessibility of information and data

Data Collection Mechanisms Institutional information is collected and stored by the Information Technology Division (IT) through the following college-wide administrative systems: PeopleSoft Finance modules, PeopleSoft Human Resource Management System modules, SCT SunGard Student Information Systems, and Legacy Student Records (a custom PeopleSoft application). Data is entered and maintained in these systems by properly authorized and trained functional users. Also, some work-centers develop and maintain unique databases pertaining to their functions.

Accessibility Options 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 which includes allowing users from outside a functional area to request access by using a formal authorization document and obtaining the appropriate signatures. 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 and the institutional data have been established with checks and balances that are externally audited.

In addition to formal construction of frequently requested information (i.e., reports programming by IT staff), users directly enter, view and retrieve data using their approved authorizations and an appropriate access method (web services, client/server solutions or terminal access). Individuals with need for information may submit run requests for established report formats or development of new reports.

Reports are produced by IT's programmers or by trained and supervised report writers. These reports are distributed as paper, as electronic file attachments in the e-mail system, or for functional user access using the PeopleSoft reporting tool. The process is similar for decentralized databases.

Requests for studies and analyses of data which involve more than retrieving and organizing the data elements contained in the central storage systems are referred to the Office of Institutional Research (IR). This is 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.

7C2 Selecting, managing and using information and data The following figure 7.1 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.

Institutional measures for tracking effectiveness rely upon two categories of tools: **quantitative** tools and **qualitative** tools.

Quantitative tools address the questions "How much? How many? Where? When?"
Qualitative tools address the questions "How well are we doing? And "How do we compare to peer institutions?"

Within these broad definitions, SWIC measures institutional effectiveness along the following parameters:

Figure 7.1

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/year-ago ● 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 ● Enrollment Management Committee periodic progress reports ● 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 ● 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 occupational programs ● Curriculum review and management reports, including learning outcomes assessment across the curriculum, within academic divisions, disciplines and programs, and within the classroom
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)

7P1 Selecting, managing and using information and data Information Technology receives direction and requests for information and data from five sources: The SWIC strategic plan the SWIC tactical plan IT strategic plan (Three Year Plan), IT Tactical Plan (annual plan) and Request for Services (RFS).

SWIC's strategic plan gives broad direction to IT's strategic plan. The IT tactical plan is developed with institutional input. Annually, the chief information officer meets with each vice president's staff for their

prioritized IT needs. These are reviewed by IT staff and consolidated into a tactical plan based on priority, IT resources and alignment with the SWIC strategic and tactical Plans.

The RFS system is a tool to manage tactical initiative in conjunction with immediate emergency business needs and production issues. Production problems always take precedence so that day-to-day business is not disrupted. Student needs take precedence over administrative needs.

Institutional Research (IR) is also involved in the management and use of data and in the conversion of data to information. IR receives data from IT and other sources and processes or formats the data into products that can inform the institution. IR is also involved in supporting efforts that make data and information more accessible and useable.

7P2 Determining information and data needs IT recommends improvements in application systems to reduce the workload for faculty and staff. During the year, the collaborative working environment provides frequent discussions on the current and future needs of the users. Using this informal input and the formal IT tactical plan, IT assesses the technology that is needed and the purchases that are required.

The college has historically managed its data in a decentralized process. In many cases, systems have been built and used in a local environment without institutional awareness. Accuracy of data has been a concern. With the introduction of an ERP (Enterprise Resource Planning) system (SWIC is using PeopleSoft); the process of identifying the source of data and stewardship of data is being pursued. Gradually, legacy systems are surfacing, being analyzed for the appropriate position in delivery of information, and integrated into the stewardship and delivery processes.

Institutional Research also assesses needs. IR sees the need for information as driven by external forces or internal forces. External forces include: requests from federal or state regulatory agencies, or accrediting agencies (e.g., for occupational programs), for targeted data or reports; requests from national, regional and local organizations, periodicals and publications for general or targeted information. Internal forces are centered around the program review process, learning outcomes assessment, the enrollment management process, and the AQIP process itself.

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 information or 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 information or data resides only within the institution's central administrative data systems, IT develops an appropriate 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 assigned to 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, if acquisitions of hardware and software applications are required.

7P3 Determining the needs and priorities for comparative information and data The college 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 statewide database maintained by the Illinois Community College Board. The college has developed comparative information from outside the educational community when appropriate.

SWIC formed its own Illinois Community College peer group comprising six sister institutions. 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 unit costs established by the peer group for a five-year period.

7P4 Analyzing and sharing institutional-level information and data Overall institutional performance information is collected through several processes such as ICCB Program Review, the IBHE Performance Report, ICCB Salary Survey and the ICCB Unit Cost Report and performance indicators specific to the strategic plan.

Analyses occur at multiple levels and are ultimately funneled to the president's staff, the Strategic Planning Council, 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 direct that it be analyzed at the departmental level and that implications for self-improvement be explored.

The sharing of performance data is embedded in the strategic planning process. Performance data reports are routinely received and analyzed by the Strategic Planning Council, which frequently presents abstracts of performance information to the college's Board of Trustees.

7P5 Ensuring department and unit analysis of information and data aligns with Criterion 1 and 2; sharing of analysis The program review process (see figure 7.2 below) 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*, *cost*, and *need*.

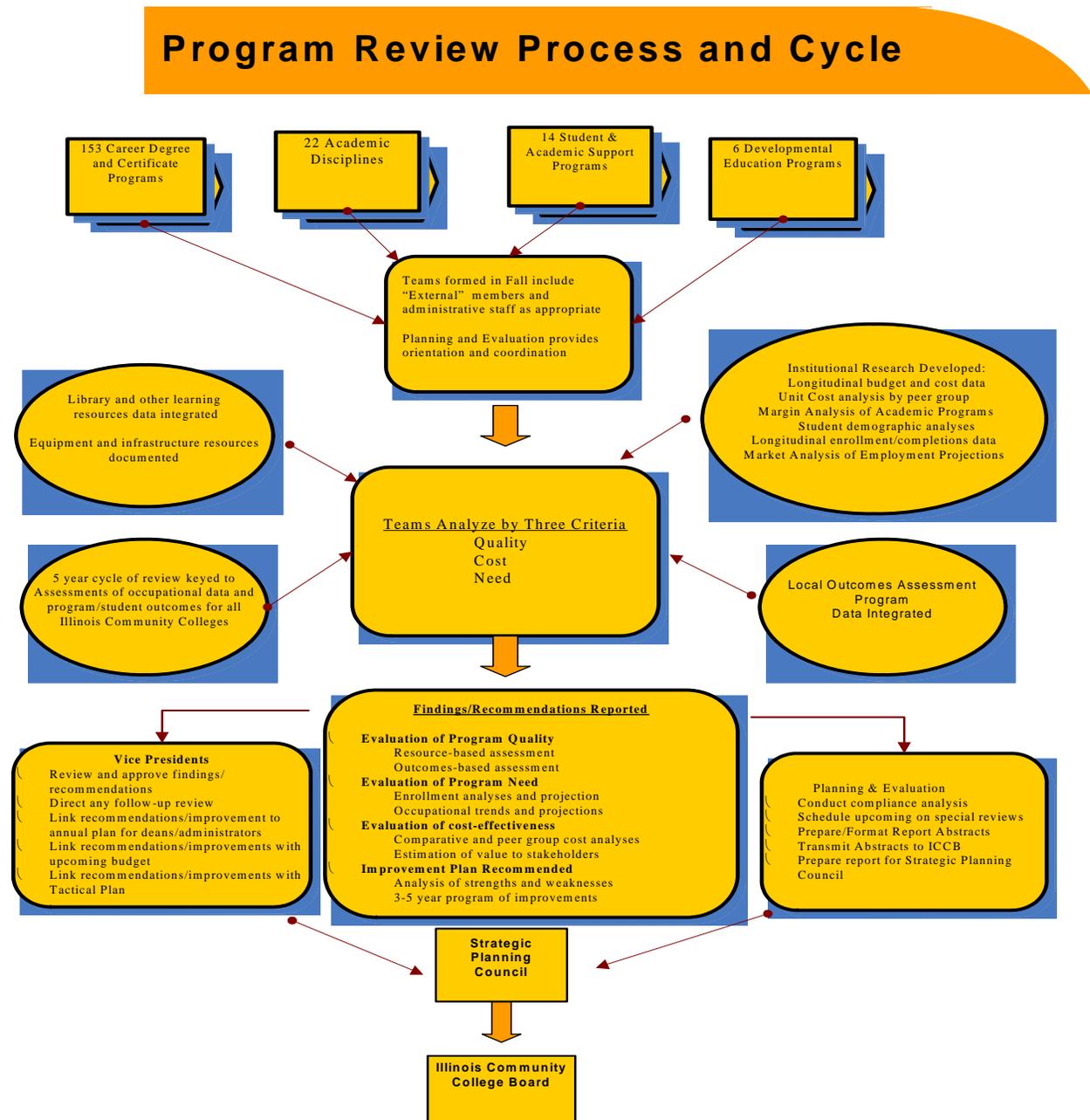
The criteria of *quality* and *need* require that the team examine departmental/unit data and outcomes to assure that performance still meets the institution's goals for student learning as well as the institutional mission, values, and priorities. Teams must use the analyses to recommend continuation or closure of the department/unit. Importantly, the analysis results in a multi-year plan for improvement which is monitored by administrators.

Full program review reports are received and approved by the appropriate vice president and by the director of planning, evaluation, and research. An abstract of each report is prepared and shared with the president's staff and the Strategic Planning Council—and is ultimately transmitted to the Illinois Community College Board.

Outcomes assessment is also a key process that assures the alignment of goals with performance information. Approximately 75% of disciplines and programs have mission statements and educational goals that are aligned with the college mission. These mission statements and goals must be reviewed by the Disciplines OA Committee before they are posted on the college’s intranet site—where they can be viewed by the college 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.

In coordination with the processes described above, every department and unit is 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 7.2



7P6 Ensuring effectiveness of information system and related processes Annually, production application systems are audited by an external organization to highlight any improvements that are needed as well as indicate the health of the security of the systems. In addition, an annual network audit is conducted that searches for holes and weaknesses. In both cases, the initial 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 the following figure 7.3.

Figure 7.3

Development
<ul style="list-style-type: none"> • Unit testing • System testing \ Integration testing
Quality Assurance
<ul style="list-style-type: none"> • Recent production copy • Production security • End user testing and approval
Production
<ul style="list-style-type: none"> • Once approved • Nightly backups with on and offsite rotation

7P7 Measuring and analyzing systems and processes of measuring effectiveness Every year the Strategic Planning Council 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. In the case of IT, some of its monthly measures include:

<ul style="list-style-type: none"> • Call Center Service Calls – Includes user service calls by category and support against the Service Level Agreements (SLAs) • Network Performance – The activity and up time is provided by device • Blocked Mail Report – Tracks volume of blocked SPAM, total messages received and any filtered messages • DBA Service Statistics – Tracks migrations by category, database management activities by database that includes uptime and utilization, and PeopleSoft servers (application, process, host and web) • Operations Statistics – Tracks up time of production systems and requests by users for production password resets • Website Statistics – Tracks number of visitors and page views for public website, intranet (S-net), training knowledge site (TechKnow) and distance learning website (WebCT)
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Figure 7.4

IT Portfolio Summary by Fiscal Year		
(As of 12/31/04)		
	<u>Completed FY 04</u>	<u>July – December YTD FY 05</u>
Development		
Completed Major Tactical Projects	9	1
Completed Requests for Service	234	107
Production Operations		
Student Information System - Up Time Average	99.48%	99.86%
PeopleSoft - Report2Web - Up Time Average	100%	100%
Production Jobs - Monthly Average	2,380	2,407
Production Output - Monthly Average	74,576	83,288
Security Actions - Average Total/Month	166	158
Computer Support Services		
Help Desk - Total Support Calls	1,924	1,322
Service Level Agreements - Total	3	4
Network Services		
E-mail Service - Post Office Volume Total	3,001,401	2,063,639
E-mail Service - Up Time Average	99.83%	95.69%
Phone Switch - Up Time Average	100%	100%
Switchboard Call - Volume Total	2,589,830	1,258,725
Network Infrastructure (WAN & Internet) - Up Time Average	99.98%	99.99%
Network Servers - Up Time Average	99.96%	99.99%
Distance Learning - Up Time Average	100%	100%
Data Base Administration		
Migrations - Average Total/Month	61	88
DB Configuration & Maintenance - Total	346	281
PeopleSoft Server Configuration & Maintenance- Total	204	95
PeopleSoft Servers - Up Time Average	99.55%	99.93%
Web Usage		
Institutional Website Visitors - Average Total/Month	43,372	44,784
Institutional Page Views - Average Total/Month	573,405	712,325
Distance Learning Visitors - Average Total/Month	5,584	6,085
Distance Learning Page Views - Average Total/Month	593,650	735,002
TechKnow Visitors - Average Total/Month	436	208
TechKnow Page Views - Average Total/Month	1,116	1,138
Intranet Visitors - Average Total/Month	435	456
Intranet Page Views - Average Total/Month	25,244	22,744

A separate system examines the effectiveness of the outcomes assessment process. Here, the members of the AQIP-OA Steering Committee directly oversee the assessment process and analyze its various indicators of effectiveness. As the skills of the general education common competencies, *writing, oral communication, reading, computer literacy, critical thinking, civic and social awareness and mathematics*, are written they are reviewed and validated by transfer institutions and local employers. The college-wide assessment of the skills defining the seven competencies is conducted on a continuous cycle. All programs and disciplines are expected to assess each of their educational goals at a minimum of once every five years-- as part of program review.

7R1 Results for measuring effectiveness Below is an IT Scorecard which succinctly shows IT effectiveness over three fiscal years:

Figure 7.5

(As of 12/31/04)			
IT Services	FY02	FY03	FY04
<u>IT Tactical Plan</u>			
Completed Development Projects	100%	100%	100%
Completed Network Projects	100%	100%	100%
Completed Web Projects	100%	100%	100%
<u>Service and Reliability</u>			
Network Availability	NA	NA	98.90%
ERP Information Accessibility	NA	NA	100%
ERP Information Quality	NA	NA	NA
Data Base Availability	NA	NA	99.93%
Web Services Availability	NA	NA	NA
Distance Learning Availability	NA	NA	100%
<u>Audit Results</u>			
ERP System	NA	Issues(1)	Meets
Network Perimeter	NA	NA	Meets
<u>Disaster Recovery Process</u>			
Plan	NA	Started	Completed
Desk Exercises	NA	NA	1
Successful Executions	NA	NA	2
Enhancements	NA	NA	1
NOTES:			
NA - Not Applicable; Before process started			

The new outcomes assessment system is still too new to have reliable indicators of its effectiveness. However, employers, private-sector advisory board members and graduates provide strong anecdotal evidence that the institution succeeds in two of its fundamental goals: 1. Career students are graduating from certificate and associate programs and successfully entering the workforce. 2. Baccalaureate-oriented students are completing two-year associate degrees or other course sequences and successfully transferring to four-year institutions.

The college’s Strategic Planning Council conducts a yearly self-study of its planning systems as part of its semi-annual report. This report is then reviewed and evaluated by the college’s Board of Trustees. Trustees have repeatedly expressed satisfaction with the system and its products.

The college’s program review system has been seen as a model for other Illinois community colleges—especially its strong emphasis on the use of peer group and other comparative data. Most importantly, instructional faculty and staff express confidence in the integrity of the process and the validity of its recommendations.

7R2 Results comparison Informally, the Illinois Council of Community College Administrator's Technology Commission discusses how information technology compares with each institution. The college's IT department uses industry standards as its target for service and reliability. The overall IT industry goal for high service and reliability is 99.999%. SWIC's IT overall average for FY04 is 99.61%.

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

7I1 Improvement of current processes and systems For outcomes assessment, 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 outcomes assessment systems.

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 Chief Information Officer meets with the vice presidents and/or their staff, asks them to evaluate IT service for the past year and accepts any suggestions for improvements. The suggestions are discussed with the 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.

7I2 Targets, improvement priorities, and communications For outcomes assessment, 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 writing, reading, oral communications, computer literacy, mathematics, critical thinking, and civic and social awareness.

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 acceptance of AQIP tenets.

Completed IT tactical plans are posted to S-net (SWIC's intranet) for all employees to review. With the addition of student web services this year, 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.

AQIP CRITERION EIGHT – PLANNING CONTINUOUS IMPROVEMENT

8C1 Institutional vision The college’s Strategic Planning Council (SPC) analyzed Southwestern’s vision—and the results of its strategic priorities. The SPC is struck by SWIC’s strong, but initially unintentional, movement toward a *Learning Organization*. As described by Peter Senge and his colleagues, Learning Organizations focus on improving organizational learning and the ways in which knowledge is disseminated throughout the organization. Learning Organizations use the act of learning to reach agreed upon goals and objectives, to avoid failure, to effectively and widely share information, and to learn from mistakes as well as from successes. In short, learning organizations adapt to their environments in ways which produce positive outcomes. SWIC now understands itself as such a Learning Organization and is moving to more formally link its vision to this concept.

Prior to the college’s 1999 strategic planning process and prior to the decision to become an AQIP institution, SWIC could have been described as a traditional institution exhibiting the following characteristics: predictability, emphasis on efficiency, compliance driven, and risk-adverse. As the college became more open to the external environment, it began to evolve into a Learning Organization.

Through its strategic planning process the institution has identified five strategic priorities to guide its learning. There are several themes consistent with the attributes of a Learning Organization which run through these priorities and tie them together into a coherent vision of the future state of the institution:

- focus on continuous improvement
- willingness to undergo accountability
- emphasis on improved communication
- adaptability to the environment
- acceptance that the institution is its people

8C2 Short and long-term strategies and alignment with mission and vision Long-term goals developed from SWIC’s five institutional priorities are detailed in figure 8.1 below.

Figure 8.1

1. Develop a diverse, student-centered college community that is accountable for its mission, that embraces the assessment of learning outcomes, and that focuses on institutional improvement.	
A:1 Fast-track the re-development of the Assessment Plan by deploying resources sufficient to achieve compliance; maintain and improve the system	A:2 Improve the design and delivery of student academic advisement services
A:3 Encourage a climate that respects and promotes diversity	A:4 Achieve and maintain compliance with NCA and other accrediting agencies and regulating bodies
A:5 Create a sense of community within the college and between faculty, staff, and students	A:6 Create an environment that is centered around learners, their needs, and their goals
A:7 Assure that institutional values drive policies and practices and that AQIP values are recognized	A:8 Foster student success and student retention
A:9 Respond to changes that impact the college, its mission, and its communities	
2. Engage, partner, and collaborate with communities and educational institutions.	
B:1 Assert Southwestern Illinois college as a leader in higher education, workforce development, and the economic development of the college’s region	B:2 Increase cooperation with area colleges, universities, and K-12 systems
B:3. Improve awareness of the college’s contributions to the region	
3. Increase the Enrollment of the college.	
C:1 Increase the number of students that are served and the credit hours or other indicators that measure that service	C:2 Promote policies/practices that increase student retention
C:3 Prioritize the development and promotion of programs, services and delivery modes	

4. Develop collaborative processes that support technology, that promote effective business practices, and that align resources with the Strategic Plan.	
D:1 Achieve and maintain a position of technology leadership	D:2 Provide instructional and administrative information technology appropriate to program needs
D:3 Provide appropriate technology for curricula, students, and non-curricular programs	D:4 Assure that capital and funding requests are driven by the strategic plan
D:5 Recognize maintenance and operating costs as factors in achieving strategic goals	D:6 Plan and develop revenue sources that are commensurate with priorities
D:7 Assure that budget recommendations are developed through an open and collaborative process	D:8 Adopt business processes that align with the expectations and practices found in the private sector, as appropriate
5. Develop systems, practices, and communication strategies that demonstrate the high value given to the people that comprise the college.	
E:1 Design and fund a comprehensive system of orientation, continuing training, and personal development for all faculty and staff	E:2 Re-appraise the role and the effectiveness of adjunct faculty and part-time staff
E:3 Improve communications within the college and among employee groups	

AQIP action projects are viewed as short-term goals because each is expected to be accomplished within a one to three year period.

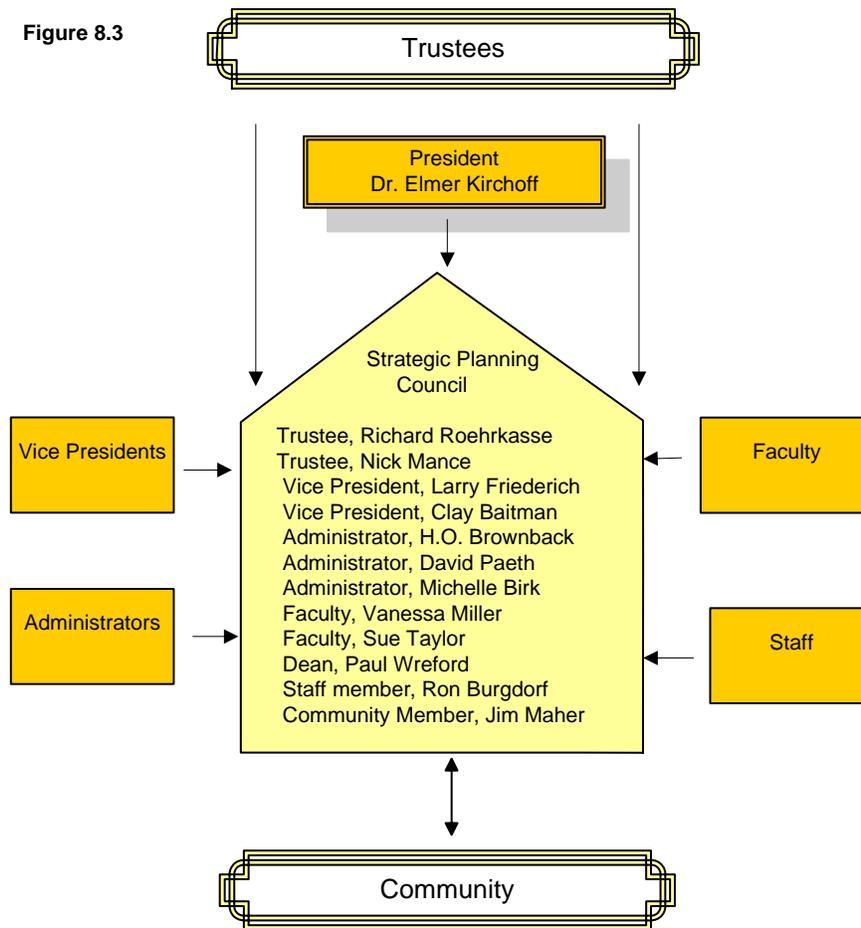
Nine processes have been identified which help align the college’s mission, strategies, goals and tactical objectives. The processes are non-sequential and the college works hard to carefully integrate the processes in order to avoid incongruence. There is a conscious decision to minimize duplicative and redundant efforts. Some of these processes are mandated by external agencies while others are internal to the institution. These processes are viewed in a holistic manner, meaning that each contributes to the college’s continued improvement.

Figure 8.2

Nine Critical Processes	
• Perkins Performance Management Results	• Student Outcomes Assessment
• Short and long term Financial Planning	• AQIP Continuous Self-Improvement Processes
• IBHE Performance Results	• ICCB Program Review
• Strategic Planning	• Environmental Scanning
• Master Site Planning	

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

Figure 8.3



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 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 8.4.

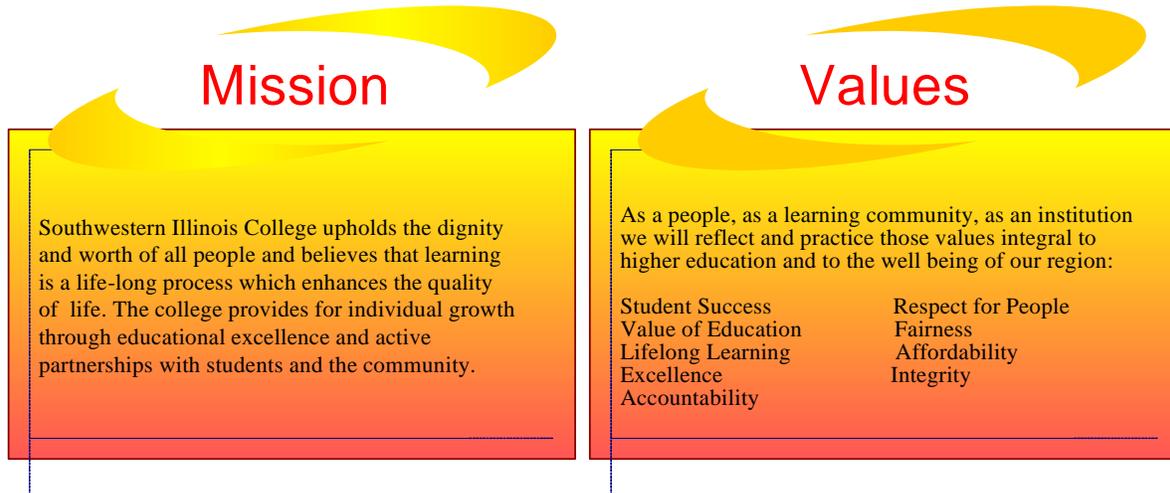
INTEGRATED STRATEGIC PLANNING AND AQIP TIMELINES

Figure 8.4

Month	Institutional Timeline	AQIP/NCA 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"> •Ongoing environmental scanning •Student Engagement or Student Satisfaction survey(s) typically administered
April	Develop budget for next fiscal year	NCA 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		NCA Dues Report due	<ul style="list-style-type: none"> •SPC reviews tactical plans and the NCA Annual Report •<i>Funding for Results</i>, including AQIP, becomes integrated into the normal supplemental budget process •<i>Annual Presentation of the Strategic Plan</i> (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 <i>Performance Report</i> •SPC receives/analyzes annual <i>Program Review Report</i> •Ongoing environmental scanning
September	Prior year enrollments known	Annual AQIP Update due	<ul style="list-style-type: none"> •<i>Semi-Annual Summary Report</i> (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"> •Environmental scanning results synthesized for impact on the next fiscal year

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. The mission was last visited in 2003 when the SPC reviewed all of its processes to determine their compatibility with the institution's participation in AQIP.

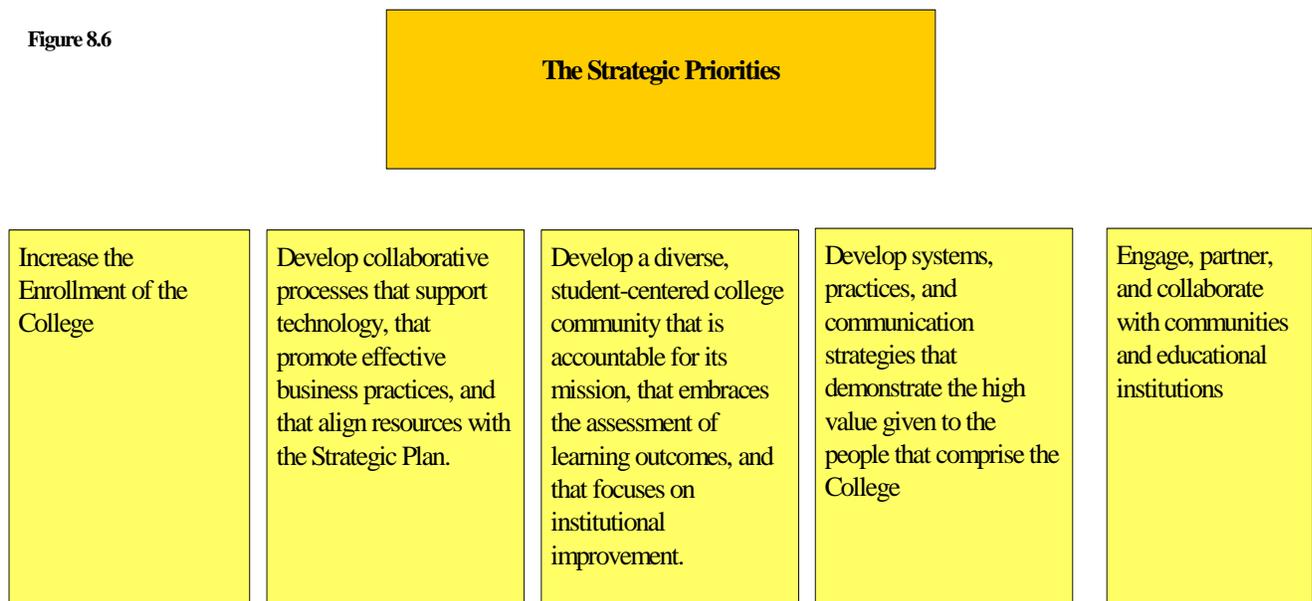
Figure 8.5



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.

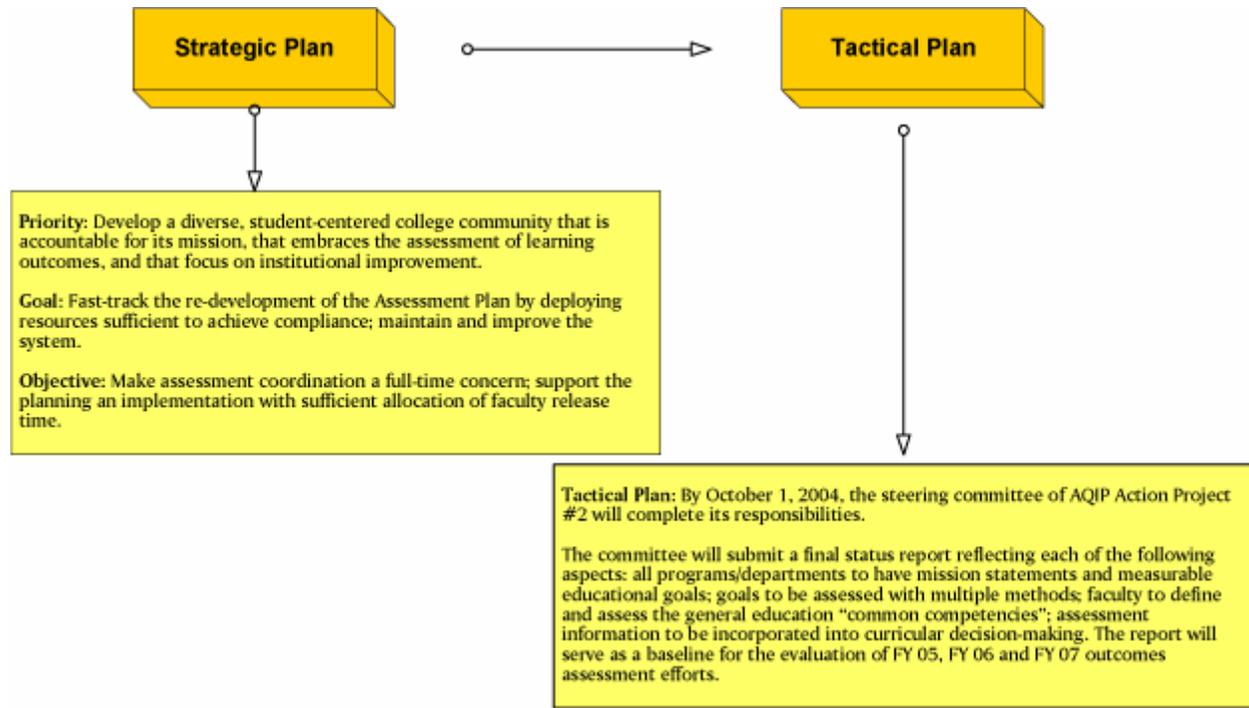
The strategic plan contains five strategic priorities which are then de-constructed into strategic goals, which are further de-constructed into strategic objectives. The tactical plan begins with the strategic objectives and identifies a series of time-specific, concrete actions and initiatives that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

Figure 8.6



Strategic to Tactical Planning Example

Figure 8.7



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 the first iteration, the college commissioned a Community Leaders Study by a local university, it conducted focus groups of internal and external stakeholders, it used participatory processes to develop a consensus on institutional values (which were then used to prioritize strategies), and it used several stakeholder surveys to identify key issues and expectations. The SPC then worked through numerous sessions to identify, corroborate, and prioritize key issues before the institution. Its work products were shared with stakeholders, revised, and then translated into a series of strategic priorities, goals, and objectives.

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 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”, 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.

The AQIP Steering Committee, using these Vital Focus work products, conducted numerous follow-up forums and sessions with stakeholders and constituents to “funnel down” the hundreds of opportunities and propositions into four AQIP action projects.

AQIP action projects were incorporated into both the Strategic Plan and the Tactical Plan in 2002, figure 8.7 gives one example of this integration. Action plans are formally evaluated by the SPC on an annual basis; moreover, the AQIP Annual Update along with AQIP Reviewer comments is shared with the SPC and is reported to the Board of Trustees.

The college has not yet determined how it will develop future action projects. The SPC believes that the Systems Portfolio process itself will lead to an internal identification of key action plans and assumes that the feedback received from the Portfolio reviewers will also be an important source of perspective.

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 does directly align 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 since 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 At present, specific measures and performance projections are not explicitly incorporated into the strategic plan but are typically embedded into tactical plans. 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.

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, that 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 Ensuring faculty, staff, and administrator development At present the college has no explicit or formal process that necessarily coordinates staff development with its strategic plan or its action projects. In practice, these needs were bundled into project budgets for major initiatives such as AQIP and the college's PeopleSoft conversion. The institution recognized the need to revise this approach to employee development and identified this issue as one of its AQIP action projects.

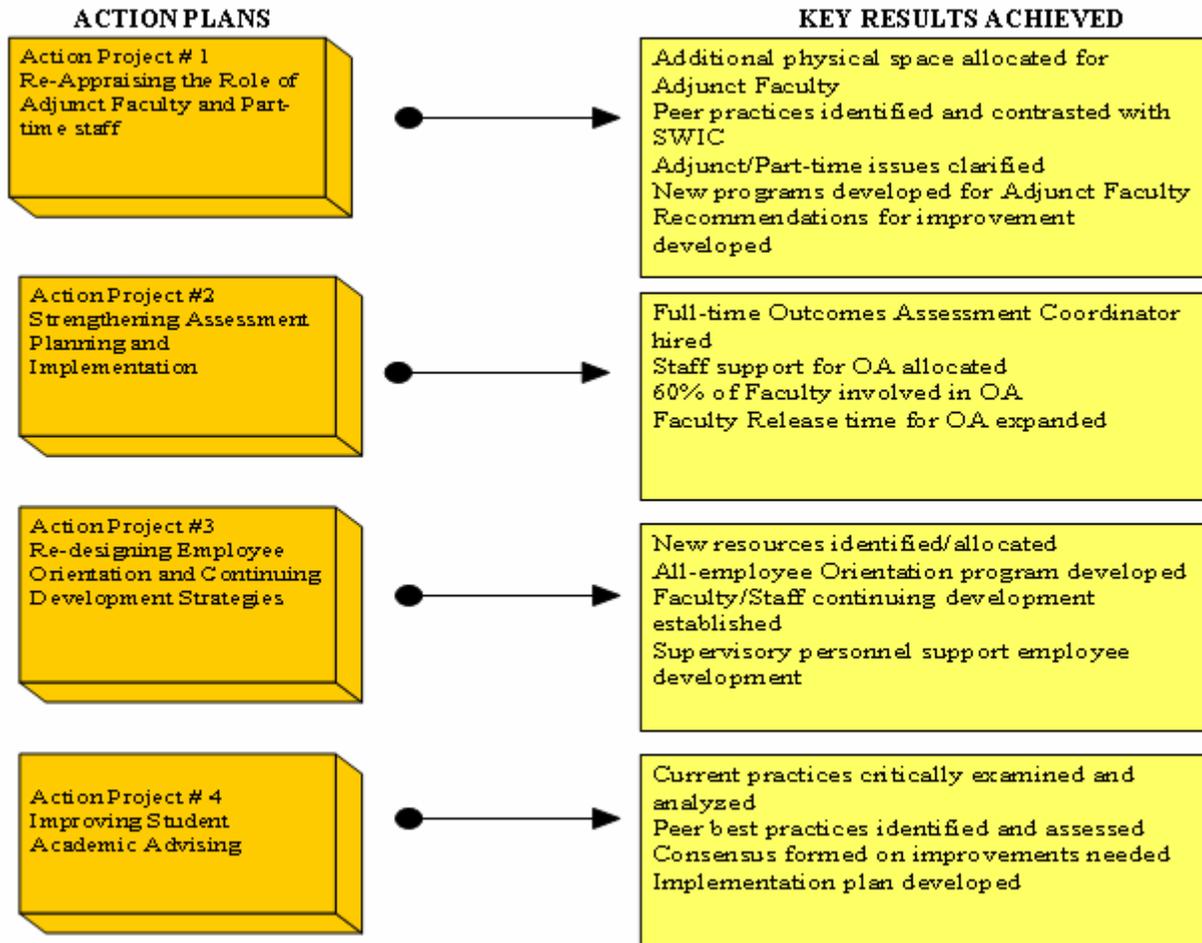
This has produced a comprehensive institutional approach to orientation, technical training, and professional/personal development that is set for implementation next year. This development is discussed in the response to 4P4.

8P8 Measuring and analyzing planning effectiveness SWIC is still within its first cycle of AQIP Action Projects and recognizes the need to self-assess how this system is leading to an on-going plan of continuous improvement.

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.

8R1 Results for planning strategies and action plans The Strategic Planning Council oversees the college's progress and results related to the four 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 2004 Higher Learning Commission Annual Action Project Update document.

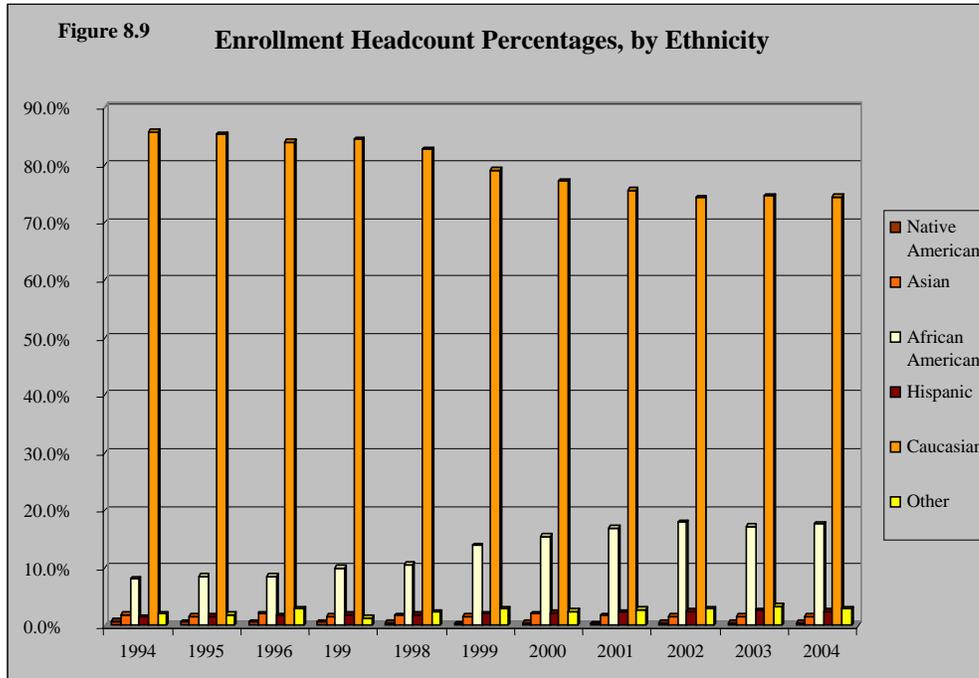
Figure 8.8



Strategic Priorities

The five Strategic Priorities outlined in 8P2 continue to guide and frame the college’s overall strategic initiatives. Assessing the college’s results against these priorities documents the positive movement in increasing diversity on Southwestern’s campuses. From 2004 – 2005, Southwestern experienced an overall minority employment increase from 5.7% to 7.8% while continuing to address strategies to strengthen this area. Southwestern has further diversified via its student population, with a continued increase in minority enrollment.

College enrollment continues to demonstrate an upward trend with the highest enrollment (242,500 semester credit hours) reached in FY04. Enrollment growth is evidence of the institution’s effectiveness in expanding access and opportunity for all citizens. At the same time, this growth challenges the college to expand its classroom facilities to sustain growth while assuring educational quality. Process modifications and improvements linked to increased enrollment are outlined in Criterion Six.



Annual results pertaining to tactical planning initiatives include the development of the college’s Enrollment Management Committee, the linking of departmental administrative goals to strategic plan objectives, and a methodology for establishing and prioritizing information technology projects by division within the institution. Further tactical plan results include automation of certificate awards for students completing certificate requirements, student web services, implementation of student evaluations of counseling services, and initiation of an annual Employee Recognition Ceremony linked to the strategic goal/objective of “valuing people.”

8R2 and 8R3 Comparisons of performance projections Performance projections include tactical planning level initiatives that are submitted annually and reviewed/reported semi-annually to the SPC. Tactical plans within each strategic priority establish performance projections relative to the process initiative. Tactics vary in nature with projected completion in year one while others utilize a phased approach and are reiterated to next level processes over one to three years.

Cost containment and affordability to students are focuses for the institution, with tuition costs and financial aid opportunities as factors. Measured by the number of students receiving financial aid and by the total amount of financial aid, Southwestern is one of the Illinois Community College Systems’ largest consumers of state and federal student assistance. Projections indicate that this will remain an increasing trend.

The Illinois Incentive for Access Grant Program Award Payout is used as another comparative measure in this area. On average, SWIC’s annual average awards range within a few dollars of the state average.

Figure 8.10

Illinois Incentive for Access Grant Program				
Year	#Awards	\$ Payout	Average Award	Statewide
2000-2001	646	\$223,000	\$345	\$360
2001-2002	625	\$223,259	\$357	\$356
2002-2003	441	\$167,648	\$380	\$374
3 Year Average	571	\$204,633	\$359	\$362

A summary profile of FY 04 annual tuition and fee charges for Illinois Public Community Colleges substantiates a state average of \$1,784.00 with Southwestern falling below the average at \$1,560. Tuition and fees continue to rank as one of the lowest of all Illinois community colleges. The national tuition figure of \$1,905 for FY 04 established by The College Board indicates that Southwestern remains competitively affordable when compared nationally as well.

Figure 8.11

As SWIC continues to work toward the advancement of Illinois state goals as a part of strategic planning, increasing diversity of citizens completing training and education programs is considered as a common institutional indicator. Southwestern has established the following goals for these indicators:

Category	Completions Goal
Female Completers	53%
Male Completers	46%
Black Completers	9.5%
All Minority Completers	12.5%
White Completers	86%

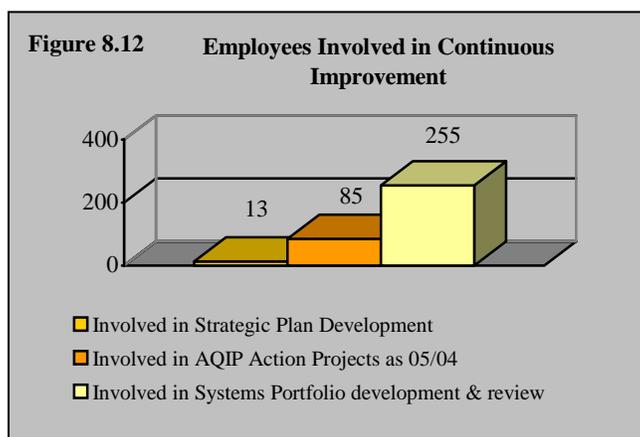
Over the last five years, the college has shown strong improvement in total completions for all students and for minority students in particular. These increases are seen as attributable to the dramatic increase in minority student enrollment (and consequently an increase in their completions) when students of the former Metropolitan Community College began to attend the institution. This occurred simultaneously with local initiatives to improve minority student completions and resulted in a 54.2% increase over five years. Projections indicate that this will level.

Graduate satisfaction is an institutional indicator that speaks to accountability in relation to quality of academic programs and the assessment of learning. A figure presented in 1R2 shows that the college typically exceeds the average for all Illinois community colleges.

8R4 Results for planning system effectiveness Southwestern’s strategic planning process has facilitated the growth of shared input, vision, and ownership of institutional priorities. The very nature of this planning process led the institution toward the AQIP initiative and has revitalized the outcomes assessment program at the college.

The most significant impact is evidenced by the defined institutional direction that the strategic plan provides as well as the integration of departmental initiatives to meet the strategic goals, objectives, and tactics.

One measure of is the growing number involved in planning improvement. At the plan development, comprised the From there, the college individuals to help Mission and Values evolved at the another group of form the AQIP From there, additional included in the Strategy Forum, and in the AQIP action projects, with outcomes assessment alone involving 61% of the faculty.



planning effectiveness of stakeholders continuous initiation of strategic thirteen individuals development team. included additional shape and develop the Statement. AQIP then institution adding individuals who would Steering Committee. individuals were

To date, Southwestern has continued to involve more individuals by undertaking the Systems Portfolio development, further demonstrating a continuous process of improvement and inclusion, thereby

strengthening the institution's position in valuing people and providing a quality educational experience. Beyond the involvement of Southwestern's employees, the initiatives generated have involved hundreds of stakeholders in each survey or research category who represent educational institutions, business entities and community organizations.

8I1. Improvement of current processes and systems The planning process is monitored for its effectiveness, both in accomplishing goals and in establishing stakeholder satisfaction. Surveys, stakeholder input, and other data gathering processes are used to determine opportunities for improvement. Methodology that incorporates outside consultants, college task forces/teams, or benchmarking processes informs the college of potential alternatives processes or resolutions.

A subcomponent of the Strategic Planning Council is the Environmental Scanning Committee which develops and oversees both internal and external scanning on an annual basis. The Environmental Scanning Committee, in addition to the approximately thirty in-house scanners, has an interactive/collaborative role with the Board of Trustees. The process produces multiple formal and informal opportunities to identify system and process improvements.

With AQIP and its associated steering committee operating under the auspices of the SPC, Southwestern has determined additional ways in which improvements can be identified, analyzed, and addressed in collaboration with historic divisional chain of command. As the need for system improvements occur, the college has the ability to use the AQIP action project mechanism to study and effect change as an institution.

8I2 Targets, improvement priorities, and communications Targets are set by the Strategic Planning Council in consultation with the Board of Trustees. These targets are embedded in the strategic planning process and occur simultaneously with the annual review of strategic priorities and the setting of strategic goals and objectives. They are then articulated and implemented with a body of tactical planning.

Southwestern's current strategic priorities, as outlined in 8C1, establish specific targets for the institution as a whole. Tactical planning and divisional operations are developed accordingly.

Communication of current results, improvement priorities, and performance projections are provided in two semi-annual results reports to the Board of Trustees. Additional review and communication occurs at the presidents' staff level for these and other reporting functions including environmental scanning, tactical planning, and AQIP action project updates and annual review. Findings and recommendations for action projects are communicated to faculty and staff through divisional meetings, college e-mail, Marketing Department publications, the AQIP intranet site, and open discussion forums.

AQIP CRITERION NINE – BUILDING COLLABORATIVE RELATIONSHIPS

9C1 Key collaborative relationships The table in figure 9.1 maps out Southwestern’s most critical collaborative relationships.

Figure 9.1

Key SWIC partnerships		
Partners	Purpose	Measures of success
Area K-12 Institutions	<ul style="list-style-type: none"> • Feeder relationships for students and for coursework for currently enrolled students (dual credit/dual enrollment) • On-going training for teachers and paraprofessionals 	<ul style="list-style-type: none"> • Enrollment data from high schools • Number of school staff passing required tests and meeting certification requirements
Other Community Colleges in Illinois	<ul style="list-style-type: none"> • Reciprocal agreements to eliminate duplication of programs to provide students with additional program opportunities • Collaborative agreements between community colleges, business and industry centers statewide to ensure the needs of local businesses are being met • Work with Southern Illinois Collegiate Common Market (SICCM) consortium to provide classes that other colleges in the consortium need for students to complete their programs at East St. Louis Community College Center (ESLCCC) 	<ul style="list-style-type: none"> • Number of students participating in Inter-district Cooperative Agreements • Companies receiving training services from community college system • Quarterly planning and evaluation meetings with members of the SICCM group
Four-year Institutions	<ul style="list-style-type: none"> • Capstone and Articulation agreements for transfer students 	<ul style="list-style-type: none"> • Student transfer data and GPA at receiving institution
Institutional and Program Accreditation Agencies	<ul style="list-style-type: none"> • Maintain institutional and program specific standards and accreditation of programs 	<ul style="list-style-type: none"> • Accreditation rates of occupational programs and annual progress in AQIP Action Plans
Illinois Articulation Initiative	<ul style="list-style-type: none"> • Transfer of curriculum between participating institutions 	<ul style="list-style-type: none"> • Student transfer data
Consortia relationships : Southern Illinois Collegiate Common Market, Illinois Virtual Campus, Illinois Online	<ul style="list-style-type: none"> • Provide innovative educational opportunities to the citizens inside and outside the district 	<ul style="list-style-type: none"> • Enrollment data at ESLCCC and in online courses
Civic & Community Agencies and Social Service Organizations	<ul style="list-style-type: none"> • Participation in multi-cultural events. • Provide members of the institution opportunities to partner for civic promotion & support/resource services for staff & students including offering various scholarships and funding agreements • Encourage staff participation in civic and social service organizations 	<ul style="list-style-type: none"> • Participation levels in programs such as Rotary, Lions, United Way, neighborhood associations, Racial Harmony, Chamber of Commerce, Division of Rehabilitation Services, number of scholarships awarded

Partners	Purpose	Measures of success
College Boards	Board members provide leadership and a governing body for college's Policies and Procedures	Effective operation and accomplishment of college's mission
Local and Area Businesses & Employers and Economic Development Offices	<ul style="list-style-type: none"> • Students are placed in clinical programs and internships • Industry representation on advisory boards • Hiring students/graduates • Career Services • Performance improvement/employee training services • Student Scholarships • Gifts to the College • Business attraction and retention • Workforce development projects • Archview Business Group helps SWIC match jobs available in the Cahokia/East St. Louis area with programs and coursework that SWIC offers at East St. Louis Community College Center (ESLCCC). 	<ul style="list-style-type: none"> • Number of students enrolled in cooperative agreements • Number of representatives on advisory boards • Graduate follow-up data • Number of companies receiving performance improvement services Continuation of gifts & scholarships • Number of employees trained • Tracking and placement of students in these jobs
Vendors & Contractors	<ul style="list-style-type: none"> • Provide supplies, services and consultation 	<ul style="list-style-type: none"> • Contract renewals and continued support
Federal, State & Local Government, IBHE and ICCB	<ul style="list-style-type: none"> • Regulatory & Funding Source, Accountability, Professional Development, Advisory, Joint Training Programs 	<ul style="list-style-type: none"> • Continued funding, fiscal responsibility, and successful completion of audit criterion, responsiveness to workforce development

9C2: Reinforcing mission and supporting institutional directives Southwestern's partnerships create linkages among funding sources, programs, and services to facilitate and expand the educational opportunities throughout the district and beyond. For example, the participation in the Illinois Virtual Campus has contributed to the college's status as one of the leading providers of distance education in the state of Illinois. Partnerships with local businesses and community agencies enable the college to align curriculum and support services with industry needs and enhance employment opportunities for graduates. Moreover, college collaborations play a vital role in the economic development of the region.

9P1 Creating, prioritizing and building relationships Faculty and administration meet regularly, both formally and informally, with representatives from local high schools to update curriculum agreements and to create new pathways when appropriate, i.e. new curricula, new extension centers, dual credit opportunities and High School Partnership Days with high school counselors. The college also utilizes selected high school staff as part-time instructors and counselors. The number of dual credit opportunities is increasing each year and the college's participation with the Tech Prep consortium and Regional Offices of Education provides numerous opportunities for collaboration. SWIC participates in a number of joint activities such as Career Days, music and art festivals and open houses. The college routinely hosts discipline-related programs for district secondary schools such as World Wide Youth in Science and Engineering (WYSE), Illinois Drafting Educators Association (IDEA) regional contest and the regional Future Business Leaders Association conference and Southwest Math Conference Math Contests.

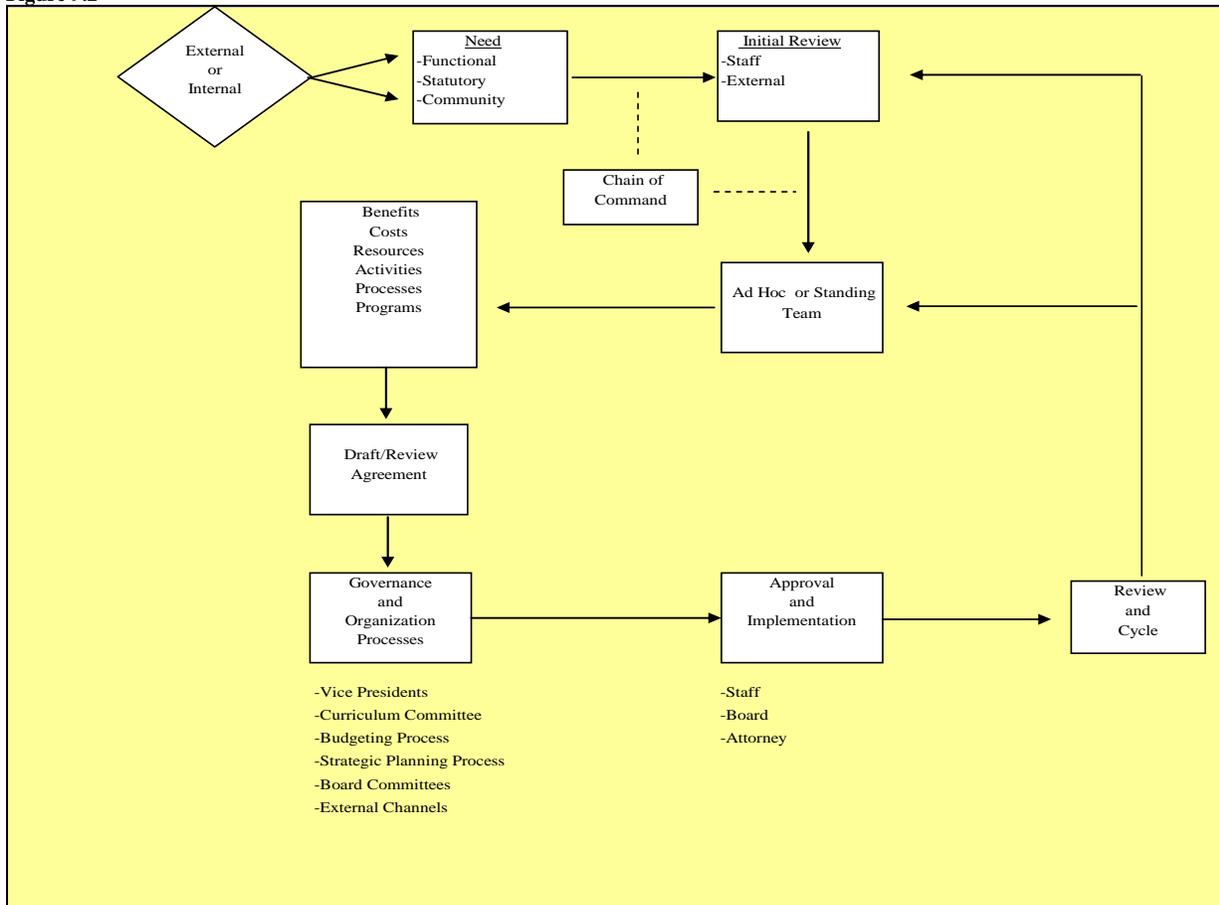
SWIC meets regularly with faculty and administration from four-year institutions to form agreements to provide transfer opportunities for students. Participation in the Illinois Articulation Initiative (IAI) enhances these agreements; all transfer courses are articulated directly with the four-years or mediated through the IAI.

Local businesses and employers collaborate with the college by hiring students, attending job fairs, serving on advisory committees, and serving as part-time faculty. The Center for Training Innovations partners with local business and industry to provide performance improvement and training services that improve the skills of the workforce and enhance company performance.

Local, state and federal government entities provide fiscal guidance through the regulatory processes, professional development, and accountability. The 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 (as outlined in figure 9.2).

The prioritizing of collaborative relationships differs between departments and divisions based on their individual missions and goals. For example the Center for Training Innovations 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 of the college and the strategic plan.

Figure 9.2



9P2 Ensuring needs are met The college strives to meet the needs of all partners and actively seeks input through advisory boards, employers, representatives from other educational institutions and by employee participation in community agencies and organizations. The specific process may differ from department to division based on program specific advisory board recommendations which are key elements in considering curriculum and programmatic updates and enhancements. This process is further developed through the environmental scanning process conducted through the Strategic Planning Council and through systematic program review of all programs and services offered.

9P3 Creating and building relationships within the institution The college recognizes internal collaboration as vital to its growth and success. Internal relationships are developed through department, unit, college, and district meetings and through cross-disciplinary teams. A model is found in the Strategic Planning Council discussed in Criterion Eight; other examples are:

- Annual employee and volunteer recognition events
- Representation on Employee Benefit Council
- Interoffice e-mail, staff-driven newsletters, and the SWIC intranet (S-Net)
- Ad Hoc and standing committees
 - AQIP Action Project Committees
 - Curriculum Committee
 - Enrollment Management Committee

Board policy provides for a cross disciplinary curriculum committee. Committee representation includes members from faculty and instructional administrators, student development and campus representation.

The process of internal staff involvement is further enhanced by a yearly district-wide social and networking event hosted by the president, which provides the college community with an overview of new initiatives and changes. To further aid in internal networking, there are year-long faculty development activities open to all college employees and additional initiatives such as new employee orientations, the adjunct academy, coordinator/dean workshops, and multi-cultural events.

9P4: Measuring collaborative relationships and analyzing results (See figure 9.1.) Because the collaborations in which the college engages are so diverse, these relationships are measured and monitored in multiple ways. Some examples include:

- | | |
|--|---|
| • Graduate follow-up data | • Dual credit enrollment data |
| • Employer partnerships | • Workforce education initiatives |
| • Number of local high school students who attend SWIC upon high school graduation | • Articulation agreements in place with high schools, colleges and universities |
| • Students transferring to all institutions of higher learning | • Accommodations in the Special Services Center |
| • Grants, gifts and scholarships | |

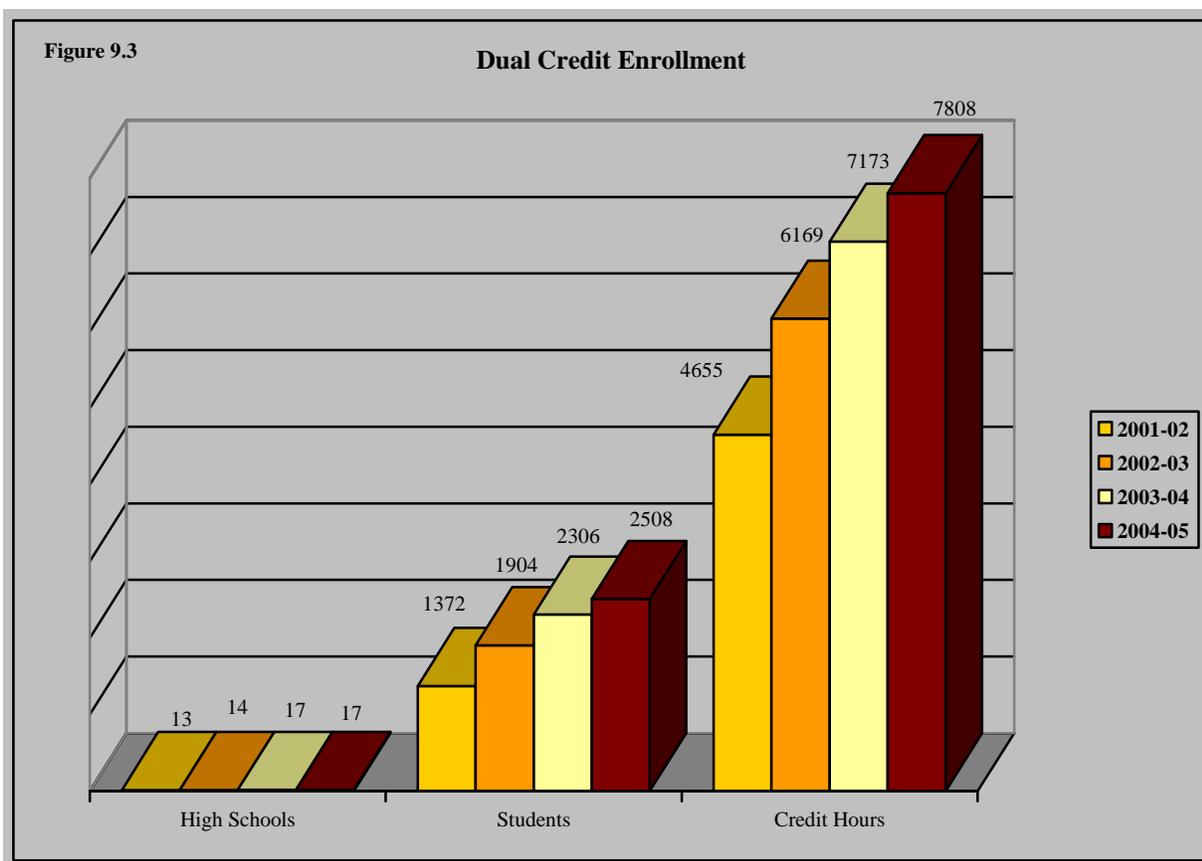
Each of the Career and Technical Education programs at Southwestern has an advisory committee that provides links to the community's needs and recommendations and assistance to the college. Committee membership is drawn from business and industry, organized labor, government and community agencies. Some committees are Joint Advisory Committees and provide advice and direction to both the high school and college programs. Advisory committees meet at least twice a year and provide important advice and support to program faculty, program coordinators and instructional administration in the areas of program needs analysis, program planning and design, program evaluation, and in the development of action plans to implement needed changes. Committee recommendations are documented and forwarded for consideration.

9R1 Results for building collaborative relationships

Graduate Follow-up Data Graduate employment data for all certificate and AAS programs are tracked yearly. Employment rates for 1998-2002 averaged 94.72% for those graduates seeking employment. Data from the annual Graduate Follow-up Survey, a survey of occupational programs on a five-year cycle, confirms that the average employment rate of SWIC graduates remains at or slightly above the state average over the past five years.

Number of high school students who attend SWIC upon high school graduation The proportion of local high school students enrolling at SWIC after their spring graduation ranges from 24-27%.

Dual Credit Dual credit enrollment in courses for which both high school and college credit is awarded is a measure of partnership with local high schools representing significant collaboration between the college and high school administration, academic departments, and faculty. See figure 9.3 below.



Employer Partnerships The college benefits from many on-going relationships with employer partners. Employer partnerships have grown significantly from 1,150 in 1998 to over 2,200 in 2003, representing a 48% increase. A recognition event is held each spring to honor the college’s “top partners.”

Articulation Agreements Southwestern has twenty-four high schools in its consortium, twenty-two of those provide Tech Prep opportunities for articulation testing. State and national trends indicate that a number of two-year colleges offer opportunities for high school students to earn college credit while still enrolled in high school. These opportunities are presented through articulation testing, dual credit and dual enrollment.

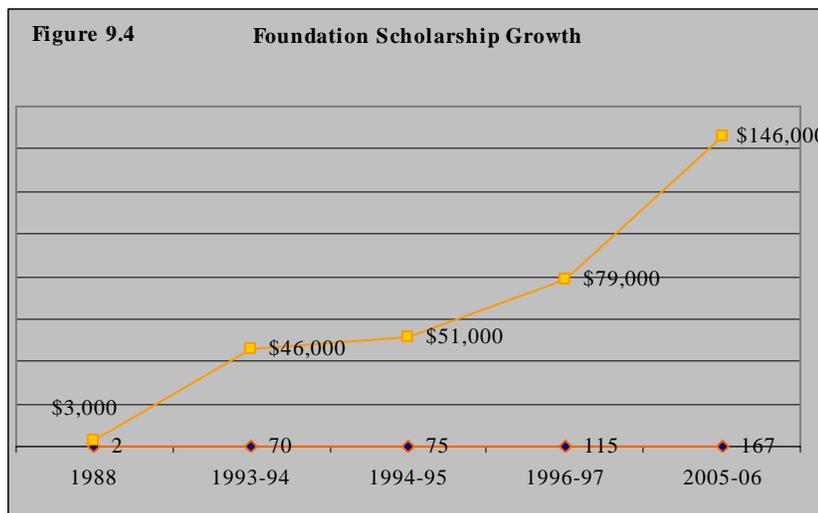
Workforce Education Initiatives Continuous efforts maintain the collaborative relationship with area high schools involved with the Tech Prep articulation agreement. A steady increase in the number of students from 1991-1992 (55) to academic year 2001-02 (286) was a result of those efforts. The decline since 2001 -2002 (286) to 2003-2004 (93) can be attributed to the increase in the number of dual credit courses. Statewide comparative information is not available; anecdotally, SWIC’s trends seem to mirror those of its peers.

Although the college has an active center for business and industry training, economic slowdowns in the last decade and the decrease in state funding have an impact in this area. Total grant revenue decreased from a high of \$1.04 million in FY01 to \$459,782 in FY05. In FY02 the college provided 442 contract and open enrollment training seminars to 3,742 participants serving 216 companies. Community colleges across the state averaged 301 contract and open enrollment seminars, 2,706 participants and 109 companies. In FY03, 363 trainings were provided to 3,987 participants serving 230 companies.

Number of Students Transferring to All Institutions of Higher Learning For 2002, 23.4% of all students, including non-transfer attendees, subsequently transferred to another institution of higher learning within twelve months. Of all students attending in 2003, the subsequent transfer rate within the following eighteen months was 26.3%.

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 fiscal year 2000, over 600 students were identified compared to more than 700 in fiscal year 2004. With the growth in numbers and the increasing complexity of disabilities, more accommodations and support services are provided. In fiscal year 2004, there were over 4,700 accommodations and support services provided to these students.

Gifts and Scholarships Each year dozens of SWIC Foundation privately-funded scholarship recipients are selected by area high school guidance counselors when the donor stipulates that the award goes to a spring graduate from that high school; the number of private scholarships continues to grow.



9R2 Results comparisons

Enrollment and Transfer Comparisons Enrollments of high school students after spring graduation remain constant even though, statewide, the change of enrollment in college by age nineteen has declined

by 13%, and nationally by 3%. A review of data indicates that dual credit enrollment at SWIC is consistent with peer institutions.

While there are no peer group data for the 2002 and 2003 number of students transferring to institutions of higher learning as reported in 9R1, the results can be loosely contrasted with National Center for Educational Statistics findings that 25% of two-year college students subsequently transfer within four years of their enrollment.

Workforce Education and Training Initiatives Very few Illinois colleges receive direct funding from Workforce Investment Act programs, and none receive as large a sum as SWIC. SWIC's on-campus one-stop resource room was the first one-stop affiliate established in Illinois in 1996. Now, some twelve Illinois colleges have one-stops or affiliates.

The Center for Training Innovations FY03 data indicates that SWIC outperformed the state in business and industry training by more than 50% in the number of trainings offered and number of participants served and outperformed the state by more than 100% in the number of companies served. State averages in Illinois for FY03 were 216 trainings, 2,564 participants and 103 companies.

Accommodations and Special Support Services Comparisons Southwestern generally has the second highest number of college students with disabilities in Illinois. The Belleville Area Special Services Cooperative serves twenty-three school districts in St. Clair County by providing services to approximately 3,000 students annually with special needs. In addition, Scott Air Force Base which is located near the Belleville Campus is recognized as a humanitarian assignment for military families with special medical, family support and educational needs.

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

9I1 Improvement of current processes and systems Faculty and staff continuously evaluate feedback from collaborative resources and utilize that information to modify the tactical plan that advances the strategic goal of "Improving Collaborative Relationships". Gaps are addressed on an as-needed basis according to the area of focus, i.e. strengthening the relationship with four-year institutions might entail modification or development of courses to establish an increase in the number of 2+2 agreements.

9I2 Targets, improvements priorities, communications With regard to the relationships identified in 9C1, each college division maintains an elaborate inventory of meetings and reports with stakeholders, through which progress is monitored, assessed and communicated to interested parties. 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 Strategic Planning Committee to the Board of Trustees, for implementation and funding.

Examples of communication/feedback methodologies with a sampling of partners from 9C1 are as follows:

- Departmental articulation meetings with high schools and partnership visits to the college. Similar strategy with transfer colleges and universities.
- Public presentation of findings of accreditation reports.
- Quarterly meetings with Southern Illinois Collegiate Common Market leadership.

- Presidential and staff representation on the Southwestern Illinois Leadership Council and Southern Illinois Higher Education Consortium.
- Membership in the Illinois Community College Trustees Association.
- Advisory committees consisting of employers/agencies relating to occupational programs and major student supporting services, e.g. Counseling Services, Career Center, etc.

A college website provides updated news to the community and a college intranet site provides specific information on strategic planning, AQIP projects, and many other topics.



**Academic
Quality Improvement
Project**

The Higher Learning Commission NCA