

Southwestern Illinois College
AQIP Systems Portfolio



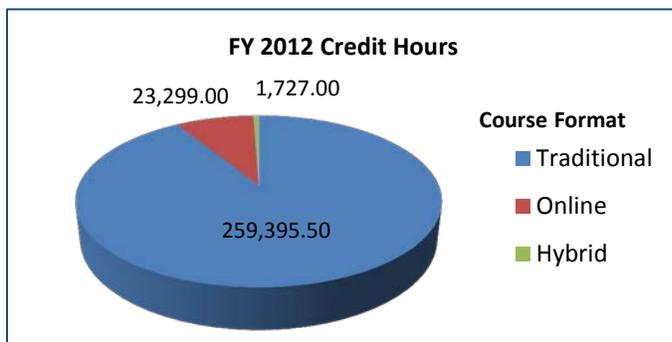
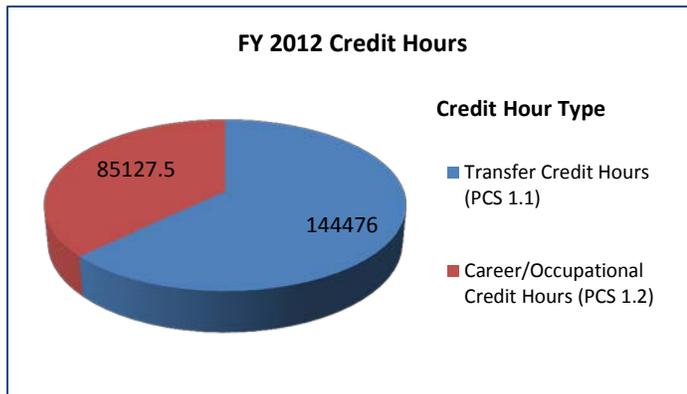
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SOUTHWESTERN ILLINOIS COLLEGE SYSTEMS PORTFOLIO OVERVIEW

Southwestern Illinois College (SWIC) is Illinois’ largest and most comprehensive community college south of the Chicago area. In 2013 it expects to serve 23,000 (by unduplicated headcount) students annually and over 440,000 residents in southwestern Illinois. Founded in 1946 as part of the Belleville Township High School District, SWIC later became part of the state wide Illinois Community College System. First accredited by the NCA Commission on Schools in 1949, it became affiliated with the Commission on Higher Education in 1969. The college serves people in a 2,100 square mile region that spans eight counties as well as the educational needs for residents in an area served by the former Metropolitan Community College in East St. Louis. SWIC has mission and values that are well understood by the college community and articulated into its strategic plan, as fully discussed in 8P1 and 8P2.



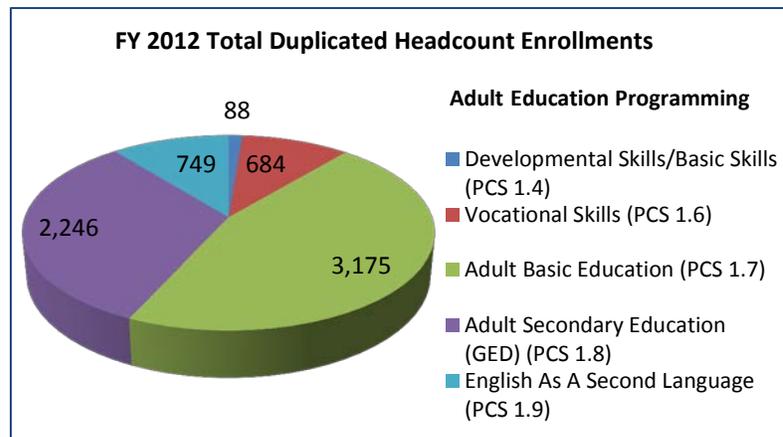
SWIC is a unit of local government organized under the Illinois Community College Act. It is governed by a seven member Board of Trustees with each member elected from one of seven geographic districts. A student trustee is also elected by the student body and casts advisory votes. The college is closely 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. Close to two-thirds of revenue comes from state appropriations channeled through ICCB and through local property taxes.

The college serves this large and diverse region through three degree-completion sites (Sam Wolf Granite City Campus, Belleville Campus, and Red Bud Campus), two Additional Locations at Scott Air Force Base and the East St. Louis Higher Education Center, 43 extension sites, and finally, a distance education program utilizes video conference courses and online instruction to further provide regional access to higher education. SWIC served an annual FTE of 9,482 students in FY12 with an annual budget of \$112,215,952. In fall 2012, the institution employed 154 full-time teaching faculty, 305 full-time administration and staff, 396 part-time staff, and 566 part-time and adjunct faculty.

Southwestern has a very strong commitment to its mission and values. These key guidelines were produced through a highly collaborative process that involved all facets of the college community prior to adoption by the Board of Trustees. The institution has consciously endeavored to embed the mission and values into its decision making and has several initiatives that act to inculcate new employees and reinforce existing faculty and staff with these precepts. The Mission and Values Statements are documented in Category Eight.

Southwestern’s educational programs are wholly at the two-year Associate and Certificate levels with eight separate Associate’s degrees in curricula intended for transfer to senior institutions and the Associate in Applied Science (AAS) in 61 career-oriented fields. Ninety-six career-oriented certificates are offered, typically as subsets within existing AAS programs. SWIC has an extensive Adult Education program—serving 2,650 students in FY12 and exhibiting an unusually successful conversion rate of GED graduates to first-time college students. The chart above helps to illustrate the scope and depth of the college-level programs.



Although SWIC sees itself as a comprehensive community college, it possesses several unique programs and characteristics that flow from its mission. As described in both Category One and Two, SWIC has a strong commitment to underprepared students that make it Illinois’ top college producer of GED graduates as well as the institution most successful in converting GED graduates into college-level curricula. Additionally, the college has designed and implemented a comprehensive system of programs and services for its region’s population of older Americans. Repeatedly cited as a national model, these programs delivered services to more than 10,000 residents in 2012. Finally, the institution has one of the Midwest’s closest relationships to the United States military and to its returning veterans. A sizable percentage of SWIC’s faculty, staff, and students are active duty or retired military, and it served over 1200 student veterans in 2012—the most of any public college or university in Illinois—and it has developed special support programs that were recently honored with the Governor’s Award for Excellence in Veterans Education.

The college became an AQIP institution in 2001 and was a pilot for the Commission’s Vital Focus program in 2002. As part of this program SWIC worked with HLC staff to design and conduct a program of surveys, workshops, and large-group processes that were designed to identify strengths, opportunities, priorities, and Action Projects. The keystone for the program was a day-long series of processes conducted by SWIC together with Stephen Spangehl and Lynn Priddy for over 700 of the college’s faculty and staff. This entire process was essentially reprised in 2011 and was preceded by a period of intense research and self-appraisal concerning the college’s continuous quality improvement progress. The current Action Projects emanate from this second major effort. SWIC considers such large group processes to now be a permanent part of its planning and improvement systems.

Southwestern pursues a rigorous follow-up on the peer feedback it receives from Systems Appraisal and Quality Check-up Visits. The 2009 Feedback Report was widely distributed, was analyzed by the AQIP Steering Committee, and the president’s staff assigned each Opportunity for follow-up by a specific vice president. Similarly, the Quality Check-up Team Report was analyzed and responsibilities for follow-up and improvement were assigned. As a consequence, the college believes it has progressively matured its processes and has become more aligned, with some functions approaching an integrated state.

CATEGORY ONE – HELPING STUDENTS LEARN

Helping Students Learn: Since the submission of SWIC's 2009 Systems Portfolio, Category One has become a "living" document. The Instructional Leadership Team, which is comprised of the vice president for instruction, the deans of academic divisions, learning resources, student enrollment services (which includes counseling), student success programs, the Outcomes Assessment (OA) Coordinator, and the Faculty Development Coordinator, serves as the catalyst for quality improvement projects initiated within the divisions reporting to the vice president of instruction and encourages collaboration and cooperation with representatives from the divisions of administrative services, student development, planning, evaluation and development, community education, marketing and institutional advancement, and information technology.

The systems established through this leadership group and addressed by Category One are considered to be at the maturity level of aligned with respect to those systems that fall under the responsibility of the leadership team and systematic for those processes for which there is a collaborative or joint venture approach. The leadership team holds itself accountable for breaking down certain institutional "silos" for activities for which it shares responsibility. The Team also maintains significant representation and membership on all AQIP Action Projects selected by the institution.

With respect to those processes found in Category One that address setting specific program objectives (1P2); designing new courses and programs (1P3); responsive academic programming by design (1P4); instructional delivery (1P12); curricular currency and effectiveness (1P13); and changing or updating programs and courses (1P14); the Team presents evidence that supports a maturity level that justifies the status of aligned and suggests substantial improvement towards an integrated approach. A very robust Program Review process mentioned in Category One and detailed in great length in Categories Seven and Eight, accomplished for the first time the integration of the periodic review of the college's degree and certificate programs with factors that assessed student learning and tied needs for improvement to the budgetary decision-making process.

Processes related to the evaluation of student preparedness (1P5); advising students (1P7); and helping underprepared students achieve success (1P8); are the subject of an AQIP Action Project currently dedicated to improving the delivery of student services and retention rates. The college assesses its maturity level for these processes to be systematic.

Category One and the subsequent categories in the systems portfolio, reflect an institution dedicated to "helping students learn." The institution is committed to the process of continuous quality improvement as emphasized by its selection of AQIP Action Projects, be they past, present or future. In learning from its past appraisals, Category One has addressed previous "O's" and maintained the "S"s and "SS"s discerned in the 2009 Feedback Analysis. Therefore, the Instructional Leadership Team believes that the college's overall maturity level for processes found in Category One lie closer to aligned than to systematic.

1P1. Determining common student learning objectives. *(Response addresses Core Component 3B)*

Processes for identifying common competencies are well designed, as the last Systems Appraisal recognized. Oversight for development of the core competencies is determined and validated through a process led by the full-time faculty Outcomes Assessment Coordinator and the General Education Committee, comprised of faculty representation from each instructional division and at least one instructional dean, representing administration and providing institutional support as required.

Figure 1.1

COMMUNICATION SKILLS		
<p style="text-align: center;">Writing</p> <p><u>Quality of Thought</u> The main purpose of the writing is clear and worthwhile. The writer demonstrates thorough understanding of the subject. The work includes convincing evidence and/or examples to support all conclusions. The writer anticipates and addresses potential concerns of the audience.</p> <p><u>Purposeful Structure</u> The introduction orients readers to the main subject being discussed. The writing moves from one idea to the next effectively. All parts of the work relate to each other and to the main idea. The work concludes in an effective manner.</p> <p><u>Style/Expression</u> The style holds the reader’s interest. The tone is appropriate to the audience and purpose. The writing is clear and avoids vague, empty, or ambiguous statements. The vocabulary and sentence structure are appropriate for the audience and purpose.</p> <p><u>Appropriate Conventions</u> The work is edited for correct spelling. The work is edited for correct grammar and mechanics. The writer effectively integrates and cites source material where necessary. The writer addresses the particulars of the assignment and follows directions.</p>	<p style="text-align: center;">Oral Communication</p> <p>Effectively communicates verbally: volume, pause, rate, voice quality, articulation, pronunciation, absence of vocal distractions. Effectively communicates non-verbally: gestures, facial expressions, movement, eye contact, absence of physical distractions. Presents material in an organized manner: Goal, preview of points, body of points, clear transitions, closing summary. Maximizes content in a variety of speaking and performance situations.</p>	<p style="text-align: center;">Computer Literacy</p> <p>Use an operating system and manage files. Use production software such as a word processor program or presentation software to create a document. Use application software specific to discipline. Use computer technology to access, distribute, and communicate information in an online environment. Demonstrate an understanding of the ethical use of technological tools.</p>
REASONING SKILLS		CITIZENSHIP
<p style="text-align: center;">Quantitative Literacy</p> <p>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.</p> <p style="text-align: center;">Critical Thinking</p> <p>Deduction – The ability to derive ideas or consequences from a set of assumptions or a given scenario. Course Question: Does the course ask students to use a set of rules to derive concepts, solve problems, or analyze situations?</p> <p>Conceptualization - The ability to grasp a concept through spoken or written communication. Course Question: Does the course emphasize the comprehension of concepts, or does it emphasize the memorization of terms or procedures?</p> <p>Application - The ability to see a concept in experience, human behavior, or in the production of something. Course Question: Does the course emphasize the visualization of concepts in experience, etc., or does it emphasize the formal articulation of a theory or method?</p> <p>Evaluation - The ability to judge the worth or success of a concept, theory, or method. Reflection - The ability to see oneself in relation to a concept, theory, or practice, one may profess. Course Question: Does the course ask students to examine the relationship between themselves, or their discipline, and the concepts, theories, or methods they practice?</p>	<p style="text-align: center;">Civic and Social Accountability</p> <p>Define the individual’s local, national, and global roles and responsibilities. Articulate how to fulfill the individual’s roles, adapt the individual’s roles to various social, cultural, political, historical, and environmental contexts. Express civic dispositions. Respect diverse individual and societal perspectives; engage multiple perspectives for the good of the community. Demonstrate these responsibilities and dispositions through choices and behaviors. Use knowledge and disposition to positively impact the individual’s communities.</p> <p style="text-align: center;">Personal Accountability</p> <p>Describe the professional expectations of colleagues, peers, and instructors. Take personal responsibility to meet or exceed these expectations. Express critical self-awareness. Honestly self-assess how the individual meets expectations, take personal responsibility to improve when expectations are not met. Adapt as needed. Use knowledge and disposition to adapt the individual’s behavior, attitude, and/or actions to be personally accountable in all situations.</p>	

Based on feedback gathered from faculty, employers, transfer institutions, recent graduates and current students, the full-time faculty at-large identified core competency categories for all degree graduates. (Figure 1.1) As a community college offering degrees with very diverse general educational course requirements, which are based on the purposes of the degrees (immediate employment vs. transfer), the faculty and instructional administration agree these core competency categories best align with the college's educational offerings and mission.

The college articulates these core competencies to the general public through the college website and in its catalog. Curriculum maps, identifying courses which address each core competency, assist faculty, OA leadership and administration in confirming the consistency in which students are engaged in collecting, analyzing and communicating information; mastering modes of inquiry; and through the skill of personal accountability, developing the ability to adapt to a changing environment. The ability to appreciate and understand human and cultural diversity is addressed, at a minimum, in the human relations course requirement for all degree seeking students. Efforts to address the citizenship competency through service learning/community services projects incorporated in course embedded assignments or club activities further enhance students' appreciation for human and cultural differences.

1P2. Setting specific program objectives. *(Response addresses Core Component 3B and 4B)* With input from advisory boards, employers, graduates, and other full-time/adjunct faculty, program specific learning objectives are developed by the faculty who are primarily responsible for the degree/discipline. Program coordinators, department chairs, and the two committees representing the Associate in Science and Associate in Arts degree programs assume the leadership role in working with the appropriate full-time and/or adjunct faculty in developing program/discipline mission statements, educational goals, program and course-specific competencies, curriculum maps, and the methods and measures that assess student learning at this level.

All occupational programs have advisory committees comprised of employers, practitioners, graduates, and/or students and faculty. These committees meet biannually to discuss the quality, cost and needs of the program. As a component of quality, the advisory committee is involved in developing program mission statements, educational goals, course and curricular competencies. Committee members review student learning outcomes and are involved in determining benchmarks of performance and in making recommendations regarding improvements. Moreover, the faculty has also used data collected from SWIC-sponsored panel discussions, in which employers, recent graduates, and some of our four year institutions identify their expectations. Faculty also meet with major transfer institutions to assist in identifying goals for the AA/AS degrees.

Guidelines for the development of programmatic student learning assessment are provided by the OA Disciplines Committee. This committee is chaired by the OA Coordinator and composed of faculty representatives from all of the instructional divisions, the dean liaison for outcomes assessment, and an additional dean representing the occupational programs. The Disciplines Committee reviews all programmatic mission statements, educational goals, assessment cycle reports, curriculum maps, and student learning action reports. It also provides feedback and assistance to confirm that program learning objectives are student performance directed and measurable, while encouraging linkage of programmatic objectives to the program's course-specific objectives. Directions for "Determining Student Learning Outcomes" are included in Southwestern's Outcomes Assessment Handbook, which is distributed in hard copy to all Department Chairs and Coordinators, and is available electronically on the college website. Internally, there are training videos for each step of "How to Assess Student Learning". There is also training on the assessment of student learning available to all new faculty in our Faculty Success Strategies, Adjunct Academy, and Classroom Assessment Techniques (CATs) workshops.

One hundred percent of all college programs and disciplines have identified missions and educational goals/objectives, which are made public through the college website, and in program specific student handbooks for many occupational programs. Assessment Cycle reports identify when program specific learning objectives will be assessed and ensure continuity of assessment in the event of a change in programmatic leadership. Reports of student learning as well as recommended changes are submitted to the Disciplines committee and are included in the Program Review process, mandated by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE). Programs are reviewed once within a five year period. Student learning is a major component of that review process for curricular programs and within the last year has also been included in the reviews for some of the co-curricular programs, such as Success Centers and College Activities.

In 2012, the OA leadership instituted a new process, the OA Forum, to facilitate dialogue among faculty and administration regarding student learning outcomes. During the forums, conducted at the college curriculum committee meetings, program/discipline faculty who recently completed the Program Review process are invited to present their objectives, findings and reported changes. Faculty and administration are able to ask questions and discuss findings. Requests for budgetary needs related to these findings are also identified. After their presentation, faculty receive feedback regarding the level at which their OA program has been assessed – “Meets/Exceeds Expectations”, “Developing” or “Does Not Meet Expectations” – by the instructional deans utilizing a rubric assessing the following categories:

- Student learning reports and action(s) taken/proposed based on benchmarked programmatic educational goals.
- Trend data available regarding all programmatic educational goals over the five year period.
- Use of multiple measures assessing student attitudes, knowledge, and skills.
- Assessment reports addressing core competencies for degree seeking students.
- Graduate performance related to programmatic educational goals.
- Programs are able to utilize this feedback to further enrich their assessment efforts.

1P3. Designing 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. The Curriculum Committee is comprised of faculty representatives from all instructional divisions and campuses, the OA Coordinator, a student representative, and instructional and student development administrators. 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 business and industry may propose new programs or courses. Most often one or more of these members assume the role of “champion” for new programs or courses. The administration will assign new program development to an appropriate instructional division. After validating need for the programming, the faculty and staff develop curricular proposals identifying needed resources. The champions will forward the requests to the internal and external approving authorities through the Curriculum Committee. With statewide funding problems impacting Illinois community colleges, Southwestern has adopted a program development model that reflects its strategic planning process. The system relies on internal and external environmental scanning efforts that provide opportunities for new growth and revision to existing programs as the research indicates. Since the results of the college’s scanning effort are communicated throughout the institution, every stakeholder becomes a possible “champion” for improvement.

Curriculum Committee agendas and minutes are shared with faculty and appropriate college staff. This allows “champions” of new programs and courses to monitor the approval process through the college and the ICCB. Recommendations for new programs and courses received from advisory committee members are included in the advisory committee minutes. Status reports can then be provided in future meetings.

The coordination of the development of new courses and programs is facilitated through ongoing meetings of and frequent communications within the instructional leadership team. Since most of the Instructional Leadership team members also serve on the Curriculum Committee, coordination relevant to course and program design is greatly expedited. Moreover, a recent series of institutional reorganizations have joined enrollment services with instruction and placed the college’s corporate and career training division and counseling services in the same administrative area, which has enhanced coordination and even further reduced the possibility of redundancy and duplication of efforts.

1P4. Responsive, balanced academic programming by design. (*Response addresses Core Component 1C, 4A and 3A*) In development of the programmatic and core learning objectives (see 1P2), input was solicited from employers, graduates, and transfer institutions. The faculty accordingly believe that the established learning goals are reflective of student career needs and the realities of the employment market. To confirm graduate preparation for employment, the occupational programs collect graduate and/or employer surveys six to twelve months after graduation. In addition, program advisory committees provide feedback regarding student performance in the workplace. For the AA/AS transfer programs, graduate surveys are also conducted six months after graduation to determine how well students were prepared for successful transfer. By annually reviewing this data, faculty are able to quickly respond to changing career/employment and transfer needs.

Program Review (see 1P14), a process that ensures regular assessment of the quality, cost and need of each program, department and discipline, fosters the integrated analysis of market place needs, student performance and identified learning goals. The diversity of the student population is a component of the Program Review process and the college requires all degree seeking students to complete a minimum of one human relations course to foster their understanding of diversity. Students further develop their appreciation and knowledge of appropriate behaviors for interacting in a diverse society through courses which address learning components of the Citizenship core competency.

The college also has a process for acknowledging learning which occurs from a variety of unique educational, work and life experiences. Students can earn proficiency credit for those experiences by demonstrating the required knowledge and/or skills through an assessment administered by the

appropriate department/program. The requirements for this process are identified in the college catalog. Acceptance of transfer credit from coursework completed at another college is also available for students. To assure the quality of those transfer credits the college complies with the transfer policies of the Illinois Articulation Initiative (IAI) for those general education course transfers. For occupational areas, program faculty review course descriptors and objectives to assure the student expectations/skills sets are congruent.

The quality of many occupational programs is further validated through program specific accreditation requirements or adherence regulation by an oversight board or association. Seventeen such agencies accredit or recognize the college's occupational offerings which provide the community with competent graduates.

1P5. Ensuring student preparation. Mission Success is an assessment and counseling program that assists students with successful entry to Southwestern. It is a process that includes general college information, an assessment/course placement component, and individual counseling. The general information component provides students with information about the college, as well as the resources and services available to each student. The primary goal of the assessment process is to gather information about current skills. COMPASS, a computerized assessment tool, is available at each of Southwestern's campuses. In the last two years, the college has partnered with district high schools to incorporate this assessment tool at these locations as well. 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 the college's Health Science programs may require assessment or additional testing before entering these programs.

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

1P6. Communicating expectations to students. *(Response addresses Core Component 2B)*

Southwestern's college catalog is the primary source of academic information for current and prospective students. This catalog is available in both hard copy and electronically from the college website for easy access to students and the community. All students participating in the incoming assessment process to determine course placement for English and math abilities receives a college catalog and meets with a counselor. As student information system capabilities continue to expand, students are able to access electronically by course the specific requirements and prerequisites for course enrollment. This access also includes the textbook requirements by course which allows students to plan accordingly. Also available are brochures, flyers, pamphlets and other documents that reflect the requirements and provisions found in the catalog.

Additionally, SWIC's marketing staff further ensures that the most current academic requirements are reflected in the publications shared with students and communities. Each semester, class schedules are made available in print at all campuses and posted to the college website and the student's portal (eStorm) for viewing and course selection. Postcards are mailed to homes and businesses within the college district announcing that each semester's new schedule is available and provides the website link for access as well as a contact number should the individual prefer a hard copy be mailed to their home. The Enrollment Services office provides recruitment, admission, and evaluation services for prospective and current students at Southwestern. The New Student Orientation program has been expanded to include an online venue that complements the in-person sessions, thus allowing further expansion of student access. The Success Centers work closely with Enrollment Services and Counseling to help students access college technology and to become familiar with eStorm, the degree audit program, and SWIC email. The student portal system and SWIC website serve as information tools to facilitate student access to schedules, grades, financial aid, course descriptions, and e-mail questions regarding the college, as well as announcements for prospective and current students. Information about Blackboard, the college's learning management system, is available on the SWIC website, is mailed and emailed to students enrolled in online classes, and is posted on the Blackboard login page. High School visit days and weekly tours connect students to college representatives who address areas of interest and academic requirements associated with degree choices. 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 allows current students to represent Southwestern and assist prospective students in getting to know the college through campus tours, admissions/college events, and individual contacts.

The faculty have developed a standard course syllabus 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 identify 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. In addition, many faculty meet regularly with current and prospective students to discuss program and degree requirements.

Posters identifying the core competencies/student learning objectives and the definitions of each are posted in every classroom on the Belleville, Sam Wolf Granite City, and Red Bud campuses, as well as in the classrooms designated to SWIC programs at the East St. Louis Community College Center (ESLCCC.) For prospective students, the core competencies are identified in the college catalog; discipline/programmatic learning objectives and core competencies are identified on the college website. Specific course objectives are distributed to students via the course syllabus distributed at the beginning of each class. Many healthcare programs also include program specific learning objectives in their student handbooks.

The Perkins grant supports students by funding and coordinating counselor workshops, coordinator workshops, workplace skills workshops for secondary and postsecondary (internship and legacy postsecondary students), business and industry tours for counselors and instructors, and involvement with the Programs of Study Pathway Development Team.

Adult Basic Education (ABE) admissions and registrations are conducted through their own department. 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, and to flyers and informational materials printed about SWIC's programs and the college's website. Two ABE programs—English Speakers of Other Languages (ESOL) and vocational—hold pre-enrollment orientations to ensure 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 students alike.

1P7. Advising students. *(Response addresses Core Component 3D)* The Counseling Center provides services at each campus and at many extension center sites designed and implemented to foster the support and development of the whole student. Additional services are provided through the Career Activities and Employment Center, Personal Advocate Linking Services (PALS), the Minority Transfer and Multicultural Student Services Center, and the Disability and Access Center. Counseling Center services are both educational and therapeutic and are designed to foster academic, personal, and career success. Faculty counselors help students make educational and career decisions compatible with their goals for completing a degree or certificate program, provide on-going personal support and counseling, and assist students in transferring to a four-year college or university. Students are assessed for course placement and individual needs before meeting with a counselor during their participation in the Mission Success Program (explained in 1P5). The Counseling Center provides workshops on career assessment and decision-making. The Career Activities and Employment Center offers services in three broad areas: job leads/job search training, career assessment/career decision-making, and career exploration/labor market information. Enhancements in academic advisement have been achieved through previous actions projects which resulted in a student accessible degree audit system. One of SWIC's current action projects also includes academic advisement as a component of the larger student service model and its total relationship to student retention.

1P8. Helping underprepared students achieve success. The Success Centers offer academic support for students underprepared for college programs and/or who need additional assistance for their classes including tutoring, Online Writing Lab (OWL), Project Success, and academic workshops. Project Success allows faculty members to identify and refer underprepared and at-risk students for additional support. In spring 2011, Project Success converted from a computerized, web-based program to one that is fully integrated into the college's student administration system. Faculty access the program through their electronic class rosters, which makes it much easier for them to identify and refer students who are at risk of failure in their classes. The Counseling Center provides support to underprepared students through individual counseling, as well as programming specifically directed to these students. The RESTART program addresses the needs of students whose grade point average is below a 2.0. These students are provided a systematic program of individual counseling along with a success strategies workshop. Students must complete the steps in this process to enroll for the next term.

Students recognized as being deficient in preparation may be advised or required to take developmental coursework 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. Faculty aspirations to assist underprepared students are effectively supported through the frequent offering of applicable faculty development sessions.

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, and group orientations. ESOL also employs testing to determine placement in beginning, intermediate and advanced classes.

1P9. Addressing different student learning styles. The Counseling Center offers workshops each year on learning styles, and each section of ED 101, College Success Strategies, administers a learning style assessment as a component of the course. Additionally, instructors in areas such as Management and Human Relations have students take a learning styles inventory in these classes as well. Success Center tutor training includes a session in which tutors become knowledgeable regarding learning style characteristics, study tips, and tutoring strategies for working with students with different learning preferences.

In the classroom, faculty use Course Assessment Techniques (CATs) and other assessments to evaluate and address student learning styles. A variety of course formats and delivery systems are also offered to meet the diverse needs of students. To support faculty efforts in this regard, many faculty development sessions are regularly offered relevant to learning styles.

1P10. Meeting special needs of student sub-groups. *(Response addresses Core Component 1C)* With the draw-down of both the Iraq and Afghanistan military forces, there is expected to be nearly 2 million new veterans in America. The college has an established veteran's services area that already serves 1,200 veterans and their dependents each semester which is the largest veterans' population among Illinois community colleges. Serving this unique population was the focus of a previous action project and the college has made a commitment to continue its efforts to increase and enhance services to veterans.

The Minority Transfer and Multicultural Student Services Center provides students with support for academic success and successful college transfer along with multicultural programming. The Disability and Access Center offers special population students a range of support services to assist in their college learning experience. The Center works with college departments and community agencies throughout the college district to help students overcome barriers and attain success.

The college participated in the Illinois Gender Outcomes Project (i-Go) during the spring 2013 semester. The purpose of the project was to tailor strategies for CTE programs that would most likely respond to intervention. The i-Go project provided direction that addressed direction on how to improve both non-traditional participants and completers.

The college has also established a Plus 50 Committee to facilitate the enhancement of services to current and prospective students over 50 years of age. The goals of this initiative are: 1) the development and implementation of plans to contact and motivate near completers who have dropped out of the college to return and finish their degree or certificate; 2) the empowerment of counselors and faculty through applicable training to work effectively with current Plus 50 students; 3) the customization of student orientation and other support services to meet the needs of Plus 50 students, optimize their school experience, and improve retention.

1P11. Documenting teaching and learning excellence. *(Response addresses Core Component 2D and 2E)* Expectations for effective learning are defined, documented, and communicated by the faculty with administrative support. Institutional, programmatic and classroom learning objectives are defined in performance based terms relative to students' knowledge, skills, and attitudes/beliefs as described in 1P1 and 1P2. Institutional core competencies and program specific competencies are documented and communicated through the college website and/or in student programmatic handbooks. Classroom learning expectations are identified through course syllabi. Assessment cycle reports identify the links between the course objectives and the programmatic learning objectives.

The OA Coordinator utilizes the following mediums to communicate and coordinate efforts related to student learning: monthly OA email reports, OA meetings, workshops, the OA handbook, web access to all OA minutes and reports, and individual meetings with faculty and students. In coordination with the Program Review schedule, the OA coordinator meets individually with each department chair/program coordinator to assist with a self-assessment of readiness for the student learning component of Program Review. Strengths and opportunities for growth are identified and plans are developed to assist the faculty in the assessment of student learning. Department chairs, coordinators and deans frequently use division, department and advisory committee meetings to define and/or communicate student learning issues.

Common rubrics are also useful in communicating expectations of student performance for the core competencies. Rubrics, designed by the faculty, are available from the website for any faculty member to access. Institutional rubrics are available for the following core competency skills: computer literacy, oral communications, personal accountability and writing.

Assessment findings are documented and reported to faculty, administrators, students and trustees as portions of internal and external Program Review requirements, advising efforts and curricular development activities. Faculty members report their findings, programmatic and/or assessment of core competencies, to the Curriculum Committee as they propose changes to courses, programs and/or degrees. The OA Forum, as described in 1P2, is a meaningful process for allowing programs to report OA findings, actions, and/or budgetary requests. Advisory committees are informed of the findings and provide feedback to the occupational faculty as the data are interpreted. Transfer program faculty receive feedback from senior institutions as they report the performance of SWIC's graduates during their junior and senior years.

The institution's statements on academic freedom are identified in both Board Policy and in faculty collective bargaining agreements. It is further communicated to part-time faculty through the Instructional Guidelines Manual. In addition, the college communicates its expectations for academic honesty and integrity through statements on course syllabi, in the student handbook, and in the Instructional Guidelines Manual.

1P12. Instructional delivery process. *(Response addresses Core Component 3A)* The effectiveness of the college's course delivery system is evaluated through student course enrollment patterns, student focus groups and surveys, the online evaluation of online courses, environmental scanning activities, course and program articulation with four-year collegiate institutions, and feedback from advisory committees and employers. The college's Master Site Plan and Enhanced Faculty Staffing Plan are both significant responses to input the college has received relevant to its course delivery system. Educational pathways have also been developed in several areas to facilitate students' transition from high school to Southwestern. In addition, feedback from students has incentivized the college to enhance classroom technology through the use of (for example) smart pens for the development of online videos, online homework systems, mobile devices, and social media.

1P13. Curricular currency and effectiveness. *(Response addresses Core Component 4A)* Consistent and regular assessment at each level – classroom, programmatic and institutional – assists in ensuring that courses and programs are effective and up-to-date. Assessment measures range from student performance in the classroom to success rates on professional certification exams. The assessment and Program Review processes require faculty to continually review and evaluate course and program/degree/discipline objectives as well as the teaching methodologies used to foster student learning. Many of the transfer courses have been evaluated as part of the Illinois Articulation Initiative

(IAI), a state-wide transfer agreement among more than 100 participating colleges in Illinois. Panels of faculty have agreed upon courses that will transfer between these institutions and be accepted for general education and/or credit in the major. These courses are reviewed every five years to ensure their continued quality and expected outcomes. The college also maintains articulation agreements with baccalaureate colleges and universities for courses that are not included in IAI agreements.

To ensure that all faculty are aware of and competent in utilization of assessment tools, the college offers CATs training workshops to educate as many new and adjunct faculty as possible in classroom assessment. An online assessment educational module has been developed for faculty that allows greater flexibility in accessing assessment information. The inclusion of outcomes assessment data in Program Review ensures that timelines of assessment are being met. In addition to the faculty self-assessment of student learning, the collection of assessment data from external constituents also assists in assuring that programs and/or courses are effective. This feedback is gathered from graduates, employers, clinical instructors, internship supervisors, advisory board members, transfer institutions, and other colleagues/professionals not directly involved in teaching the course/program. The OA Coordinator also conducts a syllabi survey every other year to assist coordinators/department chairs in validating that when multiple course sections are taught by multiple instructors, all the involved faculty are teaching to the same course learning objectives and description, therefore enhancing the effectiveness of the overall program or degree. Faculty who are interested in conducting an assessment project at the classroom or programmatic level (including assessment of core competencies) which will require budgetary expenses beyond their department budget may apply for the funds to support that assessment activity.

Each ABE grant also has specific expected outcomes: level gains, GED attainments, employment, transition to college, etc. The department monitors the attainment of the expected outcomes and reports them to the funding agencies, usually on a quarterly basis. Any problems with meeting the expected outcomes are addressed immediately.

1P14. Changing or updating programs and courses. As mandated by the ICCB and IBHE, SWIC conducts a Program Review of its occupational degree and certificate programs on a schedule designated by the state agencies. 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 indicate the need for new programs and to identify programs that may need to be discontinued. This process is fully described in Categories Seven and Eight.

1P15. Determining learning support needs of students and faculty. *(Response addresses Core Component 3D)* The Student Services areas and the Community Service Divisions, along with Instructional Division faculty and staff, regularly confer regarding student needs. Southwestern utilizes nationally normed student surveys such as the Community College Student Survey of Engagement (CCSSE). The Marketing Department conducts periodic focus groups to determine specific student related concerns. The college activities director regularly meets with student leadership and brings new needs to the attention of college staff. All divisions, together with faculty and staff, work student by student to enhance each individual's opportunity for success. This collaborative approach has resulted in significant initiatives such as assisting students through Enrollment Services with the application process for health science programs. The Counseling Center offers advisement and course placement

through the COMPASS assessment instrument (explained in 1P5). A web accessible degree audit system provides students with real time critical decision-making information and feedback (see 1P7).

The Success Centers use multiple sources to determine the academic support services and programs to offer, including biannual student surveys, usage data, faculty requests, best practices at peer institutions, webinars, and reviews of the literature. Peer and professional tutors provide tutoring for classes across the curriculum at the district-wide Success Centers. In addition to tutoring, tutoring specialists are liaisons to their respective departments and work with the faculty to ensure that the tutoring needs of their students are being met. Faculty refer students in need of additional assistance or at risk of failure to Project Success, SWIC's early alert system.

Two new Success Center programs were developed this year. A review of the literature and information from the Veterans Services office revealed that veterans are often reluctant to ask for help. To encourage veterans to seek academic assistance, the Veteran-to-Veteran Tutoring program was established in which student veterans are available to assist other veterans. The second program, Center-to-Center Tutoring, provides web-based, face-to-face, synchronous tutoring for students in online courses and at campuses where tutoring for a specific course is not available.

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

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 committee and other 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 online courses and computer assisted instruction. Recognized as a strategic priority, faculty development serves as a major response to faculty needs and has been adequately funded to serve its mission.

1P16. Aligning co-curricular goals and learning objectives. *(Response addresses Core Component 3E)*

The OA steering committee, which is responsible for the oversight and evaluation of assessment efforts, has added a representative from support services to help broaden its perspective on the assessment of student learning. In the past, the majority of support services were collecting data relevant to institutional effectiveness. The college is in the process of expanding their efforts to include student learning assessments which are linked to the college's core competencies. For example, within the past year the Core Competency Sub-committee for Citizenship began working closely with College Activities to enhance service learning opportunities as well as identify college activities which may also develop the skills for citizenship.

The Success Centers, located at each of the campuses, supplement and enhance classroom instruction and help students to become independent and active learners. The Success Centers support the mission of the college by fostering the individual educational growth of students through tutoring, workshops, and computer access and assistance. Professional and peer tutors meet the students where they are in the learning process and help move them towards their academic goals. Success Center staff and specialists work closely with academic departments and individual instructors to assure that assistance

is appropriate, relevant, and effective. The Success Centers actively participate in the Outcomes Assessment program at SWIC. In 2011 and 2012, three pilot projects were developed to assess and identify student learning outcomes, two involving peer tutors and one for students receiving assistance with computer literacy.

College activities also 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 and a separate service learning course has been created for students who wish to focus on community service. Students have developed not only leadership and team skills through participation in volunteer activities but have also contributed efforts that have helped grade and high school students improve their reading performance. Moreover, the OA Coordinator meets with the Student Leadership Team to provide assessment updates and get student input. The Student Leadership Team includes current students who lead the various clubs and organizations throughout the college. Many occupational programs have also associated clubs in which the students engage in community and professional function. This process is fully described in Category Six.

1P17. Measuring student success. Southwestern uses multiple measures to determine how well prepared its students completing associate degree programs and occupational certificates are for further education or employment. Specifically, transfer graduates completing the IAI general education core curriculum are tracked by most of the public colleges and universities and their performance is compared to that of other transfer students and each 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 those of other Illinois community colleges. Additionally, those programs whose graduates are required to undertake licensure or other professional examinations are monitored and the results compared against previous graduating classes at Southwestern as well as the performance of other institutions.

1P18. Designing an effective assessment process of student learning. *(Response addresses Core Component 4B)* The OA steering committee continues to be responsible for the oversight and evaluation of the efforts of the outcomes assessment committees and the outcomes assessment coordinator. Based on a self-evaluation of strengths and weaknesses, the committee annually identifies goals related to the assessment of student learning. Efforts in accomplishing those goals are identified in the "OA Annual Report", which is posted on the college website. At the present time, the steering committee is comparing the college's current self-assessment process to the *Assuring Quality – An Institutional Self-Assessment Tool for Excellent Practice in Student Learning Outcomes Assessment* document developed by The New Leadership Alliance for Student Learning and Accountability. The committee plans to utilize components of that assessment tool in the current evaluative process as Outcomes Assessment prepares for Program Review in 2014.

The outcomes assessment committees, consisting of forty-five full-time faculty members, adjunct faculty and five instructional deans, with input gathered from Institutional Research and the vice president for instruction, have determined the assessment process for exiting degree seeking students. The Competency Skill and/or General Education Committees and Institutional Research staff have determined the methods to collect data from stratified and/or cluster samplings of students in order to assess the learning objectives for communication skills, reasoning skills, and citizenship. College-wide assessment tools have been developed by the Competency Skill committees and are piloted on a small scale the semester prior to full implementation to determine potential problems in tool design, reliability, or implementation processes. The Competency Skill committees for each of the common competencies are primarily responsible for determining how to collect the data, review the data and make recommendations to the Curriculum Committee. The OA Coordinator leads the General Education OA committee and works closely with each Competency Skill committee, providing guidance and assistance as needed.

The Outcomes Assessment Leadership continues to direct the Competency Skill committees and the program/degree committees to use 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 not only provides recommendations about assessment to the faculty as a whole, but also specifically targets program coordinators and chairs for workshops that will help them develop their mission, goals, and assessment tools, in addition to learning how to utilize and interpret data collected. The program coordinators, department chairs and AA/AS degree champions, working in collaboration with faculty teaching in the division, ultimately determine what will be assessed for the degree or discipline. The OA Coordinator meets individually with department chairs/program coordinators to assist them in an OA self-assessment process. During these individual meetings, faculty and the OA coordinator review the website to confirm the accuracy and currency of the posted OA program documents/reports. Questions relevant to any of the documents are discussed and faculty develop plans for their continued assessment of student learning. The OA Coordinator also utilizes this opportunity to provide faculty development related to OA. Topics of discussion include and are documented related to the following:

- How do you share your mission and educational goals with new (FT/adjunct/PT) faculty?
- The expectations of the OA Forum and how this event is related to budgetary requests.
- Faculty are also reminded that funds are available for those interested in conducting an assessment project at the classroom or programmatic level (including assessment of core competencies) which will require budgetary expenses beyond their department budget.

A timeline has been established by the General Education Outcomes Assessment Committee to ensure that all core competencies are assessed college-wide at regular intervals. The Communication Skills, Reasoning Skills, and Citizenship Committees develop assessment tools that are piloted and implemented college-wide with assistance from the OA Coordinator. In addition to the timeline for assessment of the General Education Core Competencies, programs and disciplines complete an Assessment Cycle report to assure the regular and systematic assessment of their programmatic goals. This process is also described in Categories Three and Six.

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

- 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
- opinions of graduates regarding preparedness for employment or transfer
- numbers and rates of student course completions
- evaluations of students completing internships and clinical practice
- pass rates of students challenging licensure examinations
- placement rates of graduates seeking employment
- performance of students required to complete developmental coursework
- program/discipline mission, educational goals, curriculum maps, student learning data collected, changes made/recommendations based on OA results

For institutional assessments, a timeline is established and updated every five years by the General Education Outcomes Assessment Committee to ensure that all core competencies are assessed college-wide a minimum of once during that five year period. See Figure 1.2 for the competencies assessed in 2009-2013 and those planned for the coming year.

Figure 1.2

GENERAL EDUCATION CORE COMPETENCY TIMELINE FOR ASSESSMENT (2009-2014)															
Core Competencies	2009-2010			2010-2011			2011-2012			2012-2013			2013-2014		
	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su	Fall	Sp	Su
Communication Skills – Writing	P	I		E	R						Plan		P	I	
Communication Skills – Oral Communication	R									Plan	P		I	E	
Communication Skills – Computer Literacy					P		I	E		R	R				
Citizenship – Civic and Social Awareness				P	I		E	R		Activity	I		E	R	
Citizenship – Accountability	I	E		R							Plan		I	E	
Reasoning Skills – Critical Thinking				P	I		E	R		R			Plan	P	
Reasoning Skills – Quantitative Literacy	E	R								I	E		R		

P = Pilot I = Implement College-wide E = Evaluate R = Report

Classroom assessment of student understanding is also regularly conducted in the classroom in a variety of ways. For example, some faculty have incorporated the use of “clickers” to quickly and anonymously assess class comprehension of concepts, and to analyze and report the performance of the class on examinations/quizzes.

1R2. Teaching and learning results. As noted in Figure 1.2, each of the core competencies is evaluated multiple times in a five year period.

The Writing Competency was assessed institutionally in 2004, 2006, 2007, and 2010 utilizing a variety of methods. In 2004 and 2006, the writing committee utilized the college self-developed writing rubric to assess student written work. Faculty across the institution continue to utilize the writing rubric for programmatic and classroom level assessments. The English Department annually uses the writing rubric to assess written work for all developmental writing courses as well as ENG 101. Although results are annually collected, aggregating the data has been challenging. The English Department was recently approved for funds to develop an electronic method of recording and aggregating the data for writing to improve the efficiency of the process.

Fall 2010 – Writing Rubric Survey: The Communication Skills Committee wanted to know how frequently and in what ways faculty use writing rubrics in particular, as well as writing assignments more generally, in assessing student learning. To that end, the committee sent out a twelve-question survey to approximately 160 full-time faculty and 700 adjunct/part-time faculty.

Their interest in investigating faculty use of writing rubrics was premised on a belief that students are likely to perform better when they have a clear understanding of what their instructors expect of them. They also wanted to develop a better sense of what types of writing assignments students are asked to complete throughout their course work at SWIC.

This was the first time all SWIC faculty were surveyed about their use of writing assignments and writing rubrics. A total of 118 faculty responded to the survey. The most significant findings were as follows:

- Approximately 51% of respondents are using a writing rubric at least once a semester.
- More than half of the subset above use a writing rubric three or more times during the semester.
- Critical thinking plays an essential role in the writing assignments that SWIC faculty give students.
 - More than half of respondents (51.7%) cited critical thinking/quality of thought as one of the traits they value most highly in student writing.
 - Almost half of respondents (48.3%) indicated that quality of thought is one of the traits they have the greatest difficulty assessing in student writing.
 - Quality of thought (28%) and development of ideas (33.1%) were cited by faculty as two of the traits with which students most often struggle in their writing.

Oral communication was evaluated in spring 2005, spring 2007, and fall 2008. Results were presented in the 2009 systems portfolio and this core competency is in the pilot stage of assessment for this semester (spring 2013).

Computer Literacy was assessed using SAM-Challenge software in 2006, fall 2011 and spring 2012. This software allowed faculty to assess computer literacy utilizing direct simulation of skills as well as indirectly through a survey to identify their use of technology overall. In fall 2011 and spring 2012, 312 students participated in the computer literacy assessment. The results are as follows:

Figure 1.3

COMPUTER LITERACY SUBDIVISIONS	% CORRECT 2006	% CORRECT 2011 AND 2012
Use Operating Systems and Manage files	75.5%	79.6%
Use production software such as a word processor or presentation software to create a document	75.9%	82%
Use computer technology to access, distribute and communicate information	73.1%	76.1%
Demonstrate an understanding of the ethical use of technology tools	65.1%	64.3%

The benchmark for this assessment was identified as a minimum of 70% for each subdivision. The benchmark was met with scores at 76.1% or greater in all subdivisions except the ethical use of technology – which included understanding offenses such as plagiarism and downloading/copyright infringements. Scores in all areas, except ethical use of technology have improved since our assessment in 2006.

Results of the survey indicated that although student exposure to technology continues to grow, it is not necessarily the same type of technology and/or skills required of them for successful completion of their degree or employment. In addition, as the use of social media continues to grow, there may be a need to educate students on how social media can affect them personally and professionally. In addition, it is essential that faculty have and maintain the skills to communicate with students in a world exploding with technologic opportunities.

The Communication Committee is finalizing the computer literacy Student Learning Assessment Report to present to the Curriculum Committee with potential recommendations. At this time, some of the recommendations include:

- Faculty development events identifying the results of the Assessment and training on ethical use of technology in the classroom.
- Assessment of skills in Blackboard prior to enrolling in an on-line class
- Expand the use of skills assessed as technology is expanding beyond skills in Window products.

Civic and Social Accountability was assessed in the fall 2011 semester utilizing a 23-question random survey of 350 students. The survey items gauged a student's knowledge, disposition, or action/behavior regarding various aspects of civic and social awareness/responsibility, as part of the Citizenship core competency. A 5-point scale was used, with the extremes being "strongly disagree to strongly agree" or "never to always".

The mean for each survey item was determined, and the percent preferred response identified. The data showed many areas where students' dispositions reflected respect and consideration for others (for example, students strongly agreed that we all have a responsibility to consider how our behavior affects those around us). The data showed several areas where students' actions/behaviors were not consistent with their knowledge and disposition (for example, students knew where and how to vote,

and students thought voting was important, but the percentage who actually voted was much lower than the percentages reflected in the knowledge and disposition about voting). Survey results revealed a high percentage of students did not believe it was important to treat others with respect, be civically engaged, or involved in the community. Most students thought that community involvement was important, but did not know how to become involved in the community and did not perform what they identified as community service.

In response to these survey results, a collaborative relationship was established between the Citizenship Committee and College Activities to address the issues of voting and community service.

Action/intervention projects were developed and implemented for the spring 2012, summer 2012, and fall 2012 semesters. The survey will be administered again in the early spring 2013 semester.

Personal Accountability: Courses were randomly selected from SWIC Technical Education and Health Sciences at all campuses. These program areas were targeted due to their professional expectations. There were seven classes with a total of 93 students that participated.

There were two instruments developed to assess accountability, a rubric-based tool and a general survey of student's self-reported attitudes and behaviors. The rubric encourages students to be aware of course expectations related to personal behaviors and communication and to self-reflect on their personal and professional behaviors, as well as comparing and contrasting their perceptions with that of the instructor and thus adapting their behaviors as needed. Instructors and students received the rubric to assess student accountability. Specific directions were provided to faculty to ensure consistency in use of the tool. Students were made aware of expectations at the beginning of the course, conducted a self-assessment at midterm, and compared their self-assessment with their instructor's assessment. The data collected at midterm showed that the students self-assessed their behaviors at a higher level of performance, on average, than the instructors. Student performance at the end of the course was improved compared to the midterm behaviors.

The use of the accountability rubric was effective in improving students' behaviors during their course(s). The use of the rubric seemed to have the most effect on student behavior when the final rubric score was a component of the student's final course grade. While this rubric was tested by technical education and health sciences programs, students in any course of study could benefit from the use of the accountability rubric. The committee recommends that the rubric be adopted for use college-wide and be placed on the SWIC website for use as instructors deem appropriate.

Critical Thinking: In 2011, the Reasoning Skills Committee created a unique tool to assess critical thinking, quantitative literacy, and reading through an assessment that also focuses on civic and social awareness. A three-question test regarding the electoral college was used to test students' understanding of the electoral college, their ability to determine majority, as well as their critical thinking to use that information to determine the best campaign strategy in a given scenario. The students' responses were graded using a rubric that included individual scores for each question including two separate categories (logic and clarity) for the final question.

Critical thinking was first assessed institutionally in spring 2006. Although different tools were utilized in 2006 from the most recent assessment, some trends remain apparent. Performance in critical thinking was positively correlated with a greater number of credit hours completed and higher GPAs.

Quantitative Literacy: In 2009, the sub-committee for quantitative literacy repeated a self-developed fifteen-question multiple choice examination to assess student competency in quantitative literacy. Trend data revealed the following results:

Figure 1.4

MATH LITERACY COMPONENTS	SPRING 2006 CORRECT RESPONSES	SPRING 2009 CORRECT RESPONSES
Compute fluently and make reasonable estimates	68.5%	71.2%
Identify, extract, and use quantitative information from tables, charts, graphs, and/or other relevant visual data.	67.4%	65.4%
Translate a given problem situation into a mathematical statement and find its solution	54.3%	57.3%

Results suggested that quantitative literacy presumes a certain reading level; it is difficult to separate the two entirely. Students continue to struggle with problems that involve translation and critical thinking. Multi-step problems still confuse many students. Students are not performing as well on questions involving visual data such as charts and graphs. The committee accordingly recommends the following:

- Courses across the curriculum need to continually ask students to think quantitatively and to analyze charts.
- Applications involving basic mathematic skills, especially fractions, need to be reinforced and reviewed on a regular basis.
- The practice of using critical thinking skills to solve problems should be increased.
- The establishment of learning communities that pair mathematics and reading for developmental students is highly recommended.

1R3. Student competence results. Results are also collected at the program specific level to determine how well degree programs and disciplines are meeting their educational goals. Samples of student performance results for program specific learning objectives:

Web Design Degree

All Web Designer intern students for the past five years were assessed on four goals: Goal 1-create Web pages; Goal 2-apply concepts of structured programming and integrated software to produce web sites; Goal 3-demonstrate competency in creating and designing web sites; and Goal 4-post to Web server.

The assessment reviewed data collected for the interns over the past 5 years beginning with the fall 2007 semester. At the end of a student's internship, the employer, using a scale of 0 to 4, evaluated the student on professional skills such as attitude toward work, attitude toward superiors, quantity of work accomplished, quality of work, improvement on the job, ability to get along with others, enthusiasm, self-confidence, ability to think and act independently, willingness to learn, personal appearance, ability to communicate, tact, poise, courtesy, dependability, conformance to rules and regulations, maturity, and attendance. Results ranged from a high of 3.82 for attitude toward work, attitude toward superiors, and ability to get along with others, to a low of 3.45 for self-confidence. Employers also submitted the following information: 86% discussed student progress with the intern, 89% would have this intern again, 81% would hire this student as a full-time employee. As for an internship grade, 86% gave the intern an A, and 8% gave the intern a B. Based upon all of this data, it is evident SWIC interns are

performing well in their internships and their supervisors are satisfied with the quality of work performed. Students were required to create/update their e-Portfolio during the time of their internship, post it to a server and present it to their instructor and fellow interns. This e-Portfolio met the requirements of the educational goals listed above and was evaluated by the instructor. This requirement, together with the need to complete 160 hours of intern work, was met by all students completing their internships.

Massage Therapy

Students were given a comprehensive written final examination. Questions from the exam were linked directly to the educational goals and the aggregate responses related to each objective were reviewed. The benchmark is a minimum of 70% for each educational goal.

Educational Goals:

1. Competency in client assessment- 88%
2. Human anatomy and physiology- 88%
3. Developing a plan of care- 71%
4. Utilization of equipment- 64%
5. Competency in massage techniques- 77%
6. Maintaining professional boundaries- 78%
7. Monitoring client response to interventions- 93%
8. Utilizing proper body mechanics- 71%
9. Competency in alternative therapies- 78%
10. Effective communication skills- 83%

There are concerns about educational goal 4 because overall the students scored lower than the benchmark of 70%. The program reports plans to discuss equipment procedures more frequently throughout the program and perform hands-on check outs. Faculty will also review equipment protocols at the year-end review session.

Network Design and Administration

NETW 188 Windows Server I now includes the Microsoft Server Certification Exam among the learning outcomes assessment measures for the course. The program consistently nears a 100% pass rate for those students who have attempted the exam.

1R4. Tracking student success. Southwestern uses multiple measures to determine how well prepared its students completing associate degree programs and occupational certificates are for further education or employment. 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 other institutions (see 1R6).

Respiratory Care (RC) Results

Every December, employer surveys are sent to managers of the respiratory department via DataARC, a clinical tracking program. The employers assess any of their employees who are SWIC RC graduates in the areas of cognitive abilities, psychomotor skills, and affective behavior (Goals #1-3).

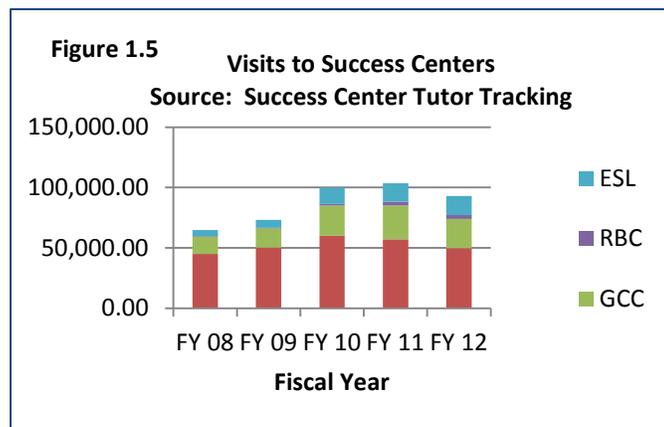
Statistics are generated annually in April/May to assess how many questions were given less than a 3 on a Leikert scale from 1 to 5 in each of the three areas. A score of 1 equals “strongly disagree”, and a score of five equals “strongly agree”. A 3 equals “acceptable or neutral.” An overall satisfaction score is also scaled from 1 to 5.

For the RC class of 2011, 12 out of 14 graduates were employed six months after graduation; 9 out of the 12 employers returned surveys (75% return). All three areas (cognitive, psychomotor, and affective) were given scores of 3 or above. 100% of surveys scored overall employer satisfaction with graduates at a 3 or higher.

The Committee for Accreditation of Respiratory Care (CoARC) requires 50% return rate on employer surveys with >80% of employers scoring overall employer satisfaction with a 3 or higher. SWIC students are very prepared for employment in all three areas; cognitive, psychomotor, and affective behavior. CoARC also requires 70% of graduates be employed within 12 months of the program. At 6 months, 86% of the program’s graduates were employed.

1R5. Learning support results. Longitudinal data shows that library services to students have increased significantly despite the impact of funding reductions on, for example, the material collections and periodical subscriptions. An important enhancement to services in FY12 was the migration of library systems which converted the SWIC library collection and resources from a public library status to an academic system. The prime hours of operation for the libraries remain from 10am – 2pm. It is common during this period for the Belleville Campus Library to experience full capacity use of all library facilities, including computers, tables and chairs, study carrels, and conference areas.

Data gathered from Testing Center activities is used to demonstrate performance as it relates to learning support. To accommodate student and faculty testing needs, services at all campuses continued to expand across the district. The Belleville Campus Testing Center proctored more than 8,000 tests in 2012. In addition, the Red Bud Campus Testing Center proctored 500 tests and Sam Wolf Granite City Campus proctored more than 1,600 tests. In sum, the data shows a 60% increase over three years for district-wide testing activity, which served more than 10,000 students completing both paper/pencil and computer-based tests.



The Success Centers district-wide results include visits for tutoring, the OWL, workshops, computer usage, and Project Success. As shown in Figure 1.5, between FY08 and FY12 visits to the

Success Centers increased 44% from 64,702 to 93,100. In FY12, there were over 30,000 visits for tutoring; on average, 69% of students receiving tutoring successfully completed the tutored class with a C or above and 71% enrolled the next semester.

In fall semester 2012, the first semester for the Veteran-to-Veteran Tutoring program, there were 2,416 visits to the Success Centers by 228 veterans, compared to 1,606 visits from 115 veterans in fall 2011, an increase of 50% and 98%, respectively. In addition there was a 41% increase in visits for tutoring from 763 in fall 2011 to 1,077 in fall 2012.

The conversion of Project Success to the integrated student administration platform significantly increased faculty’s access and interest in using the program. Referrals increased 23% in 2011. Currently there are 256 active Project Success faculty members, compared to 215 in FY10. During the past 4.5 years (fall 2009-fall 2012), 5,363 referrals were made to Project Success. Forty-five percent of the

students attended an intervention. Of those that attended, 964 or 40% successfully completed the class in which they were referred and 68% were retained to the next semester. In comparison, only 29% of the students who did not attend the intervention successfully completed the referral course, and they had a 56% retention rate to the following semester. Another recently implemented learning support process is the requirement that all faculty who teach online or hybrid courses attend ten hours of training on how to use Blackboard to develop an online or hybrid course. As a result, faculty are more knowledgeable about the course management system and fewer students are encountering difficulties working within the online environment.

1R6. Student performance result comparisons. One 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 and the Illinois Board of Higher Education. The data indicate that SWIC's programs normally meet or exceed the pass rates on professional licensure examinations:

**Pass Rate Information for Selected Exams:
Institutional Pass Rate and National Pass Rate**

Figure 1.6

PROGRAMS	2010		2011		2012	
	SWIC Pass Rate	National Pass Rate	SWIC Pass Rate	National Pass Rate	SWIC Pass Rate	National Pass Rate
Medical Assistant	87%	73%	80%	69%	73%	Currently unavailable
Medical Laboratory Technology	100%	77%	90%	82%	100%	78%
Nursing Education	88%	87.4%	98%	87.8%	97%	90.3%
Physical Therapist Assistant	100%	82%	100%	84%	100%	Currently unavailable
Radiologic Technology	98%	91%	95%	91%	100%	93%
Respiratory Care	100%	92%	98%	92%	100%	Currently unavailable

Figure 1.7

FAA Test Results	2009		2010		2011	
	SWIC Pass Rate	National Pass Rate	SWIC Pass Rate	National Pass Rate	SWIC Pass Rate	National Pass Rate
Aviation Maintenance-General Test	100	92.2	100	93.2	100	93.3
Aviation Maintenance-Airframe Test	100	92.1	93.8	92.6	100	91.4
Aviation Maintenance-Power plant Test	100	90.3	81.3	91.1	100	92.0

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. These data enable 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. From 1995 through 2011, SWIC experienced an average annual completion growth rate of 4.9% compared to 3.7% for the Illinois community college system. In fact, in recent years SWIC

has been the second or third highest degree and certificate producing community college in Illinois (only being consistently outpaced by the City Colleges of Chicago).

SWIC's preliminary investigation using the 2012 National Community College Benchmarking Project (NCCBP) results indicate that the college ranked above the 85th percentile nationally on the Comp I, Comp II, Algebra, and Speech completer success rate measures and in the 99th percentile nationally in the credit college-level completer success rate. Furthermore, SWIC ranked above the 70th percentile nationally in its credit developmental math and reading completer success rates. The college is using the NCCBP data to develop future indicators of success regarding student learning.

111. Improving current processes. Many processes and systems for helping students learn have been improved in recent years, several of which have been mentioned in other responses in this category. Among these improvements are the following:

- The requirement has been added that faculty complete 10 hours of training before teaching online or hybrid classes;
- Collaboration between high school and SWIC faculty has been increased, particularly in English and math, through department chair meetings and workshops;
- Workshops for high school students have been conducted to help them gain a better understanding of how to succeed as they transition to the postsecondary environment;
- Student orientation programming – both in person and online – has been greatly enhanced;
- A new Blackboard module, Mobile Learn, has been added that allows students to use their mobile devices to access their online, hybrid, and web-enhanced classes;
- Professional certifications, such as the Microsoft Server Exam, have been added to the curriculum whenever possible.

Adult Education has a high level of accountability to its various funding agencies which requires an internal structure that is coordinated and comprehensive. The two most significant recent projects are: (1) re-introduction of Evidence-Based Reading Instruction in the high intermediate courses; and (2) the new emphasis on NRS level gains (over improvements). The forthcoming changes in the GED test are necessitating structural changes in how the department offers instruction.

In addition, advisory committee and other solicited industry feedback have led directly to numerous improvements in technical education programs, including Precision Machining Technology, Computer-Aided Drafting, Construction Management, Industrial and Commercial Mechanics, and Stationary Engineering. These program changes have resulted in improved student placement and enhanced curricular alignment with local industry needs.

The Program Review process has also been an important engine for improvement relevant to helping students learn. The improvements cited in Figure 1.8 from random Program Review reports collected from 2012.

Figure 1.8

PROGRAM	IMPROVEMENTS
Aviation Pilot Training	Addition of technologically advanced courses to meet current industry standards Additional simulators and interactive software
CIS Software Development	Revision of degree requirements, 4 new course offerings New versions of industry software
Electrical and Electronics	Restructuring the entry level EET courses to provide more in-depth coverage of basic wiring practices and principles. New course developed.
Massage Therapy	Added degree option Developed Neuromuscular Therapy Certificate
Medical Billing and Coding	Revised curriculum to develop a bridge from Billing and Coding certificate to Health Information Technology AAS degree
Paralegal	Mission statement and curriculum updated to reflect the technological proficiency of the paralegal. New course e-Discovery/e-Investigation developed On-line delivery of Criminal Law Web-enhanced Paralegal Field Project course Developed accelerated degree opportunity for students with previously earned Associate or Bachelor's Degree
Mathematics	Dedicate one day in MATH 203 Calculus I early each semester to a basic review of logarithmic and exponential concepts.

In sum, Southwestern embraces continuous quality improvement simply because so many individuals are involved in the discussions that determine satisfaction with the systems created. Specifically, as it relates to helping students learn, all of the processes and systems are subject to ongoing evaluation and improvement. In the final analysis, Southwestern is committed to harnessing the efforts of its stakeholders and relying upon their expertise for the purpose of not only analyzing the results of the college's processes but evaluating the effectiveness of the processes as well.

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

CATEGORY TWO – ACCOMPLISHING OTHER DISTINCTIVE OBJECTIVES

SWIC's maturity level in its processes for accomplishing other distinctive objectives is between working between systemic and aligned. Since the 2009 Portfolio, the processes have shown improvements resulting in a more aligned approach. This is evident in increased coordination among divisions and departments as well as external partnerships and programming. The institution strives for a more aligned and integrated approach to processes through more frequent and ongoing assessments and evaluations to review goals and outcomes. While some processes are fully aligned, others are moving towards this goal.

SWIC's Other Distinctive Objectives are: Lifelong Learning, Partnerships, Diversity and Accessibility. These distinctive objectives support and further the mission, values, and goals of the college and provide meaningful support to instruction.

Lifelong Learning: The demands of the workforce are rapidly changing and have been amplified by the lengthy economic downturn. As such, the need for retraining, retooling, and new skill development is essential for employment. The aging worker demands and deserves institutions of higher education to recognize and provide access to quality programming for a path to lifelong learning.

Partnerships: SWIC understands the value and need of external partnerships and collaborations in meeting its mission. As a real area of strength, SWIC has cultivated meaningful and purposeful partnerships nationally, statewide, and within the region. These collaborative partnerships include business and industry, education institutions, and non-profit organizations and governments which produce mutually beneficial results for SWIC, the partner, and other stakeholders.

Diversity/Accessibility: The district serves both urban and rural populations representing great diversity. Snapshots of this population include the migrant worker in a small farming community, the poverty stricken kindergartner in dilapidated buildings within a failing school district, children of middle, upper - middle class and wealthy backgrounds attending highly successful schools – all with varying ethnicities, educational backgrounds, and needs. In addition, SWIC's Disability and Access Center serves an increasingly large disabled population, approaching 1,800 students in FY12. SWIC's commitment to access for all populations regardless of ethnicity, educational need and socio-economic status remains a priority as reflected in the non-instructional services provided including: a comprehensive Disability and Access Center for those with identified educational needs, tutoring, transportation, and transfer services.

2P1. Designing a process to serve stakeholders. The design of key non-instructional processes is based on data collected by various collaborations internal and external to the college. The processes are centered on the college's Mission and Value Statements. The contributors include internal committees, municipalities, business and industry in the area, the K-12 system, district residents, alumni, and prospective and current students. After review of the data collected, trends are identified and the college makes evidence based decisions when formulating distinctive objectives and structuring the tactical plan. The strategic and tactical planning processes support the college's mission and values and are discussed at length under Category Eight.

Departments develop their tactical plans using sources such as the SWIC Environmental Scanning Report (discussed in Category Eight), analysis of current program and student performance outcomes, and external stakeholder organizations and advisory groups. SWIC is highly committed to serving its external stakeholders. The college partners with local municipalities, Scott Air Force Base (SAFB), business

leaders and regional economic developers. SWIC has strong participation on the Belle-Scott Committee, whose purpose is to create a close working arrangement between municipal and base governments, as well as provide easy access to available services and opportunities for the region's large active service, veteran, and retired military personnel and their families.

SWIC is a member of The Economic Development Network of Southwestern Illinois. This group provides a forum to discuss and plan regional strategies to support economic development, increase educational attainment, and maximize the resources and services available to stakeholders. Information from this source provides grassroots data which is used in the Tactical Plan.

2P2. Determining other non-instructional objectives. SWIC identifies other non-instructional objectives through three groups of stakeholders: 1) The Strategic Planning Council (SPC); 2) employee groups; 3) external stakeholders. Objectives are identified by the SPC during their review of the Environmental Scanning Report as well as additional research. Faculty, staff, students, or external stakeholders may champion an objective through any of the sources identified in 2P1. These objectives are then brought forward to the president's staff by a vice president. The SPC evaluates the proposal to determine its compatibility with the college's mission, values and, goals and prioritizes identified needs and recommends a course of action to the Board of Trustees. The Board of Trustees is responsible for the final determination.

2P3. Communicating objectives. Other distinctive objectives are communicated to the college community as part of the Strategic Plan. Communication of the college's Strategic Plan is further explained in Category Eight.

2P4. Assessing and reviewing objectives. The college's process for assessing and reviewing its distinctive objectives, identified as a strength in the 2009 portfolio, continues to effectively meet the needs of assessing and reviewing objectives. Based on analysis by the SPC, the Board of Trustees examines each objective annually and determines its potential to fulfill the college's mission and uphold its core values within budgetary guidelines. Board-approved objectives are incorporated into the Strategic Plan. Departments incorporate new objectives in their annual tactical plans as appropriate.

2P5. Determining faculty and staff needs. The administration considers the needs of faculty and staff as an integral part of implementing tactical plans and major non-instructional objectives. Human Resources, project groups, department staff, and faculty development committees identify faculty and staff needs during the planning and budgeting phases. These groups receive input from performance evaluations, legal compliance requirements, and specific training requests. This input is combined with the existing plan which supports employee technical and professional development. Most needs are met at the department level through existing resources and require no further approval. For projects whose training and development needs exceed the existing budget, requests proceed through president's staff and the Board of Trustees for approval and additional funding. SWIC's budget is facing reductions from a variety of sources (federal, state, and local). Therefore, consideration of a new initiative would likely cause a reprioritization of department or division budgets.

2P6. Incorporating faculty and staff needs to meet distinctive objectives. Faculty and staff needs are communicated to their supervisors through both formal and informal means. Recommendations from faculty evaluations and faculty development committee members are considered when scheduling future faculty development activities. Staff needs are communicated to the appropriate supervisor as part of the annual personnel evaluation process as well as through informal dialogue within the

workplace. Faculty and staff needs are evaluated and prioritized at the vice president level to determine their congruence with the college mission and their impact on budgets in the process described in 2P5.

2R1. Measuring and Analyzing Results. Figure 2.1 provides a matrix of SWIC's distinctive programs, measurements, and frequency of reporting results. Data were compiled with input from each of these departmental areas. Each department uses the data to measure progress toward intended outcomes in two ways. First, the department identifies best practices and areas needing improvement to ensure continuous quality improvement. Second, the data provides for analysis of the tactical plans both at the departmental and institutional level.

Figure 2.1

MEASURING AND ANALYZING RESULTS		
PROGRAMS	MEASURES	FREQUENCY
Adult Basic Education	Student enrollments and completions Pre-to post standardized tests level gains Number of GED graduates Number of students obtaining employment Number of students transitioning to credit classes Cost analysis	Weekly Monthly, as needed Quarterly, as needed Quarterly, as needed Quarterly, as needed Quarterly, as needed
AmeriCorps	Tutor tracking logs, Predictive Testing Results Hours of Service Partner Dashboard Evaluations Site Evaluations Member surveys and performance reviews	Monthly/Quarterly Bi Monthly Annually Annually Semi-Annually
Community Education	Enrollments in High School Academy, dual credit, children's programs Class cancellation rates Kids on Campus participants, parents, and instructor surveys Profit and Loss reports Off-Site supervisor surveys Credit and non-credit student evaluations	After sessions, as needed Weekly, as needed After each class After sessions Weekly, as needed As needed
Kids' Club	Kids Club parent evaluations Kids Club year-to-year enrollments	Each Semester Each Semester
Programs and Services for Older Persons (PSOP)	Number of Participants Advisory Council evaluations Customer Surveys Profit and Loss reports Grant Outcome Reports	Weekly As needed As needed Quarterly As needed
Running Start Program	Number of students enrolled Number of completions Grade point averages Parent surveys Student surveys Faculty surveys	As needed Each semester Each semester Annually Annually Annually
Veterans Services	Benefits survey Student Union Satisfaction Survey Student Veterans of America Chapter feedback	Ongoing Ongoing Bi-Weekly

2R2. Results for accomplishing other distinctive objectives.

LIFELONG LEARNING

Adult Basic Education: (a) Student enrollment and completions: In 2012 Adult Basic Education enrolled 3,262 students in its classes. Retention to completion was 87%. Program completion rate was 50%. (b) Pre- to Post-Level level gains: 23%. (c) Number of GED graduate: 548; (d) Number obtaining/retaining employment: 1,755 [2011 statistics]; (e) Number transition into credit classes: 32% of completers [2011 statistics] (f) Cost Analysis: 383 per student (AEFL award and other instructor salaries/4,134 duplicated enrollments). These outcomes are consistent with those of the recent past. The emphasis going forward is higher percent of level gains. SWIC is outstanding within Illinois for its enrollment numbers, GED attainments, and vocational program completers.

Community Education Programs: In FY10, 2011, and 2012, an average of 1,475 students attended Community Education classes. More than 200 class offerings are available each semester (Fall/Spring), and classes are offered at all three campuses and some extension sites throughout the district.

Programs and Services for Older Persons (PSOP): PSOP served approximately 10,000 individuals in 2008. Through continued marketing efforts and partnerships, approximately 11,000 individuals participated in an increasing number of program offerings fostering lifelong learning at PSOP in 2012. In 2011, SWIC PSOP received a three-year grant from American Association of Community Colleges (AACC) to establish a Plus 50 Program. The focus of the program is to encourage adult learners to attend community colleges to obtain certificates and degrees, increasing their employment opportunities. In 2012, the Plus 50 Advisory committee added the Director of the St. Louis Area Senior Community Service Employment Program (SCSEP) to the committee to provide external input on educational training and employment opportunities for those over the age of 55 who live in the SWIC district.

Figure 2.2

NUMBER OF SENIOR WAIVERS PER SEMESTER	
SENIOR WAIVERS	
FY 2010	306
FY 2011	341
FY 2012	290
FY 2013	263

Schmidt Art Center: The William and Florence Schmidt Art Center is in its twelfth year of operation and is positioned as a regional leader in arts programming. Art and cultural artifacts are exhibited in the four galleries; Reiners, Schmidt, Cox and Marsh. The exhibitions last six to eight weeks and showcase professional, regional, national, and international artists and are free and open to the public. In FY12, over 13,000 attended openings, tours, and regular open hours of exhibitions. The permanent collection showcases over 800 artworks from renowned artists such as Rembrandt Van Rijn, Chuck Close, Cristo, Eduard Manet, and is used as a teaching tool for college students and the general public.

Art education programming offers Creative Kids classes to children ages 5 and up, while the High School Student Series targets teens that are serious about pursuing art as a career through studio intensives, portfolio review and critique, career-preparedness lectures, etc. Each semester, SWIC college students work in the art center to gain career-building experience in gallery management and arts programming. In FY12, over 800 students of all ages participated in the arts education programming through tours, presentations, and classes. The Schmidt Art Center is also positioned as the ideal location for both college and public meetings and events. In FY 12, over 1,300 attended meetings in the Erlinger Conference Room and Marsh Gallery. Overall, the Schmidt has reached nearly 16,000 people through arts programming.

Institutional Commitment: SWIC is unique in its institutional commitment to lifelong learning for its employee groups through reduced tuition for employees and their dependents within the institution. The college also provides tuition support for faculty and administrators at universities. The amount invested in employee education has increased each year (see Category Four for data).

DIVERSITY AND ACCESSIBILITY

Through formal agreements with Metro Transit, all enrolled students receive a pass to access free bus and light rail service (MetroLink). Of the 779,559 uses of the free metro pass for bus and MetroLink in the fall and spring FY11 semesters, 362,175 students used Metrolink to access the station on the college's property at the Belleville Campus. The college provides transportation for persons with disabilities and the elderly through the Alternative Transportation System (ATS). Many of these individuals use ATS to access the college. Total one-way trips: 89,637 for the fiscal year. (Figure 2.3)

Figure 2.3

Alternative Transportation System Ridership			
Elderly riders without disabilities	296	Education trips	1148
Elderly riders with disabilities	283	Nutrition trips	716
Non elderly riders with disabilities	345	Shopping trips	1207
Medical trips	16326	Social/Recreational trips	11146
Work trips	51929	Other trips	7164

The enrollment of students with disabilities increased from 849 in FY08 to 1,851 in FY12. Disability-related accommodations and accessibility were ensured district-wide.

Grants, scholarships, student employment, and loans administered by the financial aid office in 2011-2012 totaled \$35,409,543. In FY11 the SWIC Foundation awarded more than \$165,800 in private scholarships to 362 recipients. In FY12, 377 recipients received \$181,685.

In 2012, the Belleville Campus Kids' Club Child Care facility enrolled 255 children from 168 families of students, faculty and staff making it possible for parents to enroll in 1,161 credit hours. This level of enrollment has remained relatively stable.

The Minority Transfer and Multicultural Student Services Center (MTMSSC) provides district-wide services including workshops, programs and mentoring activities. In 2012, the MTMSSC recorded a 13% increase in program participation, logging 5,896 contacts with students and community members in programs like the Black Leadership Conference, community presentations about diversity, a Black History Month program, and several mentoring groups for underrepresented groups.

PARTNERSHIPS

AmeriCorps: Since 2009, the Belleville AmeriCorps program has engaged several new partners in the community while strengthening longtime partners, enabling SWIC to develop and support healthy community partnerships with other local school districts, several non-profit organizations, and neighborhood associations. Expanding beyond the original four community partner organizations, AmeriCorps now serves nine primary partnerships and at least 20 tertiary partnerships. AmeriCorps also helped SWIC answer the call to the White House Initiative on Interfaith and Community Service campus challenge to advance interfaith cooperation and community service in higher education this year. Student groups and AmeriCorps members have been mobilized to help support veterans and their dependents on campus.

Community Education: Community Education partners with internal and external entities to offer youth programs. Since 2009, 2,420 youth attended more than 140 summer camp programs. Additionally, the department collaborates with Belleville District 201 and O'Fallon Township High Schools to offer a Life Skills Class for students ages 18-22 with disabilities.

PSOP: PSOP represents SWIC in the local community by hosting meetings and educational programs for various civic and private organizations some of which include Illinois Retired Teachers Local and Area 6, Gateway East Artist's Guild, St. Clair County Office on Aging, and Area Agency on Aging of Southwestern Illinois. In addition to the programs offered by PSOP and its community partners, PSOP also hosts several SWIC credit and non-credit classes each week.

PSOP receives funds from six governmental entities and six funding agencies, both state and federal. The fiscal environment over the last few years has necessitated collaboration with other community agencies. PSOP developed and expanded partnerships in health-related field including area hospitals, community health centers, and the local health department; aging program partnerships with other senior service organizations; and partnerships with government entities to provide access to public benefits and services for seniors. PSOP's Retired Senior Volunteer Program (RSVP) boasts 130 volunteer stations, 21 in the Foster Grandparent Program (FGP), and 10 in the Senior Companion Program (SCP). PSOP has approximately 210 partners.

Selsius™: Selsius™ collaborates with departments to implement provisions of the Workforce Investment Act by providing satellite WorkNet Resource Rooms on the Belleville Campus and the ESLCCC to serve eligible dislocated workers and adults who meet income guidelines. Through the WorkNet Resource Rooms staffed by SWIC personnel, Selsius™ provided support services to 602 WIA/TAA funded SWIC students and 33,000 job seekers.

Selsius™ entered into nine new partnerships to bring expanded training and consulting services to the businesses and organizations in the district. New partnerships include IMEC (Illinois Manufacturing Extension Center), IGEN (Illinois Green Economy Network), Dale Carnegie St. Louis, Lewis and Clark Community College (LCCC), and GSA (U.S. General Services Administration). Selsius™ also partnered on grants with SIHF (Southern Illinois Healthcare Foundation) and the Cahokia Public Library District just to name a few. These partnerships added twelve new products/services to Selsius™' offerings, resulting in an additional 31 companies receiving services.

2R3. Results comparison.

- SWIC's Adult Education (Figure 9.1) is considered a model within Illinois for its enrollment achievement, GED attainments, and vocational program completers. It is the only provider of Citizenship education services in this region of the state. In the last two years it produced the highest number of GED completers in the state.
- SWIC served 1,204 student veterans in 2012. This was the most of any public institution in Illinois. In spring 2013 (Figure 3.14) the institution received the prestigious Governor's Award for Excellence in Veterans Education.
- In the 2012 NCCBP collection, SWIC ranked above the 70th percentile nationally on the percent of minority credit students, percent of minority employees, minority student/population ratio, and minority employee/population ratio measures.

2R4. Strengthening the institution and relationships with our community and region. In an increasingly competitive educational environment, SWIC's commitment to accessibility for diverse populations and lifelong learning programs continues to be a signature strength of the institution. A natural consequence of SWIC's accomplishment of other distinctive objectives inherently strengthens its relationship with the community locally and regionally. Working in collaboration with its many community partners, the college has been able to evaluate current offerings and to develop new programming based on community need.

- Over 10,000 GED graduates and advanced ESOL students transition to college credit classes, increasing enrollments and revenue.
- The AmeriCorps program engages members in community service providing over 600,000 hours of community service to date. FY11 and FY12 members served over 55,000 hours each year. In addition, members engage community volunteers in service to the community. Members engage over 500 volunteers yearly who serve close to 10,000 hours per year.
- Adult Education specialized grants (Early School Leaver Transition Program, Construction, TAACCCT) provide assistance to adult education students in both transitioning into college and persisting to program completion.
- SWIC shares robust relationships with P-12 through a variety of collaborations: dual credit, Pathways to Success, dual enrollment, Running Start, and substantial children's programming.
- PSOP services provide the college with positive public attention, name recognition, and comprehensive lifelong services to residents.
- Children and youth become acquainted with the college through positive interactions in a variety of activities such as Kids on Campus, Schmidt Art Center programs, and AmeriCorps.
- SWIC personnel serve on the Board of Directors for both the Belle-Scott Committee and the Leadership Council Southwestern Illinois. SWIC faculty and staff serve as representatives to chambers of commerce, committees, boards, civic organizations, and commissions. Faculty and staff make the college more visible and engender additional partnerships.

2I1. Improvement of current processes and systems. The college is committed to continuously improving its performance in meeting other distinctive objectives. In the past few years SWIC has moved to strengthen its collaborative relationships as it realizes partnerships have become more crucial as financial resources decline.

Since the 2009 Systems Appraisal, SWIC has created processes to ensure the programmatic delivery has specific measurements and frequencies of outcomes. The overall outcomes are reflected under the three categories of "Lifelong Learning, Community Outreach and Partnerships and Accessibility (Figure 2.4)." The college incorporates these outcomes into the Strategic Plan. An annual review by each department, then through the respective divisions, will determine how the objectives are being met and/or need changing. This annual review will ensure all the plans and measurements are aligned within the overall Strategic Plan and mission.

Figure 2.4

RECENT IMPROVEMENTS		
LIFELONG LEARNING	COMMUNITY OUTREACH AND PARTNERSHIPS	DIVERSITY/ACCESSIBILITY
<p>PSOP’s three-year grant from American Association of Community Colleges (AACC) to establish a Plus 50 Program</p> <p>The Schmidt Art Center expanded education programming to area youth significantly expanding Lifelong Learning program through PSOP by expanding offerings and partnerships</p> <p>The Running Start Program promotes accessibility to college classes for high school students</p>	<p>Community Partnerships have been established with area unions and contractors for their construction trades program in Adult Basic Education</p> <p>Linked WIA services in IL and MO through project to enhance community health care services</p> <p>SWIC works with three corrections facilities and one probation office to assist persons prepare for productive employment after their release</p> <p>Recent partnerships between Selsius™ and IGEN, Dale Carnegie St. Louis, and Lewis and Clark Community College have strengthened community relationships.</p> <p>AmeriCorps has doubled its partnerships in the community, thus serving more individuals and creating healthy community relationships</p>	<p>Through the TAACCCT grant, Adult Education is increasing transition services for adult students</p> <p>The college is the top provider of Veterans services in Illinois</p> <p>Implementation of online enrollment for credit classes and development of increased opportunities for online classes</p> <p>Life Skills course through Community Education for high school students with disabilities</p>

212. Targets, improvements priorities and communication. As noted in 211, SWIC fosters and promotes a culture of continuous improvement, which includes formal systems for process planning and design, implementation, evaluation and revision. Targets are set by individual departments based on the Strategic Plan and monitored at pre-determined intervals. Department heads are responsible for holding regular meetings with staff, instructors, and external stakeholders. Qualitative and quantitative information from these meetings are assessed in relation to the goals of the Strategic and Tactical plans in presidential staff meetings. The system described provides a monitoring process and annual review of plans, which increases accountability and progress toward objectives. College-wide, employees have demonstrated involvement and enthusiasm for the AQIP model. A high level of employee participation in the AQIP College Discussion Day and individual committees demonstrate commitment to the continuous improvement process. Standard research techniques are utilized by departments and programs to identify opportunities for improvements which are then analyzed for implementation.

CATEGORY THREE – UNDERSTANDING STUDENT & OTHER STAKEHOLDER NEEDS

Understanding both students' and stakeholders' needs is an ever-growing and constantly changing responsibility. Processes are designed to ensure the college maintains, enhances and creates programs and services that meet the needs of students and stakeholders. The processes described within this category generally support an aligned level of maturity, accomplished and maintained through the evolution of planning and evaluation mechanisms. The college's annual strategic and tactical plans also serve as cross-divisional planning tools. The implementation and on-going system enhancements with respect to the relational database student information system requires and reinforces integration and alignment of student services and instructional responsibilities in serving the needs of our students and stakeholders. This is accomplished through IT and functional tactical planning and on-going committee/work group structures that facilitate the same. SWIC has invested in and is committed to the value of ongoing assessment through the CCSSE instrument, student satisfaction feedback and the most recently completed peer review of the Student Financial Aid Systems by the National Association of Student Financial Aid Administrators (NASFAA). While social media provides a less conventional means of feedback, SWIC recognizes its value as an ongoing, timely commentary on what appeals to students and stakeholders.

Within this category, the institution recognizes the challenge of continuing to strive for fully-integrated systems and processes as it faces the ever-changing needs and the dynamic nature of what technology can and does provide instantaneously within the market that the college serves. Balancing system capabilities with budgetary resource constraints that include personnel, dollars and time become a critical factor in strategic management as the institution maintains its focus on key goals and strategies relative to students and stakeholders.

As the institution continues with its Academic Quality Improvement initiatives, one of the newly-established AQIP Action Projects addresses student retention from a system and processes perspective. This project is designed to focus on the student experience as it is balanced against student expectations in order to analyze and reengineer the enrollment processes as appropriate to better serve the community. As the institutional team works on this project, it will be kept in mind that SWIC is a large community college and that effective communication continues to be a key factor in all categories of improvement in order to maintain a mature level of alignment – and continued movement toward integration

3P1. Identifying, analyzing and responding to changing student needs. *(Response addresses Core Component 4C)* SWIC utilizes multiple methods to identify and respond to changing student needs, as shown in Figure 3.1. At the macro level, this is addressed via the environmental scanning efforts of the SPC further explained in Category Eight. At the micro level, student needs assessments occur with individuals, as well as at departmental, divisional, and institutional levels. Individual student methods include departmental intake assessment and the course placement and needs assessments provided by the COMPASS as part of the Mission Success program, which is part of the enrollment process for most entering students. Departmental and division level group methods include surveys, market assessments, and a regular schedule of program reviews.

Data and information received are analyzed at department and division levels as well as in several cross-functional teams such as the Instructional Leadership, Campus Community, and Operational Leadership Teams which include representatives from each instructional division, college campus, and student

services area. From these venues, departmental, divisional, and program objectives and associated tactical plans are developed as part of the annual strategic planning process.

Figure 3.1

MEANS & PROCESSES OF IDENTIFYING STUDENT NEEDS		
PROSPECTIVE STUDENTS	DEGREE SEEKING STUDENTS	NON-DEGREE STUDENTS
Processes		
ICCB surveys/ Program Reviews Student Services intake and assessment Student lead information Adult Education student goal setting and assessments Market assessment Research Student Development Outreach	ICCB surveys/Program Reviews Student Services intake and assessment Instructor evaluations Employer contacts and surveys Student surveys and focus groups Financial aid appeal process Drug and alcohol surveys AA/AS graduation surveys	ICCB surveys/ Program Reviews Student Services intake and assessment Adult Education student goal setting and assessments Selsius needs Assessments Post course evaluations Instructor evaluations
Offices/Personnel		
Advisory committees High School counselors Student ambassador feedback Recruitment literature Community agencies Admission specialists Counselors Disability and Access Center Multicultural Student Services Facebook/Twitter Veterans Affairs Office	Advisory committees Counselors Disability and Access Center Multicultural Student Services Project Success Vet to Vet Tutoring New Student Orientation Federal Legislation Facebook/Twitter Student Veterans of America	Advisory committees Counselors Project Success Disability and Access Center Vet to Vet Tutoring New Student Orientation Industry contacts Facebook/Twitter Student Veterans of America
Data		
Adult Education prospective student data Cleary Act data	CCSSE data ACT and COMPASS data Cleary Act data Business Intelligence retention data	Adult Education prospective student data Cleary Act data Business Intelligence retention data

College wide forums continue to be held to identify specific student needs. Through this process, recommendations result in the formation of AQIP Action Projects. The most recent college-wide discussion day held in September 2011, recommended three new action projects: 1) Enhanced Student Retention, 2) Infrastructure, and 3) Communications.

A previous AQIP Action Project focused on student retention and recommended the development of a district-wide retention committee. While degree/certificate completion statistics indicated that SWIC's results are consistent with other community colleges, SWIC strived to identify methods to improve results. The committee formed in 2010, focused on improving student persistence, retention and completion rates and endeavored to better understand the barriers that prevent goal achievement. To accomplish these goals, improved data collection and processing methods were necessary. After a review of data collection strategies recommended by Complete College America and Achieving the Dream, the Retention Committee developed four first-time student cohort groups based on preparedness (testing into developmental or college-ready courses) and intent (career/technical education or transfer). The four cohorts are Transfer Developmental, Transfer College Ready, Career Technical Education (CTE) Developmental, and CTE College Ready. Momentum points and milestones

that indicate progress towards degree completion were identified for each group. Previous retention data collection methodologies have been refined with the advanced technology capabilities of the data warehouse. The Retention Committee collaborated with the Title III grant initiative and the IT department to develop a business intelligence (BI) data collection warehouse and cube. Phase one was completed in December 2012 with the goal of developing preliminary data and expanding the data cube. As information regarding milestones and momentum points becomes available in the cube, the data will aid in the identification of barriers to success.

The Community College Survey of Student Engagement (CCSSE) was re-administered in 2010. Results from the assessment were analyzed by a cross-functional team including student and community services as well as instructional staff. CCSSE data on specific student service items were compared to item summary data and norms from peer colleges as well as that of all colleges. Improvements in student satisfaction and engagement were noted in most areas (Figure 3.2). Gaps in service areas were identified and addressed. In the last five years, the college made a significant commitment to improving student services and access to technology.

Figure 3.2

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT STUDENT SATISFACTION COMPARATIVE DATA					
ITEM	SWIC 2010	SWIC 2005	CHANGE IN THE MEAN	2010 LARGE COLLEGES	2010 COHORT
SATISFACTION	MEAN	MEAN	2010 - 2005	MEAN	MEAN
HOW SATISFIED ARE YOU WITH THE SERVICES?	0 = NA	1= NOT AT ALL	2= SOMEWHAT	3 = VERY	
Peer or other tutoring	2.18	2.10	0.08	2.15	2.16
Skill labs (writing, math, etc.)	2.28	2.20	0.08	2.26	2.26
Child care	1.79	1.68	0.11	1.77	1.78
Financial aid advising	2.13	2.07	0.06	2.15	2.21
Computer lab	2.54	2.43	0.11	2.48	2.49
Student organizations	1.94	1.88	0.06	1.96	1.98
Transfer credit assistance	2.07	1.99	0.08	2.05	2.08
Service to students with disabilities	1.92	1.79	0.13	2.01	2.02
COMPOSITE SCORE (AVG. OF MEANS)	2.10	2.01	0.09	2.10	2.12

When evaluating student needs many factors are considered. As an example, the Financial Aid office initiated using surveys to secure student input in FY12. Once information is gathered, the evaluation process includes considerations regarding retention, student needs, financial aid compliance and college policy. A recent survey highlighted concerns about increased costs of books, required books not being used, and the designated time set aside for book purchases. Administrative decision-making followed the process and changes were made accordingly.

A committee was formed to address student technology needs. The process included examination of student feedback, concerns and available resources. A plan was developed to keep the stakeholders informed and trained on changes in technology in order to better support student needs. As a result, district wide personnel were designated to assist stakeholders with e-STORM, Blackboard Course Management software and the SWIC website.

Adult Basic Education at both the state and institutional level analyzed student performance outcomes over a five-year period to determine how best to increase student success on the GED test. This process resulted in the identification of high intermediate-level readers, the largest component within the adult

education student population. With better reading skills and systematic attention to technical vocabulary, this group could attempt and pass the GED test. In 2012, the department implemented a new Evidence-Based Reading Instruction program for these students. To date, the outcomes have been positive as demonstrated by the marked increase in the number of high intermediate students testing into the advanced GED test preparation course. Similarly, a departmental study of transitions from Adult Basic Education into undergraduate studies revealed that many students are first generation and need both encouragement and direction beyond what is routinely provided by instructors and staff to make this move. In 2008, the department added a transition coordinator to work intensely with students starting immediately after they earn the GED and serve as an advisor and champion of these students until they complete their undergraduate program.

Student needs related to student engagement are determined through individual program evaluations, focus group discussions, and district wide surveys. As a component of the College Activities Student Leadership training, this information is used in conjunction with the strategic planning process and outcomes assessment to guide students through goal setting and data-based decision-making. College Activities Board members at each campus collect and analyze data, identify global areas of interest and direction, and set outcome goals. Programs and events are then planned to achieve those outcomes. For example, students in the math and sciences area expressed a need for programs that were more applicable to their program of study.

As a response to safety concerns on college campuses, the Campus Behavioral Intervention/Threat Assessment Team (CBITAT) was established to formalize the college's processes for greater communication, collaboration and coordination of concerns for maintaining a safe campus environment. CBITAT consists of the vice president for Student Development (chairperson) and representatives from Counseling, the Disability and Access Center, department of Public Safety and ad hoc members with special expertise as needed. Students and faculty play an important role by reporting activities and helping to make CBITAT members aware of situations of concern. Timely reporting allows the team to identify, respond and address behaviors and actions that threaten the learning environment and safety of the college. Reports are made to the public safety department and/or administrative leaders at each of the campuses. The formal process includes recognizing, addressing and reporting abnormal and threatening behaviors; using fact-based assessment to investigate threats, actions or conduct that may lead to targeted violence; and determining situational specific response action plans. Community partnerships provide access to a range of support services including mental health services, crisis management and comprehensive services for students, faculty and staff.

3P2. Building and maintaining student relationships. SWIC continues to value personal contact with its students. A variety of processes are used to build and maintain relationships with a focus on providing timely, accurate information and guidance. In 2010, a conference-style new student orientation was developed which included breakout sessions designed to meet specific student/family needs and interests. Parent, non-traditional and veteran tracks are examples of enhancements.

Students experience direct contact with faculty and staff through classroom instruction, expanded access to student services, advising sessions, as well as Disability and Access Center's intake/assessment appointments and specific accommodations. Feedback from student surveys, focus groups, complaint situations, and instructor evaluations is used to make changes that help students meet their established goals. The Human Resources office and individual departments provide in-service training that emphasizes and addresses the importance of customer service skills.

The college provides multiple opportunities to encourage continuous student engagement including clubs and organizations, student “common” areas, the student leadership group, multi-cultural center, student newspaper, diversity chats among students and staff, and annual events. On average, 303 students per semester are employed throughout the college; typically leading to students being more successful in school and feeling more connected to the institution.

As the student population continues to be more technologically advanced, demand for online access to services grows, and SWIC continues to expand its capability to meet these demands through enrollment and instructional venues.

FIGURE 3.3

ACADEMIC YEAR	# OF COURSE OFFERINGS	STUDENTS
2009-2010	340	6,953
2010-2011	406	8,225
2011-2012	455	8,546

The number of online course offerings and students enrolling in these courses has increased each semester. Online course offerings begin to fill quickly when registration opens for a new semester. These course offerings are popular with military students who are stationed at Scott Air Force Base and deployed to other countries; the non-traditional student who is working full-time,

raising a family, and is returning to school; and the summer visiting students from other colleges and universities. Additionally, these classes have also become popular with students who have just graduated from high school and those with disabilities. Figure 3.4 compares term-to-term online course offerings and the number of students enrolling in these courses.

As SWIC continues with sustainability initiatives and expansion of online student service capabilities, students have continued to increase their utilization of online registration (see Figure 3.4).

Enrollment transaction statistics for 2012 indicate 107,837 online transactions were processed – an increase of 36,052 transactions (33.4%) over last year. This is an increase of 55.1% in online transactions over the four years that online enrollment has been available. Since the implementation of the automated degree audit system, facilitated by a previous AQIP Action

FIGURE 3.4

ONLINE ENROLLMENT TRANSACTION STATISTICS			
	Transactions	Increase from previous year	% increase
FY 09	48,466	N/A	N/A
FY 10	63,821	15,355	24%
FY 11	71,785	7964	11%
FY 12	107,837	36,052	33.4%

Project, students can readily track progress toward their program completion and work with the counseling staff towards their educational goals. In FY12, 35,792 students utilized this venue. Additionally, group academic advising labs were implemented in FY 11 during peak enrollment periods. These labs taught current students how to enroll online and provided counselor assistance during the process. Student evaluations demonstrated a 4.8/5.0 satisfaction rating.

The SWIC website, Facebook pages, Twitter and student e-mail venues help build and maintain student relationships through ongoing communications provided through a variety of communication sources. See results information in 3R3.

3P3. Identifying, analyzing and responding to changing stakeholder needs. *(Response addresses Core Component 1D)* Stakeholders’ requirements are determined both formally and informally based upon what is required for institutional and departmental accountability and reporting. Changing student and stakeholder needs are further identified through strategic planning’s environmental scanning process. The scanning effort is a two-pronged approach including both student and stakeholder review. While the student portion of the scan includes the CCSSE instrument, the stakeholder and community

component is designed for feedback from designated college staff members who acquire information through community involvement, professional publications, legislative and government entities, and market demographics. This information is compiled in an annual environmental scanning report and is used to evaluate potential updates to the Strategic Plan Objectives. Figure 3.5 outlines the college's stakeholders and the means by which their input is obtained. Once needs are identified, the responsibility for meeting those needs is structured through the various college divisions—typically using the strategic and tactical planning processes (and AQIP Action Projects) as implementation tools.

SWIC has the largest enrollment of veterans of any public college or university in the state of Illinois. Recognizing the need to provide expanded services to this group in order to assist in their educational success, the college collects information and develops programs and services by the following means:

- Veteran to Veteran Tutoring was initiated in the Success Center to assist veterans with their academic success. Small group discussion indicated that veterans would be more comfortable working one-on-one with fellow veterans, or in a location that they knew was veteran friendly. Veteran tutors who are also enrolled in the AmeriCorps National Service program were identified and recruited.
- Faculty and staff workshops based on a college-wide needs survey are presented twice a year to assist employees in working with student veterans in and out of the classroom.
- The college hosts an Illinois Department of Veterans' Affairs (IDVA) Veterans Services Officer (VSO) on campus to assist students and community members with benefits and information. The VSO provides staff with feedback related to the issues they encounter.
- To assist with employment, a Veterans Job Fair is conducted each fall to assist both students and veterans in the community. The fair attracts more than 100 employers. Feedback is collected at the end of each fair to assess employer perception of the fair and attendees.
- SWIC regularly host the Mobile Veterans Center (MVC), providing counseling, outreach, and VA medical services. MVC staff provides feedback to staff on issues they encounter.

In response to small group discussion on issues student veterans encounter transitioning from military life to college, Veteran New Student Orientation and "Welcome to SWIC" workshops providing information on how to be a successful college student are offered to all currently enrolled veteran students.

In January 2009, the college implemented e2campus, an emergency notification system. This text and email messaging system is used to notify employees and staff of emergency situations, immediate threats to the campus and of college closures due to weather. The e2campus is one of several tools used to notify employees and students of an emergency; other tools include public address systems, mass e-mails and voice mail, emergency warning sirens, fire alarms, timely warning notices/security alert notices/warning bulletins, and personal notification by Public Safety personnel. In 2011, 2012 and 2013, the system was tested during the Great Central U.S. Shakeout in April and during the state-wide earthquake exercise in November 2011. There are more than 4,300 e2campus users, a 44% increase since the program began. (Further emergency planning processes discussed in 6P3.)

Since 2008 governmental and non-governmental grant agencies have become a larger factor in shaping SWIC's curriculum and services. These agencies have varying goals and resources, but all need grantees whose actions and outcomes reflect positively on them. SWIC demonstrates its commitment to being a good partner with its grant agencies by meetings, consultations and public recognitions of support. For example, Adult Basic Education participates in ICCB adult education task force projects, meets regularly

with local Workforce Investment Act officers about client needs, and recognizes Madison County Community Development for providing test fee payments for many GED testers.

Figure 3.5

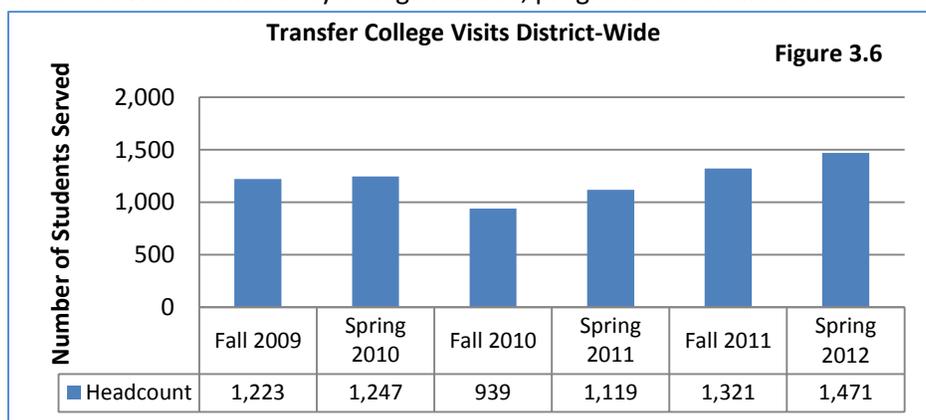
STAKEHOLDER AND INPUT EXAMPLES:		
Business Community	District Citizens	Board of Trustees
Advisory boards Market assessment study Maintain direct and two-way communications Annual Report Observations Participation in civic, business and community organizations Ongoing needs assessments for local businesses Employers attending job fairs on campus Employers Training/Testing Services through Selsius	Ongoing collaborations Open board meetings Maintain direct and two-way communications Accessibility to staff at all levels	AQIP Ongoing collaborations Open board meetings Credible and compliant reporting
Parents	Community Agencies	Elected Officials
Maintain communications Accessibility to staff at all levels Annual Report Observations Participating in community functions New Student Orientation Running Start High School Visit Day College Fair Transfer Night Campus Tours	Ongoing collaborations Advisory boards Maintain direct and two-way communications Accessibility to staff at all levels Observations Participating in community functions	Ongoing collaborations Maintain direct and two-way communications Accessibility to staff at all levels Observations Participation in civic organizations Participating in community functions Communications and collaboration with other local educational institutions
Regulatory/Government Agencies	Employees	Alumni and Friends
Ongoing collaborations Maintain direct and two-way communications Accessibility to staff at all levels Communications/ collaboration with other institutions Credible and compliant reporting Information and Reporting	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 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 High School Partnership Day College Fair Committee College Fair Dual Admissions College Visit Program Attendance at Transfer meetings/conferences Veterans Affairs Office	Annual report High school personnel Running Start High School Visits Running Start New Student Orientation Transfer Night Committee Articulation Agreement Collaboration Student Advisory Committee	

3P4. Building and maintaining stakeholder relationships. Collaborations with communities and educational institutions continue to be a strategic priority. Increasing cooperation and improving the awareness of SWIC’s contributions to the region with area colleges/universities, K-12 systems, and community/governmental agencies are ongoing efforts. The following initiatives support these tactics and aid in fostering and sustaining mutually beneficial relationships:

- Records/documents available to the public
- Media relations
- Professional networking
- Disability transition meetings with high schools and community agencies
- Collaboration meetings with secondary teachers to align curriculum
- Foundation alumni initiatives/contacts
- Dual credit offerings
- Offering personal development courses
- 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, culinary, Art Du Jour, etc.)
- Dual Admission Program
- Transfer College Visit Program
- Workplace skills activities for secondary and postsecondary students.
- Running Start (simultaneous completion of HS diploma and AA degree)

- Mailings (electronic and traditional)
- Attending conferences
- Ongoing collaborative activities with secondary, postsecondary, business, industry, and community organizations to develop, implement, and evaluate programs of study
- Speakers Bureau
- College and Career Readiness program
- College Goal Sunday to assist families with financial aid
- Extension center offerings
- Participation in charitable activities
- Making college facilities available for community use
- Participation in community events, organizations and advisory boards
- Sponsoring community events such as job fairs, college fairs, plays, concerts, speeches, shows, community drive-in movies, Employers on Campus, Breakfast with Santa, various Veteran specific events, etc.
- Life skills classes for secondary transition program students.

In meeting the transfer component of SWIC’s community college mission, programs are offered that strengthen partnerships with other higher education institutions. The college Dual Admission Program is designed to bridge the transfer process for SWIC students to participating four-year institutions. This program allows the students to work with SWIC staff from admissions and counseling



as well as liaisons at their transfer university to ensure they are on track at both institutions. SWIC currently has 240 students participating in dual admission agreements with Eastern Illinois University, Southern Illinois University, University of Missouri St. Louis and McKendree University. The Transfer College Visit program provides students with the opportunity to connect with 4-year colleges and universities on SWIC’s campuses for the purpose of transferring and continuing their post-secondary education. The goal of the program is to provide access to a large quantity and variety of

colleges/universities each semester. Visits are offered at each of the three campus locations throughout the district. The college continues to strengthen its partnerships with programs that specifically target high school students and faculty.

“Running Start” is a pilot dual credit program for sophomores with a strong GPA and currently taking college prep classes. Qualifying students are eligible to attend SWIC during their junior and senior years, earning high school diplomas and an Associate in Arts Degree at the same time. The pilot initiated in fall 2012 with one local district participating. All of the initial students registered for classes again in spring 2013. Plans to expand the program have already initiated, with three new districts committed to come aboard fall 2013.

Recognizing the need to access and assist students prior to enrolling, SWIC has several programs dedicated to enhancing high school student achievement. Junior COMPASS Math Assessment provides an opportunity for district high school juniors to take the math placement assessment in order to discover gaps in their math preparation, become acquainted with an adaptive computerized placement tool, and realize the importance of continuing in a math course during their senior year. Developmental classes for high school seniors offer the opportunity for students to complete developmental coursework prior to entering college. High school and college math, science, and English department chair meetings are held to share best practices, dialogue about common concerns, and discuss the alignment of curriculum. Discipline specific workshops are held on topics of interest to faculty teaching math and English. FY11 and FY12 workshops included Common Core State Standards and technology as recent topics.

Collaborations with granting agencies are primarily the responsibility of specific departments or areas most impacted by those awards. During 2012 SWIC and other community agencies started weatherization training programs with funds from the Illinois Department of Commerce and Economic Opportunity (DCEO). To facilitate the testing necessary for all of these programs, SWIC’s Selsius™ Corporate and Career Training Department became certified as a Building Performance Institute (BPI) testing center, capable of serving all the regional weatherization programs.

3P5. Determining new student and stakeholder groups. *(Response addresses Core Component 1D)* SWIC utilizes multiple means of determining new student and stakeholder needs. The primary means is through the annual environmental scanning process. In addition to this formal process, these additional emphases occur:

- Demonstrated need and interest
- Pending legislation
- Awareness of changing demographics of the region
- Inquiries/contacts from student recruitment processes
- Usage and outcomes data
- Information from student groups
- Community outreach and involvement
- Strategic planning
- Solicit input from a variety of stakeholders
- Workforce Development Board
- Electronic communication
- Instructional advisory boards

Based on feedback through these mechanisms, discussion groups are initiated, action plans developed and processes implemented to address changing needs.

3P6. Collecting, analyzing complaint information and communicating actions. SWIC has clearly defined processes and procedures for handling student complaints and grievances involving academic matters, administrative matters or discrimination as detailed in the Student Handbook, college catalog and website. When addressing grievances involving academic or administrative matters, students are advised to consult with the instructor or responsible administrator and make every attempt to resolve the complaint on an informal basis. A grievant who is not satisfied with a decision at one level may appeal the grievance to the next level of authority. If necessary, the student is then advised to follow the formal process through the levels of department head/coordinator, dean/director, appropriate vice president and college president.

A complaint becomes formal when it is submitted in writing by the complainant. Grievances must be submitted in writing at each level of authority within ten school days of the action being grieved or within ten school days of a decision being appealed. Written response normally will be made to the grievant within ten school days unless circumstances require additional time for consideration. Grievances may not be appealed to the Board of Trustees.

Grade appeals are considered a special category of student grievance. A student who wishes to appeal a grade must contact the instructor within 30 calendar days after the start of the regular semester following the recording of the disputed grade. If not satisfied with the response, students must contact the department chair/coordinator in writing within the following ten school days. In the event the instructor is not available because they are away from campus, then the student must submit the grade appeals to the department chair, coordinator or dean within a 30 day time period with the understanding that resolution will be pursued when the instructor returns to campus. The 30-day time limit may be waived by the vice president for Instruction when extraordinary circumstances are applicable.

Grievances involving discrimination are made to the Human Resources Office. Specific college processes exist in conformance with state and federal statutes governing such cases. Information and discussions concerning the resolution of a grievance are maintained in a confidential manner to protect the interest of all parties.

A “Contact Us” page on the college website and social media serve as other means of identifying complaints. These venues are consistently monitored and issues that arise are forwarded to the proper department or individual for resolution.

3R1 and 3R2. Student and stakeholder satisfaction measures and student satisfaction results. Annual collection of Student Satisfaction

data began in 2007 based on CCSSE which was re-administered in 2010. Figure 3.7 provides the past four years of data from the initiative which tracks satisfaction with department services, willingness to encourage others to use the services, and the students’ satisfaction with their preparation to achieve personal and

Figure 3.7

	2009	2010	2011	2012
I am satisfied with the services provided.	4.7/5.0	4.7/5.0	4.8/5.0	4.8/5.0
I will encourage others to use the services of this department.	4.7/5.0	4.7/5.0	4.8/5.0	4.8/5.0
I will be better prepared to achieve my personal and educational goals.	4.6/5.0	4.6/5.0	4.7/5.0	4.7/5.0

educational goals. Results of data gathered are analyzed; trends identified, and proposed improvements addressed through appropriate channels. Based upon results and analysis, individual

student service departments have addressed process improvements. As an example, online orientation was piloted in FY09. Initial survey data showed lower satisfaction numbers than desired. The program was reevaluated and changes incorporated which ultimately improved student satisfaction. Student satisfaction rates on the 2010 compared to 2005 CCSSE are higher for SWIC students in several key service areas such as financial aid and services for students with disabilities.

During a 2012 NASFAA review, concerns about departmental operations were expressed during a student focus group. The administrative staff thoroughly evaluated the results of the Program Review and immediately began utilizing the recommendations and findings to promote continuous quality improvement. Using the information shared, the Financial Aid Office initiated a reorganization plan and prioritized creating a communication plan that consisted of monthly emails, increased online services and a more student driven approach to office interactions. One example is the aggressive approach focused on informing students of state and federal deadlines related to completing the FAFSA. Participation in College Goal Sunday and workshops at local high schools resulted in a 19.4% increase in the number of students who completed a FAFSA by the required deadline. The staff continues to take ongoing steps to further enhance student services.

Students with disabilities represent a significantly growing stakeholder group. In FY08, 849 students with disabilities were identified compared to 1,851 in FY12. From FY10 to FY12, the Disability and Access Center (DAC) provided 16,179 specific accommodations across the college district to ensure equal access to the college. During this same three-year period, 4,677 ADA Accommodation Plans were utilized in specific classrooms, and the DAC provided 2,338 individual consultations for faculty and staff to facilitate effective resolutions to student access needs. One centralized office meets the accommodation needs of the three campuses and East St. Louis Community College Center (ESLCCC). Satisfaction survey results from students utilizing accommodations reflected an overall average of 4.87/5.0.

In comparison to other colleges, several key student services areas including peer or other tutoring and computer labs scored above the mean. SWIC students have access to high quality peer and professional tutoring at each of the campuses and the ESLCCC. Between FY10 and FY12, 16,197 students visited one or more of the Success Centers for tutoring. On average, 69% successfully completed the class for which they received tutoring and 71% were retained to the next semester. Each semester, tutoring services are evaluated for satisfaction and effectiveness. Fifty percent of respondents agree or strongly agree with the statement "Without tutoring I might have dropped one or more classes." Since 2009, the number of computers available for student use in open computer access areas, the Success Centers, libraries, and cyber lounges has increased 30% from 240 to 313.

The means to determine stakeholder satisfaction include: enrollment growth, participation in college-sponsored events, institutional and departmental surveys and focus groups, evaluations, contributions toward endowments and social networking. Departments and working groups analyze the results of their findings, including enrollment and retention numbers; numbers/types of degrees awarded; findings of the crime and safety reports; career and employment post-training statistics; ICCB reports; and feedback from students, employers and other participants. The findings are measured against expectations to determine satisfaction.

Job fairs and on-campus recruitments have brought an average of 271 employers to campus each year, serving an average of 2,062 students, alumni and community members. Employers felt they benefited from each fair and there was a high level of intent for participating in future events on campus (Figure 3.8).

Figure 3.8

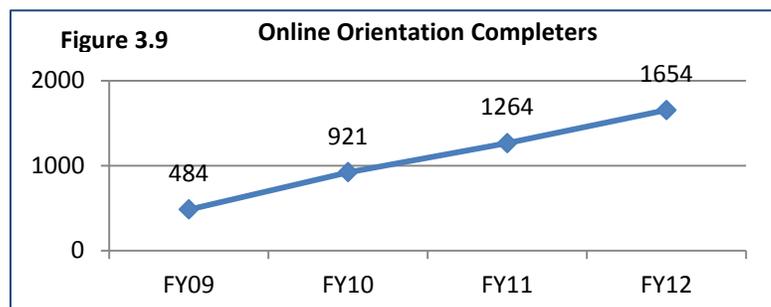
EMPLOYER SATISFACTION WITH JOB FAIRS		
	BENEFITED FROM THE FAIR	INTENT FOR FUTURE PARTICIPATION
FY 2010	4.14/5.0	4.83/5.0
FY 2011	4.63/5.0	4.82/5.0
FY 2012	4.38/5.0	4.75/5.0

3R3. Student relationship building results. SWIC strives to engage students in their educational process and build relationships through both in-person and online student engagement.

The Athletic Department fosters academic success through team building that includes student evaluations, one-on-one meetings, academic counseling, and mandatory attendance to the Success Center when grades are below a C. Student athletes are assisted in obtaining awards at conference, regional and national levels with regards to their athletic performance. The department also facilitates continuing students’ athletic and academic careers at four-year institutions.

Since 2009, a college reorganization consolidated the district wide efforts of college activities programs under one director. This reorganization has allowed for a dramatic increase in shared resources, which in turn has increased the number of programs and services that are offered at each campus. At the Belleville Campus, an expanded Cyber Lounge was opened in 2009. The number of stations available increased from 12 to 39. During peak hours (9 a.m. to 2 p.m.) the stations have a 97% use rate. The Red Bud Campus installed a new four station Cyber lounge in the fall of 2012, and renovated the student commons area to include more welcoming furniture, video games, and televisions. The room also has two open computer stations, a pool table, and vending. The Sam Wolf Granite City Campus dedicated a classroom space for renovation into a College Activities office for students and staff to work and develop programs and events. The East St. Louis Community College Center has a staff member who dedicates 20% of their time to concentrate on College Activities engagement programs. As a result, three new student organizations were formed, and a full schedule of events planned and presented. Overall, since 2009, there has been a 25% increase in the number of active student organizations district-wide.

In 2010, the program was revised to offer students the choice to participate in either a large conference style orientation during fall semester or online. Both versions provided a venue for new students to become familiar with campus policies and operations. In addition, students learn about college programs, faculty expectations, and other success-related information. In fall 2012, 315 students and 140 guests attended the in-person orientation, an increase of 58% and 47% respectively over fall 2011. Results of student evaluations indicate that 89% of the students were more aware of college resources, 84% were satisfied with the orientation, and 96% enjoyed choosing sessions of interest to them.



As a result of the increase in participation and the request to have an evening session, a second in-person orientation is planned for fall 2013. Online orientation, a new initiative in 2008, has grown significantly from 484 students in FY09 to 1,654 students in FY12, a 242% increase over the past four years. Results indicate that 87% of participants are satisfied with the online orientation, and 89% are more aware of college resources.

In the Health Sciences division, all SWIC students accepted into one of eight competitive- admission programs attend an orientation session specific to their program in order to meet faculty and review program expectations and resources.

The Athletic Department hosts orientation for all student athletes and parents to introduce coaching staff and review student athlete expectations.

Since 2008, Adult Basic Education has concentrated more of its services on the college campuses rather than on extension sites. The principal reason is to encourage student transitions from adult education into undergraduate studies. While on campus, adult education students interact with college students and become familiar with college activities. They are openly encouraged to continue their studies. The result has been a very high rate of 40-42% of adult education students who transition into undergraduate courses.

The use of SWIC online services continues to expand. From FY09 to FY12 online enrollment increased 33.4%, and online course offerings increased 47%. In the past year, 35,792 students tracked their degree progress by utilizing the degree audit program. Commonly used materials such as course catalogues, schedules, enrollment forms and student handbooks are now available on our website.

SWIC recognizes the need to make technology mobile. In fall 2012, the mobile Blackboard app was made available for all SWIC students with a smart phone. From August 2012 to February 2013, SWIC Blackboard had 3,034 unique visitors. The college website has grown as a resource for multiple community and student stakeholders. The most recent update of the design was in August 2012, when the college made the look cleaner and more reflective of SWIC with a blue, black and white color scheme. In addition to a sleeker appearance, the new homepage features rotating photos and captions promoting each academic division. New navigation features include top-of-page initial-search headings most commonly found at other college/university sites: *Apply, Students, Veterans, Community and Businesses*. These features have been researched and reflect common best practices of other institutions. Essentially, this new navigation aspires to keep most visitors on one path that offers all they need without having to “go back” or start a new search. Keeping the SWIC website current is a top priority for visitors; therefore, it remains a top priority for Public Information and Marketing, SWIC Information Technology, and departmental content managers.

Figure 3.10

SWIC.EDU	WEBSITE VISITS	UNIQUE VISITORS	PAGE VIEWS	AVERAGE PAGES/VISIT	AVERAGE MINUTES ON SITE	TOP PAGES VISITED
FY 2010	1,223,928	581,222	2,915,150	2.3	1.46	Homepage, Library, Courses, Employment, HR Jobs
FY 2011	2,449,396	1,089,413	5,437,834	2.2	1.58	Homepage, Library, Students, Courses and HR Jobs
*FY 2012	2,301,611	979,650	5,721,062	2.49	4.27	Homepage, Library, HR Jobs, Students and Courses

*Though visits and unique visits were down slightly in FY12 the number of pages per visit rose and the average time per visit more than doubled. The website’s bounce rate (number of visits that were abandoned before completion) was cut in half from 62.79 % in FY11 to only 31.62 % in FY12. These figures indicate that even though swic.edu had a slight decrease in visits, the visitors were able to find

the pages they needed, spend more time on the site and complete their visits. In FY12, 3,594 of the 6,200 visitors to the SWIC Facebook page subscribed; a 56% increase over FY11 (2,301 subscribers).

In 2009, SWIC Alert e2campus attracted 1,900 subscribers in its first year. Today the system has 4,386 student, faculty and staff subscribers who use the system to learn of inclement weather and other emergency situations that may warrant campus closings. Subscribers can opt to receive alerts through text message, email or both.

3R4 and 3R5 and 3R6. Performance results for building relationships and satisfaction with stakeholders. The college responds to stakeholder needs using a wide variety of methods; area employers represent a significant stakeholder group and the relationships formed benefit the employers, the community, as well as current students and graduates. From 2010 to 2012 the Career Center listed openings from more than 3,000 employers to provide job opportunities for college graduates, current students, and alumni. Current students, graduates, and alumni were provided an average of 11,179 employment opportunities a year; a 43% increase over 2009.

Thirty-three instructional programs have advisory committees comprised of industry partners, four-year transfer institutions and high school faculty that meet each semester to build relationships and verify that the programs are meeting the needs of area employers. A standing agenda item at each committee meeting is evaluation and recommendation for program improvement based upon current graduate performance and curriculum review. Program changes are made per recommendations of the committee. For example, a recommendation was made to strengthen employability of Networking program graduates by requiring the addition of Microsoft Server certification. This certification exam became a course requirement in the form of a final exam. As a result, almost 100% of students who completed the course simultaneously received certification.

Figure 3.11

STUDENT SATISFACTION BY PROGRAM		
	SWIC AVERAGE	ICCB COLLEGE (AVERAGE)
FY 2007	4.13/5.0	4.27/5.0
FY 2008	4.64/5.0	4.36/5.0
FY 2009	4.49/5.0	4.40/5.0
FY 2010	4.27/5.0	4.23/5.0
*Data from annual ICCB Survey		

Graduate follow-up studies have shown that those surveyed were satisfied with their programs. From FY07 – FY10, SWIC has consistently out-performed the ICCB college average and met the institutional goal of 4.25. The Student Satisfaction by Instructional Program chart (Figure 3.11) indicates student satisfaction by program from the annual ICCB Graduate Follow-up Survey.

Graduate employment rates continue to be comparable to or exceed those of other community colleges and demonstrate outcomes related to SWIC’s institutional goal of 75%. The Graduate Placement Rate Chart (Figure 3.12) provides data relating to SWIC’s placement rates in comparison to that of other Illinois Community Colleges. In FY10, 719 students from five high schools took the Junior COMPASS Math Assessment. By FY12, the number of students increased by 80% to 1,293 and the number of participating high schools increased by 60% to eight. Following the assessment, students were advised on improving their opportunities for college success in math and STEM classes, and given information about the mathematics required for their reported career interest.

Figure 3.12

GRADUATE PLACEMENT RATE		
	SWIC	ICCB COLLEGE AVERAGE
FY 2007	87.5%	78.2 %
FY 2008	77.0%	80.9%
FY 2009	81.6%	75.3%
FY 2010	77.6%	71.3%

In FY12, 116 high school seniors (106 unduplicated) enrolled in nine dual enrollment developmental courses. Seven students completed two levels of developmental coursework; 69 students completed at least one level of developmental coursework; and 39 students completed coursework that placed them at college-level. District high school faculty and SWIC department chairs collaborated to improve student success by participating in a total of 39 Department Chair meetings; 14 for math, 11 for English, and 14 for science. Faculty from area high schools have participated in math and English workshops for the past three years. In FY12, the math workshop had 42 participants from 17 high schools and the English workshop had 53 participants from 18 high schools.

The Financial Aid office is an active member in the College Awareness and Preparation (CAP) program. This is a comprehensive effort of the Illinois Association of Student Financial Aid Administrators (ILASFAA), Inc., the Illinois Association for College Admission Counseling (IACAC) and the Illinois Student Assistance Commission (ISAC). CAP strives to fulfill its mission through a series of workshops, seminars and statewide support with partners from all sectors of education in Illinois. In conjunction with CAP, College Goal Sunday (CGS) is an effort to help students and families who need assistance in completing the financial aid forms. As a result of the work of the Lumina Foundation for Education, CGS is typically held a week or two after Super Bowl Sunday and has grown into a nationwide volunteer program that is now active in several states.

SWIC participates with other colleges in the Illinois College Exposition Program. In the last three years, SWIC has met or exceeded its goal of hosting 100 colleges at the annual college fair. SWIC continues to increase the number of college participants each year. From 2009 to 2012, participation increased 20 percent from 93 to 112 colleges. Of the 24 locations across the state (higher education and secondary institutions) who hosted college fairs, 14 saw increases in the number of colleges attending. SWIC had the third highest increase. As a result, SWIC continues to build relationships with transfer partners; expanding opportunities for district students to explore college transfer options.

SWIC serves the largest number of veterans in comparison to its ICCB peer institution group (Figure 3.13) and the number continues to increase. In FY11, there were 1,205 veterans at SWIC which is a 43% increase over FY08 enrollment of 844.

Figure 3.13

ICCB PEER INSTITUTION GROUPS SUMMARY OF UNDUPLICATED HEADCOUNT ENROLLMENT OF VETERANS FY 08 THROUGH FY 11				
	FY 08	FY 09	FY 10	FY 11
Black Hawk	180	225	309	295
Heartland	186	204	235	213
Illinois Central	470	462	598	830
Lincoln Land	290	288	347	380
Parkland	315	319	322	285
Richland	150	139	123	124
Rock Valley	312	319	375	320
Southwestern	844	1,034	1,195	1,205

A Veteran-to-Veteran tutoring program was implemented to encourage student Veterans to take advantage of academic support services. In fall 2012, the first

semester for the Veteran-to-Veteran tutoring program, there were 2,416 visits to the Success Centers by 228 veterans, compared to 1,606 visits from 115 veterans in fall 2011, an increase of 50% and 98%, respectively. In addition there was a 41% increase in visits for tutoring from 763 in fall 2011 to 1,077 in fall 2012.

3I1/3I2. Improvement of current processes and systems/Targets, improvements priorities.

The annual strategic planning process begins with substantial input from stakeholders derived through a wide variety of methods utilized at the department and program level of the college such as surveys, ICCB program reviews, direct communication, and CCSSE. The strategic planning process involves

development of annual goals based on the input received at the department/program level. These goals lead to the development of divisional tactical objectives to accomplish the overall strategic goals of the college which are set by the Board of Trustees. An annual environmental scanning process provides information for strategic planning to address student and stakeholder needs. In fall 2011, the college conducted its second College Discussion Day as a part of the AQIP Continuous Quality Improvement process. College trustees, administrators, faculty and staff gathered to engage in open discussion and activities to highlight “What Matters Most” and identify strengths and weaknesses in relation to those areas. Through this process, which included multiple town hall meetings, three new AQIP Action Projects were identified and confirmed. Committees are working on improvements related to student retention, college infrastructure, and communication.

A departmental name change from Special Services Center to Disability and Access Center was implemented in FY11 to improve representation of the department’s mission and student awareness of programming. Access technology resources for students with disabilities were enhanced to address specific student needs. In response to changing federal disability legislation, institutional policies were updated and communicated through appropriate chains of command.

The Financial Aid office went through a Peer Review visit from National Association of Student Financial Aid Administrators. Based on recommendations and findings, changes were implemented to improve workflow and maintain compliance. A departmental reorganization included relocating and redefining the PALS program to offer financial aid support and wrap-around services to students. The change resulted in enhancing student communication and updating policies and procedures. The financial aid and advising functions have partnered to link the use of degree audit for financial aid students in order to facilitate appropriate course selection and timely program completion. Future enhancements include space dedicated to a more interactive approach to assisting students with financial aid needs.

Continuous effort to enhance New Student Orientation included expansion to a full day of interactive activities and breakout sessions. Specific sessions have been added for special populations such as veterans, returning adults, transfer students and parents.

Veterans services will continue to be enhanced. An expanded Veterans Service office will provide space for a Student Veterans Union. The space will be dedicated for use by students to obtain services and assistance, as well as provide a social gathering space. Additional workshops will be added to facilitate a better understanding of the needs of veteran students and how to best serve this population. These enhancements have been designed to create a framework to facilitate student success.

CATEGORY FOUR – VALUING PEOPLE

Southwestern Illinois College has a number of processes in place to provide employees with opportunities for personal and professional growth and to feel valued for their contributions to the college. The college has tracked its success in these endeavors through the Strategic Improvement Survey (SIS), the College Discussion Day feedback, through careful monitoring of evaluations provided at all orientations and faculty and staff training sessions and through the personnel evaluation system.

Improvement in Valuing People has taken place in recent years. Mandatory training sessions for hiring committees ensure that applicants are treated with the utmost professionalism and chosen candidates possess required knowledge, skills and abilities along with shared belief in the mission and values of the college. Online training has been expanded to assist all employees with improved opportunities for development. The new business process documentation project will lead to a greater employee sense of ownership for reviewing and documenting their work processes and providing guidelines for others to follow. Success strategies for new faculty provide seven hours of orientation within the early weeks of the semester. All faculty who teach online or hybrid courses are required to attend ten hours of training on how to use Blackboard technology. Instruction's commitment to providing opportunities for sharing concerns and suggestions at "town hall" meetings also enhanced the college's efforts to create a positive employee experience with AQIP. SWIC's generous employee benefits, commitment to lifelong learning, employee safety and wellness and the annual recognition program further enhance employees' sense of being valued. Preparing employees for success at all levels, in all positions and at all locations has been paramount in making decisions that align with the college goal to value people.

Southwestern's processes for valuing people are transitioning from systematic to full alignment with its mission and values. This transition will serve the institution well in years ahead as attrition, retirements and resignations will require the college to put greater emphasis on its human resources and the link between job satisfaction and the importance of feeling valued.

4P1. Identifying credentials, skills and values for employees. The requirements for positions at Southwestern Illinois College are determined by job analysis, regulatory demands, credentialing requirements, and benchmarking from internal and external positions. Job descriptions for all employees indicate that work is to be done in accordance with the mission and values of Southwestern Illinois College.

All non-faculty job descriptions are developed through collaborative efforts between the relevant supervisor and vice president and the Human Resources Office (HRO). These job descriptions are reviewed by union presidents, when applicable. Rates of pay are bargained for part-time union positions and a classification review committee determines pay grades for select union full-time positions by utilizing a negotiated point factor system. Supervisors and their staff members are asked to review existing job descriptions on an annual basis. Changes are sent through the line of authority and then to the HRO where bargaining is completed as needed. The HRO posts official copies of the final job descriptions on the intranet and maintains the review history of every non-faculty job description.

Creation of/and changes to the minimum instructor requirements for all full-time and part-time faculty are initiated by the affected faculty in the area of instruction and recommended to the dean of their instructional area for submission to the college's curriculum committee. Following approval of the curriculum committee, the vice president for instruction submits the proposed minimum instructor requirements for review to the Executive Committee of the Southwestern Illinois College Faculty Union. 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 as other faculty.

4P2. Ensuring that employees possess the credentials, skills, and values required. *(Response Addresses Core Component 3C)* In light of budgetary concerns, every vacancy is reviewed to determine if it needs to be filled in order to keep staffing levels both in and out of the classroom sufficient to meet the needs of the institution. Prior to posting a vacancy announcement, job analysis is completed and job descriptions are reviewed to ensure accuracy. Credentials must be job-related, appropriate to the position and in alignment with other similar job descriptions. Official transcripts are required to confirm educational attainment for positions with degree requirements. Safety-sensitive positions require criminal background checks per Board of Trustee guidelines.

To accomplish an effective search, hiring committees are formed by the appropriate vice president to review applications for each full-time position. Part-time positions are often interviewed by a committee as well. Training for serving on hiring committees is provided by the Director of Human Resources. These committees screen applicants to ensure all requirements listed on the job description and vacancy announcement are met, interview those they deem most capable based on their resumes and transcripts, and check references. Interview questions are mapped to the job description and often include behavior-based questions. Faculty interviews often include questions about how the candidate would assess student learning and how he/she would engage students with the content of the course. Faculty candidates usually are asked to teach a mini lesson. The hiring committee forwards its recommendations for hire to the appropriate vice president for approval. Final approval for full-time positions is granted by the Board of Trustees.

More than 50% of the 163 full-time faculty members have been with the college for ten or more years, with many of these more experienced faculty members filling the important role of department chair or program coordinator. In addition to recommending minimum instructor requirements and assisting in the hiring process for both full-time and adjunct faculty in their department/program, they work with faculty in their discipline to suggest changes in curriculum, agree upon acceptable levels of student performance, and develop methods for assessing student learning. Chairs/coordinators assist their dean with checking credentials of all faculty, including dual credit and contractual faculty. They remind their faculty of the importance of fulfilling their five scheduled and five unscheduled office hours each week to assist students outside of the classroom. Faculty members are evaluated in accordance with the state tenure law and both the full-time and adjunct faculty union agreements.

Staff are also evaluated in accordance with the respective employee group's union agreement. Evaluations are provided by students in the classrooms for faculty and by supervisors for non-faculty employees. Administrators are held accountable for the completion of evaluations for their staff members. To ensure that employees possess skills necessary for success post-hire, supervisors request training from the HRO for staff members as needed. Training needs also are identified during evaluations when performance issues are addressed. The college provides ongoing training for all faculty and staff to reinforce the mission and values and enrich professional development. Reduced tuition and tuition reimbursement also provide avenues through which faculty and staff can remain current in their disciplines or lines of work.

4P3. Recruiting, hiring and retaining employees. The recruitment process also mentioned in 4P2 complies with board policy and affirmative action requirements. The college publicizes its commitment to diversity under each vacancy announcement and on the college website; practices open advertising; asks for completed college applications from all job applicants; requires official transcripts for positions

requiring college degrees; utilizes trade magazines and websites as appropriate; and distributes inclusive recruitment flyers. Internal candidates are notified of vacancies through the college intranet and electronic Bulletin Board. Individuals with phone/email inquiries and walk-in applicants receive personal attention from Human Resources staff. Typically, the college receives a large number of applications for each open position, particularly for full-time positions. HRO collects applications and logs applicant information. Prior to beginning the interview process for full-time positions, the HRO performs an assessment of the candidate pool and provides it to the appropriate vice president to determine if the search was successful in reaching a diverse population. Hiring committees then screen applicants and interview those selected as most qualified. If the appropriate vice president accepts the hiring committee's choice, the selected candidate's information is forwarded to the board's personnel committee for approval. The Board of Trustees makes the final appointment.

Employee retention efforts include creating positive work environments that support the college mission and values. Ongoing training initiatives create opportunities for professional growth; group initiatives such as the annual SWIC Foundation and United Way fundraising drives, breast cancer walks, art exhibits, concerts, theatrical presentations and many student events may create a sense of belonging to employees who participate in these activities. Voluntary exit interviews provide insight into the college's strengths and weaknesses and opportunities to remedy any deficiencies.

Retention is further enhanced by fair compensation, employee-friendly benefits that include sick leave, vacation leave, personal leave, life insurance, disability, health and dental insurance and options for 403(b) participation further enhance retention efforts.

4P4. Employee orientation. For every new employee or returning employee who has never attended the orientation, the new employee orientation is required. The 3.5-hour training session includes an introduction to the college's history, mission and values, safety and legal issues, and information that all employees need to know about working at the college. Hosted by staff from Human Resources, additional speakers include administrators from Public Safety and IT Security. These orientation sessions are scheduled at various times during the work week, at night and on weekends to accommodate the varied schedules of faculty and staff. The orientation content regularly is updated based on feedback provided at each session. The new employee orientation was developed as an AQIP action project and it now serves to provide new employees with an introduction to AQIP and insight into its importance to the institution.

In addition, all newly hired faculty members are encouraged to attend three Success Strategies for New Faculty sessions where they are acquainted with the policies and procedures followed at Southwestern, are introduced to the many student support programs available to enhance students' learning, and are given an opportunity to learn about and discuss classroom management and teaching techniques. Full-time employees also are given a benefits orientation by the HRO. Supervisors and co-workers provide on-the-job training specific to each position.

4P5. Planning for change. Business process documentation has become an institutional priority to prepare for personnel changes and emergency planning. All business processes are being written in a manner that can be followed step-by-step by someone who is less familiar with the process by the employees who perform the duties. These documents are being kept in a central location on the college intranet and security has been established for cross-training and continuity. In the college's Emergency Response Plan, a role-based security is utilized; the replacement for a person in a particular job can in many cases be assigned the same roles as the former employee. Workshops on change management are offered to faculty and staff throughout the year and in times of change.

Because many retirements of full-time personnel are announced in advance, it is very easy to plan for an orderly replacement process; when appropriate, the replacement is hired prior to the retirement/termination in order to allow for adequate training. This is not true for sudden resignations and retirements and involuntary terminations. In these cases, the college relies upon cross-trained personnel to perform the essential functions of the position until a replacement is hired. The business process documentation initiative becomes extremely important to continuity and efficiency in times of change.

4P6. Designing a productive work process. The Mission and Values Statement sets guidelines by which all work is done cooperatively toward a common goal and employees' annual evaluations maintain awareness of these guidelines. The college's strategic planning process provides structured approach to developing the tactical plan through which the college meets its annual goals. In addition, most offices hold periodic staff meetings to improve communication and reinforce positive work processes. The college president meets regularly with her staff to share current information on pertinent issues; that staff in turn shares important information following these meetings. There is an open door policy in the HRO, allowing all employees to discuss their ideas, challenges, and concerns. In regard to productivity, there are numerous measurement systems in place (Margin Analysis of Academic Programs, Unit Cost Analysis, etc.) which serve as dashboard indicators of organizational productivity. The business process documentation project will assist with productivity and employee satisfaction when staffing changes occur. The development of the annual IT Tactical Plan includes prioritization so that the development of changes can be directed to those processes that will add value. The college was aware that this was an opportunity for improvement and the development of business processes contributes to employee satisfaction by allowing greater knowledge for employees to clearly understand their new roles and responsibilities.

4P7. Ensuring ethical practices. *(Response Addresses Core Component 2A and 2E)* The college's Mission and Values Statement and formal Board Policy supports ethical practice. The Mission statement is printed in all college catalogs, is posted throughout the college, on the website and intranet, and is communicated at new employee orientations. Within the college's culture, there is a widespread belief that ethical behavior is a norm. In addition, there is an ethics statement in the Board of Trustees' Policy Manual that requires ethical behavior as a condition of employment. There also is Board policy relating to conflict of interest. The conflict-of-interest declaration process serves as an annual reminder of the standard and a point of enforcement for employees in specific positions of responsibility. As a unit of local government, the college is required to comply with Illinois statutes to assure the ethical behavior of public employees and provide a system for compliance. The college has adopted all required policies and has appointed an external ethics officer to oversee the effort of ensuring that the Board's own policies as well as those measures required by the State of Illinois are being followed. In further compliance with state statutes, all trustees, senior administrators, department chairs, program coordinators and senior faculty are required to complete and file an annual Statement of Economic Interest with the St. Clair County Clerk. These statements are regularly audited by local government, by the State of Illinois and frequently by the college's external auditors.

Students are governed by the Student Handbook which provides guidelines for appropriate behavior on college property and in the classroom where plagiarism is not tolerated and academic honesty is expected at all times. College syllabi reinforce ethical practices at the college. Faculty Guidelines provide information on how best to enforce the policies on academic honesty and integrity. It is understood that students may face expulsion and faculty may face termination for violations of academic honesty and integrity standards. Although Southwestern Illinois College is a non-research

institution, its faculty has created an Institutional Research Board, (IRB) which is empowered to set standards and expectations and to exert oversight to research and scholarly processes that impact faculty, staff and students.

Outside the classroom, audits and inspections from external parties provide opportunities to determine if existing practices need improvement. Worker's compensation audits and reports address work conditions; insurance liability inspections determine if safety issues are properly addressed. Areas of finance are monitored to ensure that processes are in accordance with best practices. The college conducts an annual IT security audit to review the information security controls and ensure that "need to know" and "least privilege" principles are relative to each person's job function.

4P8. Determining training and needs. In recent years, the institution has placed considerable emphasis on faculty and staff development. A coordinating mechanism, the Employee Development Advisory Council (EDAC), was established to assist in needs assessment and program design. The EDAC is comprised of a cross-section of employee groups that offer reports and suggestions on training for the college community. The committee meets throughout the year and reports on all areas of faculty and staff training. Committee members also suggest training needs identified within their respective employee groups and assist with problem-solving when challenges arrive.

Training needs also are determined by review of evaluations that indicate deficiencies. Supervisors call the HRO to request specific training and the HR Director monitors employee relations issues, unsatisfactory work performance, legal compliance, safety requirements and stays current on pending changes that will impact employees and require training.

New professional development activities coordinated by the HRO include sexual harassment prevention/Title IX awareness, diversity training, performance management workshops, anti-bullying workshops, working with difficult people, and safety training. At least one member of each screening/selection committee must complete the HRO training on proper interview techniques. Skill enhancement also is offered to all employees through training provided by Selsius™ (the college unit responsible for local business/industry training). These classes include technology skills such as Word, Access and Outlook. Employees receive notices of the availability of training sessions and can attend training sessions with their supervisors' permission. Online training is being used for areas such as mandated reporter training, sexual harassment prevention and drug/alcohol abuse prevention. Online training has been developed to provide tutorials for working with computer technology. Tuition reimbursement and reduced tuition are available to eligible employees who are working toward degrees.

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

Success strategies for new faculty – Newly-hired faculty are encouraged to attend seven hours of orientation in the early weeks of the semester. Adjunct faculty are paid for their participation in this activity. Full-time faculty also are encouraged to attend six additional sessions of orientation scheduled throughout their first year of full-time employment.

Individual faculty development funds – Both full time and adjunct faculty may apply for funding for professional development activities such as off-campus conferences, memberships in professional organizations, and purchase of journals.

Adjunct academies – Participants must apply and may be selected for these programs, attend five out of six workshops scheduled throughout the semester, and participate in peer observation with feedback to receive a stipend.

Required Training for Online Instructors – All faculty who teach hybrid or online courses are required to attend ten hours of training on how to use Blackboard to develop a hybrid or online course. The Instructional Technology staff now reports that fewer students are encountering difficulties working within the online environment.

Each new full-time faculty member completes a tenure review process. Throughout this process the tenure committee gives guidance and reviews the performance of the non-tenured faculty member. All new full-time faculty members are encouraged to attend orientation sessions scheduled by the faculty development team where they have opportunities to become familiar with the college culture, policies and procedures, as well as to discuss classroom management and teaching strategies. In addition, full time faculty members and senior adjunct faculty members are eligible for tuition reimbursement. This funding is often used for course work toward advanced degrees. Both full-time and adjunct faculty may request funding for individual professional development activities to keep them current in their field, such as attendance at a discipline-specific conference for professors or membership in a professional organization. Committees within each instructional division assist with decisions about what training to offer and the best use of Faculty Development funds. An institutional committee of faculty recommends activities and determines how funding is used to provide a very full schedule of on-campus professional development during the weeks before the start of the fall and spring semesters and throughout each semester. Many faculty training activities focus on creating a learner-centered environment and increasing student engagement as listed within the college tactical plan. The Faculty Development leaders also work very closely with the Instructional Technology staff to provide technology training for both faculty and instructional staff on current and emerging technologies such as Blackboard, Microsoft Office, social media, and mobile devices. Evaluations are collected after each training session. In addition to providing feedback for improvements, employees also suggest future topics for training.

4P9. Reinforcing training. The institution requires employees to have supervisory approval to attend training sessions. Consequently, supervisors are aware of the employee's professional development and can reinforce the new skills obtained. When training leads to work performance improvement, the improvement is documented on evaluations and on reports relating to corrective action plans as a reinforcement technique. Certificates are provided to the employees who attend workshops and their supervisors are copied on emails that document attendance. Training is provided during normal work hours and employees who were scheduled to be at work during the training hours and who have supervisory approval are paid while at the training sessions

4P10. Designing and using the personnel evaluation system. *(Response Addresses Core Component 3C)*
The performance evaluation tools were developed to measure competencies necessary for successful job performance. A traditional supervisor-subordinate evaluation takes place annually for all non-faculty staff. Administrators are evaluated at the same time each year with emphasis not only on their effectiveness in performing job duties, but on their progress toward tactical objectives set the previous year. For tenure track faculty, the evaluation system consists of a planning conference and two evaluation conferences between the dean, the tenure committee and the faculty member. 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. Tenured faculty members are evaluated every other year. All adjunct and part-time instructors are evaluated each semester using one or more of the following evaluations tools – student evaluations, peer evaluations, supervisor evaluation and self-evaluation.

Through the evaluation process, opportunities for improvement are identified and plans for improvement are addressed. Job descriptions for non- faculty include the direction to work in accordance with the mission and values of Southwestern Illinois College; failure to do so is addressed in the course of the evaluation. Coaching techniques are taught to supervisors by HRO in a performance management workshop that includes how best to perform evaluations and how to manage performance throughout the year. Through setting realistic but challenging goals for improved performance, the evaluation meeting creates an opportunity for goal setting for the future year. Southwestern's evaluation form provides for the employee to include his/her comments about the evaluation, the past year's work, future goals, etc. It is an excellent resource for collecting data about how employees feel about their work environment, challenges and opportunities.

4P11. Designing the recognition, reward and compensation systems. The college's recognition system was originated by a committee comprised of a cross-section of employees dedicated to providing input on recognition gifts and a reception that included food and music. Due to budget restraints in recent years, the recognition efforts have changed dramatically. Southwestern now recognizes employees for every five years of service with service award pins. The college also recognizes a full-time faculty member of the year and an adjunct faculty member of the year, selecting these individuals from nominations made by students, faculty and administrators. Guidelines for faculty awards are provided by the Illinois Community College Trustees Association (ICCTA.)

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

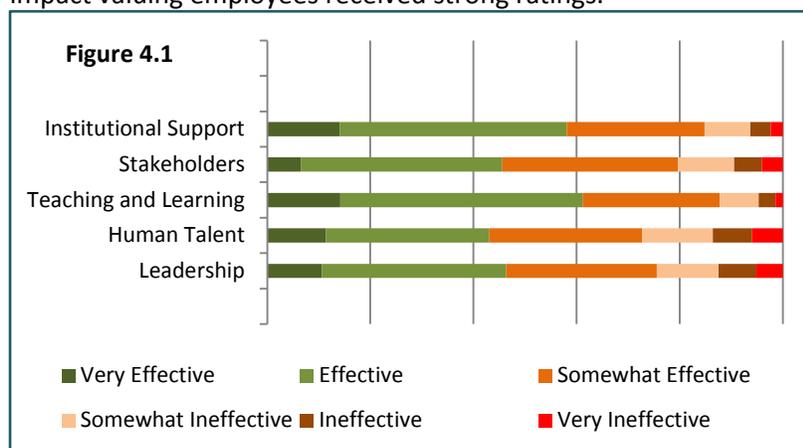
4P12. Determining, analyzing and selecting a course of action on key issues related to motivation. Motivation is often an issue brought forward to the HRO and union representatives through employee relations challenges. When employees lack motivation, training needs are addressed and/or discussions take place to determine the underlying issue using protocols established in collective bargaining agreements as necessary. All challenges are discussed, possible solutions are evaluated and steps for implementation are determined with input from affected employees. Coaching techniques often are utilized to address issues; personalized solutions are developed based on the individual(s) involved.

4P13. Evaluating employee health, safety and well-being. Job-related employment needs for unionized employees traditionally have been met through union-negotiated contracts. Employee relations issues for unionized and non-unionized employees are handled through the HRO and are given high priority to assure that all employees feel valued. Positive attendance records and lower-than-average workers' compensation claims provide indications of the overall health and safety of employees and the campus environments. Safety issues at each campus are monitored through annual campus safety inspections, and employee reporting. A safety technician from the college's insurance carrier performs the annual

inspections. Other safety needs are met at the Belleville Campus and Sam Wolf Granite City Campus by the Public Safety Office, which provides first response to medical and criminal emergencies, offers overall campus security, and provides limited motorist assistance.

In recent years, the HRO has offered health screenings at the Belleville Campus and the Sam Wolf Granite City Campus to enable college-insured employees and spouses the convenience of on-site blood tests. A reduced-rate is provided for these tests to non-college-insured employees and their spouses. Additionally, wellness seminars have been offered by the HRO throughout the past year. Results from the employee profiles taken at the wellness screenings give insight into how best to address the overall health and well-being of the college’s work force. Additionally, although names are not linked to medical conditions, the HRO can see that there is need for wellness training on preventing diabetes, healthy diet and exercise and other preventive topics. This information is being used to develop a wellness training plan specifically for the needs of Southwestern’s employees.

4R1. Measuring effectiveness of valuing people and analyzing results. In the 2010-2011 SIS, 727 employees provided feedback on a variety of topics, including areas related to valuing people (Figure 4.1). Employee responses indicated that most college processes are seen as rating between somewhat effective and effective. Southwestern’s employees believe the college is effective in its work. Areas that impact valuing employees received strong ratings.



Effectiveness is best measured by fewer repeat calls to HRO, by positive comments on evaluations and by a decrease in complaints or challenges. Close attention is being paid to comments on workshop and orientation evaluations. Supervisors are encouraged to ask for feedback during informal conversations, at regular meetings, and to take a collaborate approach to problem solving. Supervisors and

employees are given the opportunity to make formal comments on annual evaluations. These remarks are read and analyzed by the HRO. In addition, the HRO monitors all reported issues as they relate to employee relations. Exit interviews with departing staff offer further insight into Southwestern’s strengths and weaknesses.

4R2. Results for valuing people. The college’s Annual Report devotes considerably more space to student and employee accomplishments than it does to financial figures. A monthly employee newsletter regularly features faculty and staff accomplishments. At each month’s Board of Trustees meeting there is a section of the college president’s report devoted to faculty/staff accomplishments. Despite budget reductions for employee training, the college has continued to offer workshops to enhance the working/learning environment for employees. New workshops for all employees have been developed in-house without additional costs. Faculty development activities remain strong. The college has utilized reorganization processes rather than layoffs to keep employees employed and engaged. Additionally, in 2010, the AQIP Steering Committee sponsored a Strategic Improvement Survey that solicited input from all employees and the results were made available to all employees. Then in 2011, the College Discussion Day included employees from all areas and solicited input for

improvement projects. Employee giving for the annual SWIC Foundation campaign has increased by more than 17% in the past four years in spite of tough economic times.

4R3. Results for employee productivity and effectiveness toward goal achievement. Results achieved in training initiatives are demonstrated through the practice of new skills and improved job satisfaction. Evaluations from orientation indicate that employees believe they were given the information necessary for successful employment. Feedback from employees who have attended wellness webinars report that they are planning to make changes toward a healthier lifestyle. Wellness screening results indicate that Southwestern's workforce is "average" in health indicators and reports fewer smokers than average. Student evaluations of the faculty provide insight as to how well the college is preparing its instructors for successful classroom management. Success in meeting strategic goals is determined as part of the college's annual review. Tactical responses are written each year as part of the annual planning cycle. Responses are developed by each functional area and incorporated into the larger document which is shared with the Strategic Planning Council, President's Staff and Board of Trustees.

4R4. Result comparison. It is important to note when evaluating Southwestern's responses that the college has been undergoing numerous transitions. SWIC does not possess meaningful comparative data for its results. The college has noted relatively high levels of retirements and turnover and believes this is due to the uncertainty of the State University Retirement System (SURS) and state funding issues.

4I1. Improvement of current processes and systems. Implementation of new initiatives that impact valuing people such as online training, business process documentation, wellness initiatives and enhanced training are all the result of following strategic planning and AQIP Action Project formulas for improvement. As new wellness initiatives are introduced, evaluations of effectiveness will be monitored closely. Mandatory training sessions for hiring committee members also provide a systematic approach to the hiring process and ensure all new employees possess required knowledge, skills and abilities along with shared belief in the mission and values of the college.

4I2. Targets, improvement priorities and communications. Continued assessment of available feedback will be utilized to prioritize future actions. Certainly, employee wellness will clearly be a priority in light of rising health care costs. Addressing the needs of new employees will be necessary as more retirements are anticipated in the near future. As budget cuts may create challenges, working to improving employee morale and job satisfaction while maintaining budget parameters will be necessary.

CATEGORY FIVE – LEADING AND COMMUNICATING

Teamwork, communication and transparency align SWIC leadership, decision making and communications processes with the college's Mission and Values Statement; its oversight policies and requirement; and its legal, ethical, and social responsibilities.

Teamwork: SWIC teamwork – getting all governing and otherwise interested parties involved in the leadership and communication process – was confirmed in the September 20, 2009 Systems Appraisal Feedback Report. The college was acknowledged, as follows: SWIC employs a wide range of collaborative, inter-disciplinary, and inter-agency teams for communication and problem-solving. These teams lead implementation of the projects assigned. One or more vice presidents are responsible for leading and representing these teams of administrators, faculty, staff, students, and the community. Regularly convened policy-delivery (top-down) and policy-shaping (bottom-up) teams meet to work on: AQIP Action Projects, academic programs and curricula, disciplinary appeals, employee benefits, enrollment management, information technology, multicultural affairs, outcomes assessment, programs and services for older persons, public safety, strategic planning, student leadership, to name a few examples.

Communication: SWIC relies on open communication through teams, which interact with the Board of Trustees through the president and her staff. An example of that continuous dialogue is the revision of the Board Policy Manual, a dynamic and public (transparent) document which outlines the major policies and procedures of the institution. Suggested updates or changes to board policy can originate from anywhere within the institution. Policy revision and subsequent implementation occurs only after due-process communication involving the board and the college president, a vice president and/or a committee chair sponsor, the recommending group or individual, and – most significantly – the college community at large. In 2009-10, the college spent more than a year reviewing every policy and procedure, then collaborated institutionally to make timely, substantive and research-based updates where appropriate. New policies and procedures were also added, several of which were based on the identification of new revenue stream opportunities in the face of continuing and forecasted challenging economic times, e.g., state funding cuts for postsecondary educational institutions.

Transparency: SWIC's policies of transparency are facilitated through communication methodologies and engagement tools with the college's governing body and stakeholders (Figure 8.2). These tactics include:

- Monthly college board meetings preceded by public notifications posted on the public website and published in local/regional newspapers; all meetings allow for public comment in compliance with the Illinois Open Meetings Act; agendas, voting outcomes and subcommittee meeting minutes are posted on public website; board policies and procedures are posted on the college intranet for student, faculty, administrator, staff accessibility.
- Attracting 200,000 visitors monthly, the college public website: offers immediate homepage access to timely news about college events, activities, and emergency notifications; features ADA-compliant software; is being updated to accommodate visitor-preferred electronic devices (e.g., computer, cell phone, and tablet), a net-price calculator, and current-student recognition software to personalize and enhance the user experience.
- Significantly enhanced (since 2009) social-media engagement via Facebook, Twitter and YouTube channels; enhanced use of chat rooms, blogs and other real-time interaction tools is in the process of being enhanced through a newly named office of Public Information and Student Engagement.

- Annual independent-agency audits; college and SWIC Foundation annual reports to the community; the Insider Chat e-newsletter for administrators/staff/faculty that is also posted on the college website for community access; online and printed versions of the college catalog, course schedules and student handbook; the college Master Site Plan; the college intranet and e-mail system; and the “Eye of the Storm” student newspaper.

SWIC leadership and communication strategies also help administrators and staff understand and articulate legal, ethical and social responsibilities as defined in the college Board Policy Manual, or otherwise by statute. With regard to faculty, the college is attentive to American Association of University Professors guidelines; and its agreements with seven distinct bargaining units incorporate standards of performance and conduct that are appropriate to the institution and its mission. Provisions for ethical practices are detailed in 4P7.

5P1. Defining and reviewing Mission and Values. *(Response addresses Core Component 1A)* After a lengthy, inclusive and transparent process, the SWIC Board adopted the college’s “Mission and Values” statements in 8P1. The Strategic Planning Council (SPC), which includes diverse representation including trustees, administrators, faculty and staff, has responsibility for monitoring and proposing changes to the college mission and values statement annually using environmental scanning tools described in Category Eight.

The Mission and Values statement (Figure 8.4) is broadly understood within the institution and helps guide operations largely due to the complementary set of values which are “integral to higher education and to the well-being of our region.” Institutional understanding is also aided by these values because they directly correspond to the institution’s academic programs, student support services and enrollment profile, as documented in the response to the Institutional SIS Survey; one set of results are presented schematically in Figure 5.1.

Figure 5.1

SWIC VALUE	ACADEMIC PROGRAMS	STUDENT SUPPORT SERVICES	ENROLLMENT PROFILE
Student Success	X	X	
Respect for People	X	X	X
Value of Education	X	X	
Integrity	X	X	X
Excellence	X	X	
Fairness	X	X	X
Lifelong Learning	X	X	X
Affordability	X	X	X
Accountability	X (AQIP)	X (Outcomes Assessment)	X (Annual Report)

The college catalog lists the Mission and Values Statement with footnoted confirmation that: “Every program of study at Southwestern Illinois College has educational purposes and goals that reflect the institution’s mission. The college is dedicated to a continuous process of assessing and improving student learning.” The catalog also lists SWIC campuses and off-campus sites under the heading: “Many Locations – One Mission.” The college’s mission and values serve as core objectives to be met in the college’s annual Strategic Plan. As a result corresponding strategies, tactics and outcomes are mission and values based. There is an opportunity to better integrate institutional budget considerations into this process to more concisely tie spending to outcomes to allow for improved cost-benefit analysis.

5P2. Setting directions. *(Response addresses Core Component 1A, 2C AND 5C)* As detailed in Category Eight, the Strategic Plan is a proactive system that scans internal and external environments, and seeks to integrate leadership and community. A key element of the alignment is the use of administrative performance evaluation system that requires annual employee objectives that are keyed to the strategic and tactical plans. The 2009 System Appraisal Feedback Report positively acknowledged SWIC efforts (with an “SS” rating): “Alignment of the mission and values of the college to the strategic plan, tactical plans, annual employee reviews and other processes provide unified direction, employee commitment and a robust system of annual review.”

SWIC’s Board of Trustees is constituted as a division of local government and is comprised of elected representation from seven sub-districts of Community College District 522 (encompassing all or part of eight counties), which reinforces the independence both individually and collectively and enables them to make decisions in the best interest of the institution and the diverse communities it serves.

Primary evidence that the board’s deliberations reflect priorities to preserve and enhance the institution, while considering the interests of internal/external stakeholders, is how it has addressed institutional funding in challenging economic times since 2010. Despite an enrollment peak that year, the Environmental Scanning Committee Report accurately predicted a population decrease that would impact tuition income for the next several years. Simultaneously, the State of Illinois’ dire financial straits have dramatically reduced past and projected future funding for Illinois Community Colleges; and local tax levies, particularly in a down economy, are always challenging to balance in the overall funding mix.

To achieve a delicate funding balance in the best interest of students, taxpayers and employees, the board has worked closely with college administrators to: ensure SWIC tuition remained within the mean when compared to its peer group and among the 48 community colleges in the Illinois system. SWIC significantly curtailed spending without compromising instructional quality, resulting in \$14.1 million in savings without a single layoff since 2010. Adding those savings to the institutional fund balance, money that will be put to use in light of confirmed state-funding cutbacks through 2016, and to help fund universal healthcare costs for part-time employees. Finally, new board policies were approved to capture new revenue streams, including facilities rental, college-website/other advertising, and licensing and merchandising income.

Board policy that applies to trustees and administrators ensures both groups’ independence from undue influence on the part of college donors (the SWIC Foundation is a separate 501-C3 entity), elected officials, ownership interests or other external parties. Every senior administrator and faculty member is also required to annually file a statement of economic interests report with the St. Clair County Clerk. Similarly, the college board does not exert undue influence on the administration’s daily management of the institution. One obvious example would be that the vice president for instruction, faculty and his deans clearly oversee academic affairs.

5P3. Needs and expectations of students and key stakeholder groups. *(Response addresses Core Component 1B)* Several key methods exist for compiling student learning and stakeholder needs, which are then incorporated into the plans and operations of the college. Many are documented in Category Nine. SWIC students have a voice in key decision making processes through student representation on the Board of Trustees; curriculum/disciplinary committees; routine student-leadership group meetings with senior administrative assistance/representation when needed; and student evaluations of instructors and service. The college also administers the following student surveys: Academic Quality Institute’s Strategic Improvement Survey (SIS), follow-up focus groups; Community College Survey of

Student Engagement; and the ICCB Graduate Follow-Up Survey. SWIC meets stakeholder needs/expectations through: academic and support services, the ICCB program review; instructional program advisory groups; market assessment reports; faculty surveys; advisory groups for counseling/career/minority services, Programs and Services for Older Persons; and a newly formed technology committee to address student needs. Communication with current/prospective students and external stakeholders was adopted as an AQIP Action Project in the fall of 2012 with data-driven enhancement recommendations to be submitted within 18-24 months of the committee's formation. Corresponding research will specifically engage current/prospective student and stakeholder groups.

5P4. Seeking future opportunities and building and sustaining a learning environment. The 2009 System Appraisal Feedback Report positively acknowledged SWIC efforts (with an "SS" rating): "The college incorporates environmental scanning for institutional learning about perceived and recognized needs for change within a learner-centered framework." The SWIC Environmental Scanning Committee includes representation from academics, enrollment services, college activities, community services, human resources, institutional research, and public information and marketing. The ESC provides a centrally managed mechanism to observe and report opportunities and innovations for consideration by the institution. Specifically, the ESC authors an annual report that is widely disseminated in the college, and formally presented to the college board approved action items are assigned to the appropriate college agent/body for further investigation and possible implementation. It is the role of each SWIC operating division to identify timely and pertinent strengths, weaknesses, opportunities and threats, and to forward same to the ESC for review, dialogue and possible report inclusion.

It is also a goal of the college's many advisory functions to routinely identify opportunities to enhance student learning (see Category One). For example, the college employs architectural firms which regularly update the Master Site Plan based on the ESC and other reports/data, for which college community and public input is sought during significant revisions such as the recent (2012-13) 78,000-square-foot expansion of the Liberal Arts Complex. As a result of such collaborative planning/dialogue, learning environment enhancements in the new facility included organizational relocation of the SWIC testing and (student) success centers; and facility-wide LEED-green construction to perpetually save on energy costs and reinforce the institutions commitment to sustainability as a regional education center member of the Illinois Green Economy Network of community colleges.

5P5. Making decisions. *(Response addresses Core Component 5B)* The 2009 System Appraisal Feedback Report graded SWIC decision making efforts as both a strength ("SS") and an opportunity ("O"): "(While) Campus inclusion helps to build commitment to decisions and plans for the future" ... "the decision making process seems to be based upon a decentralized process linked to e-mail, surveys, and ad hoc committees." Given that opportunity, the college spent the next several years centralizing all of its institutional operations so as to help ensure sound decision making starting with respective divisional/departmental consensus. Once consensus is reached, respective deans/directors convey those recommendations to their vice president to be reviewed by the president's staff. Besides surveys, AQIP Action Project teams also continue to play a key role in institutional decision making; once action plan recommendations are endorsed by the SPC and the board, administration is charged with implementation.

Once institutional consensus is reached, those recommendations are presented for review at monthly board of trustees subcommittee meetings. Those sub-committees include Planning and Policy; Facilities and Finance; and Personnel, Programs and Services. These public monthly meetings include trustees, senior administrators and any involved decision-making-process parties, including faculty, staff, students and/or community stakeholders. These meetings typically feature hundreds of pages of support

documentation, including monthly financial/academic reports, to ensure board members remain current and knowledgeable about the institution. Because monthly sub-committee meetings are held ten days prior to the board's regular monthly meeting, that time frame allows for further consideration in the decision making process before a final board vote is taken on any/all decisions.

5P6. Using information and results. *(Response addresses Core Component 5C)* The institution has long engaged in systematic and regular planning. The college planning system has received consistent comment as being robust and effective. Key data elements are routinely monitored and addressed by the president and her staff in weekly meetings. Vice presidents accept specific issues for action and follow-up discussion. As necessary, working groups are developed, or issues are referred to standing committees. Examples of monitored items at this level are indicated in Figure 5.2.

Figure 5.2

<ul style="list-style-type: none"> ▪ Enrollment levels, by campus 	<ul style="list-style-type: none"> ▪ Contingency issues and problems
<ul style="list-style-type: none"> ▪ Relative comparison of tuition and fee structure to Illinois peers 	<ul style="list-style-type: none"> ▪ Requested actions by board, staff or directly from community
<ul style="list-style-type: none"> ▪ Cleary Act and other pertinent Public Safety data are routinely reviewed 	<ul style="list-style-type: none"> ▪ Social networking, web environment, peer-institution and competitive IT data
<ul style="list-style-type: none"> ▪ Stability of revenue and expense projections and progress 	<ul style="list-style-type: none"> ▪ Relative comparison of taxing structures and rates to Illinois peers
<ul style="list-style-type: none"> ▪ Data from active reports, including satisfaction, enrollment, personnel data, etc. 	<ul style="list-style-type: none"> ▪ SWIC, peer-institution and privatized-competitor marketing activities and results
<ul style="list-style-type: none"> ▪ Strategic and tactical planning documents such as: AQIP action project reports, annual results reports, Environmental Scanning reports 	

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

Figure 5.3 demonstrates that representation occurs throughout the organization via interactive methods. The college's e-mail system is open to use by all faculty and staff. Instructors and administrators communicate with students and the public through electronic chat capabilities. SWIC has also added social networking capabilities including institutional and departmental Facebook and institutional Twitter presence. Those channels are monitored with timely responses posted daily. Emergency communication is also delivered immediately via e2campus messaging sent to users' preferred electronic device.

Figure 5.3

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 Staff Meetings/personal/I Community Groups/personal/I	Board, faculty, staff, students, public Board, faculty, staff, students, public Staff
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/Internet/FB	Same	Faculty, staff, students, public Same Same Faculty, staff, students, public Students Faculty, staff, students, public Faculty, staff, students, public
Info-share	Same	
Accessibility	Same	
Insider Chat	Curriculum, Information	
Catalog	Key information and procedures	
Student Handbook	Information, announcements	
Electronic Signs	Information, announcements	
Newsletters		Faculty, staff, students, public
Legend: Methodology: Instrument used Mode: How is the instrument delivered? "I" Indicates direct interaction with participants		

While the 2009 System Appraisal Feedback Report acknowledged multi-level communication occurs through various avenues that serve to connect and inform the campus and its stakeholders, a subsequent institutional survey and AQIP College Discussion Day revealed an opportunity investigate

communication methodologies to “enhance a culture of awareness, trust and support.” To that end, an AQIP Action Project on employee, current/prospective student and stakeholder communication is being pursued with a report to the college community targeted for spring 2014.

5P8. Communicating institutional expectations. *(Response addresses Core Component 1B)* Mission and Values Statement is publicly available as are all planning documents and key publications including the president’s monthly report for the public record, catalog, website and individual documents. This statement is also displayed on posters and facilities signage, and routinely used in marketing communications materials. The mission statement promotes the dignity and worth of all people, lifelong learning, individual growth, excellence, and partnerships with students and community. Since there is a direct link between mission and values, the Strategic Plan, and the Tactical Plan – faculty and staff are always engaged in initiatives, action plans, and other improvements whose antecedents are clearly understood and accepted. Community participation is a board objective as listed in the college’s Strategic Plan. Community service is also a consideration in the evaluation of certain administrators, faculty, and staff, with each group routinely well represented in community, state, and national organizations.

In a broader fashion, the needs and expectations of students and stakeholder groups are articulated in the college’s Mission and Values Statement, which is shared publicly: on the college website; in the college catalog; in classroom and hallway signage; in student (and employee) orientations. Mission and Values serve as core objectives to be met in the college’s annual strategic (business) plan. As a result the strategic plan is kept current and resulting strategies, tactics and outcomes: explain the emphasis on various aspects of the college mission; and identify the nature, scope and intended constituents of college programs and services.

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

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

The institution’s outcomes assessment and faculty development programs are faculty driven. As such, faculty members have the opportunity to participate in numerous institutional leadership roles. Part-time staff and faculty help students develop leadership qualities via paid-sponsorship roles as mentors for clubs and organizations, athletic staff, and committees. SWIC AQIP Action Projects – each of which requires collaboration between faculty, staff, and administrators – are a means by which the college enhances the capabilities of employees throughout the institution. Historically, one project dealt specifically with employee development and orientation. A second addressed full-time/part-time issues and opportunities. A third considered the development and information needs for staff engaged in academic advisement. Subsequent and current AQIP initiatives involving a direct collaboration between faculty, staff, and administrators provide additional opportunities for the development of leadership skills among the participants.

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

5P10. Ensuring leadership succession for mission, vision, values, and commitment to high performance. (*Response addresses Core Component 5B*) While the 2009 System Appraisal Feedback Report suggested “a succession plan for a few key leadership positions could help to ensure high performance in times of transition of key individuals,” Illinois public postsecondary institutions face a unique challenge tied to the State University Retirement System (SURS). A SURS 6 Percent rule essentially limits yearly salary increments for employee advancement. SWIC has dutifully crafted recently renewed memorandums of understanding and employment contracts to cap incumbent employee raises, including those involving promotions, at 6 percent allowing for reasonable exceptions to those MOUs/contracts on a case-by-case basis. Regrettably the state rule has limited the incentives for promotion within the college.

That SURS encumbrance notwithstanding, the Board of Trustees has committed the institution to a policy of publicly seeking the most qualified candidates for open positions. The institution continues to seek a blend of internal promotions to provide for continuity and upward mobility along with external hires to provide the college with new perspectives and fresh approaches. Over the last decade approximately 50% of all position vacancies have been filled through internal promotions and half of the positions have been filled through external hires.

SWIC does understand and appreciate the preparation of faculty and staff for new and more challenging responsibilities. There is a wide array of professional development activities in place including attendance at professional conferences, tuition reimbursement for advanced degrees and in-house management development opportunities. The internal training opportunities always incorporate the institution’s mission and values. SWIC’s objective is to prepare existing faculty and staff to be in a strong position to be considered as competitive and competent candidates for open positions. As mentioned herein, faculty/staff engagement in AQIP Action Projects has proven to be a viable means of leadership training and identification. In the fall of 2012 SWIC launched a business documentation project to capture all institutional, divisional and departmental processes and procedures in a single Info-Share repository for cross-training and emergency access purposes.

5R1. Performance measures of Leading and Communicating. For the past decade, the college has been a model institution participant in the Higher Learning Commission’s Academic Quality Improvement Program (AQIP). In that time the college has convene two College Discussion Days, with topics identified by college-wide surveys. The 2011 college-wide discussion day identified three areas for improvement including communication. Subsequently, an AQIP Action Committee was convened to assess the effectiveness of our communication with all employee groups, students, prospective students and other external stakeholders. A work in progress, with 14 months allocated to complete the assessment, special consideration is being given to methods of communication, timeliness, accessibility to information, organization and centralization of information, and top-down/bottom-up communication.

5R2. Results for leading and communicating. The SIS assessment from the Academic Quality Institute shared the following outcomes:

- 763 SWIC employees took part in the survey; 387 part-time, 376 full-time; 45% faculty, 29% professional/administrative; 26% hourly.
- Survey scores clearly indicate that survey participants consider all 10 institutional areas and practices that were measured (e.g., Mission, Leadership) to be “very effective” and “effective” with a mean/average of 2.57 on a 5 point scale.
- None of the 10 areas assessed had average scores below 2.93; however within a couple of those areas there are indicators (means) in the 3-range, which translates as “somewhat effective.” These practices should be considered for improvement.
- “Mission” item mean scores included:
 - Keeping institutional vision/mission statements up-to-date = 2.32
 - Communicating a consistent set of ethical values = 2.6
 - Establishing a distinctive institutional identity = 2.31
 - Identifying stakeholder groups vital to the institution = 2.75
 - Supporting scholarship, research and creative activity = 2.51
- “Leadership” item mean scores included:
 - Communicating key institutional goals/directions = 2.67
 - Communicating policy/procedure changes throughout the institution = 2.66
 - Obtaining input before making decisions = 3.40
 - Creating buy-in for institutional changes = 3.43
 - Developing strategic plans for the institution = 2.68
 - Monitoring progress in implementing plans = 2.79
 - Ensuring open communication among administrators/faculty/staff = 3.30
- Other category mean scores suggesting Leadership/Communication improvement opportunities included:
 - Learning to improve from complaints = 3.17
 - Recognizing and rewarding employees = 3.13

5R3. Result comparisons. The college continues to find it very challenging to effectively compare its results in this Category with those of peer institutions. There is promise that successive administrations of the Academic Quality Institute’s SIS (results seen in 5R2) will produce a norm of other institutions to which the local results can be compared—but this is clearly in the future. The NCCBP was examined for comparables, but the applicability of this data is inappropriate at this time. At present, the institution is unable to document how its results may compare to those of similar institutions or organizations and it welcomes feedback on creative approaches on that may improve its reporting in this area.

5I1. Recent Improvements—As shared in the 5P5 response, since 2008 the college has centralized its institutional operations so as to help ensure sound and collaborative decision making. Once consensus about a particular decision is achieved at the originating group level, respective deans/directors convey those recommendations to their vice president to be reviewed by the president’s staff. Proposed

presidential/staff modifications are then shared with respective centralized base groups for them to address, typically in person in a subsequent staff meeting where an institutional consensus is perfected.

In 2011 the college reprised its College Discussion Day, preceded by an institutional survey to help fine-tune the discussion day agenda. Resulting AQIP Action Projects include: “Improving Institutional Processes to Achieve Enhanced Student Retention”; “Infrastructure” to improve the ability of various departments to centralize data, minimize redundancy and enhance access; and “Communication” to assess the effectiveness of institutional communication with all employee groups, current/prospective students and other external stakeholders.

Ongoing engagement tools/processes include the CCSSE, and its supplemental faculty survey, which have components to investigate communication and engagement; AQIP committee surveys of college faculty, administrators, staff, and prospective/current students; enrollment-line and targeted classroom.

512. Selecting processes to improve and setting targets for improved results – As reported in 2009, existing feedback mechanisms and enhanced via subsequent organizational and business-process centralization, helps assure an information flow that identify processes that needing improvement. Most such identifications occur and are resolved at the departmental or functional level. Higher-value needs are handled at a divisional level and truly critical system improvements are engaged by the president’s staff. Systems improvements and re-engineering typically include the establishment of performance measures to ascertain the effectiveness of the system. Three in-progress examples include: a Print Management Efficiency project to reduce individual printer use in favor of multi-function copiers and print shop service; a Business Continuity and Emergency Management project; and an upgrade of the college website and intranet based on student-user data.

CATEGORY SIX – SUPPORTING ORGANIZATIONAL OPERATIONS

Key student and administrative support processes support the Mission and Values of SWIC by providing affordable and accessible education opportunities to all students and members of the community. The maturity level for processes in this category are aligned and relate to the Board’s Strategic Goal A: 4, “Create processes that identify student and community needs and goals”. The Tactical Plan which is reviewed and updated annually guides implementation at the department level. Department leaders align the Tactical Plan with input from multiple sources to determine department and individual performance objectives.

Student support and administrative goals are established to support the college’s three major focuses: instruction, student services and operations. Significant improvements in services, equipment and facilities have been made in all three areas.

A full range of services are offered to meet student and other stakeholders needs to include:

- full-time counselors at each campus
- success centers
- multiple registration and payment options
- financial aid services
- full-service libraries at each campus
- online and in-person orientation programs
- services for students with disabilities
- diversity programming

As part of the master site plan, facilities are not only designed to enhance student success and learning, but also administrative services. Closely located student and administrative support programs provide better services to students. During the construction of a new addition to the college’s liberal arts complex, design concepts to enhance physical safety were used. Physical safety standards such as new lighting landscape design/layout, standards, access control, classrooms communications and key control have been established.

6P1/6P2. Identify support needs of students and other key stakeholder groups. In September 2011, a College Discussion Day was held to identify college-wide issues affecting students, staff and other stakeholders, to identify needs and offer provocative solutions for those needs. The categories of discussion are listed below.

- | | | |
|--|--|--|
| ▪ High Quality Interaction and Standards | ▪ Programs Current and Cutting Edge | ▪ Responsive and Individual Student Needs |
| ▪ Varied Outreach | ▪ Learning Assistance | ▪ Positive Community Image |
| ▪ Customer Service Orientation | ▪ Affordable Education | ▪ Outcomes Assessment |
| ▪ Faculty Development | ▪ Enhanced Staffing | ▪ Great Technology Support |
| ▪ Community Involvement | ▪ Collegiality | ▪ Campus Environment |
| ▪ Careful Stewardship of Resources | ▪ Collaborative and Open Communication | ▪ Guidance and Support for Navigating College Life |

To identify needs for supporting organizational operations, the college uses traditional methods including point-of-service communications, surveys and evaluations, departmental and college-wide committees, the tactical planning process, elements of the AQIP process, and the Program Review

process. Entering students are given the opportunity to identify areas of interest during Mission Success. Faculty and staff network with other professionals through membership in organizations, conference attendance, and participation in list serves to be better aware of changing needs. In addition, they utilize a variety of professional and trade journals that provide information and perspective on stakeholder needs.

The Physical Plant provides in-house staff and equipment in support of the operations of institutional activities and services to students, faculty, staff and administrators by the MicroMain Work-Order System, and personal communication with requesters. Similarly, both the Information Technology (IT) Department and Media Services provide technical support through the use of the Help Desk, e-mail or personal contact. Professional and technical publications, e-zines and webinars are also utilized for researching and identifying trends and expectations for services in higher education.

6P3. Designing, maintaining, and communicating support processes that contribute to physical safety and security. In collaboration with the administration and the Department of Public Safety (DPS), the Physical Plant department's mission is to "offer our students, faculty, staff and visitors a safe and aesthetically pleasing campus that assures occupants of a physical environment conducive to a high quality standard of teaching and learning".

The DPS mission is to maintain "safe and secure campus environments" and "to uphold the dignity of all people and develop partnerships with students, faculty, and staff within the college community." Utilizing a community policing philosophy, the department attempts to involve employees and students in campus security programs. The concept is operationalized by interacting with the students on a daily basis and conducting specialized briefing/awareness sessions with departments. College employees, faculty, staff, and students are apprised of criminal activity and/or safety measures through the publication of the Annual Campus Security Report, Daily Crime Log, Timely Warnings, Emergency Notification System (text and e-mail), Be-On-the-Look-Out (BOLO), Public Awareness announcements and educational programs. In addition, DPS staff provides information to new employees through presentations delivered during the new employee orientation program.

The design, maintenance, and communication of physical safety and security programs (Figure 6.1) is coordinated through the DPS and Physical Plant in collaboration with numerous SWIC departments and local agencies. The college, in collaboration with the architect, has also promoted and implemented security and safety initiatives within the college master site planning process. Recent projects incorporate crime prevention through environment design concepts in renovations, new construction, and landscaping. Design improvements include new standards for lighting, landscape design/layout, classroom and office access control systems and hardware, and infrastructure for closed circuit television systems. New physical security measures include access control, emergency call-boxes, classrooms communications, and key control.

Figure 6.1

MEASURES TO DETER, PREVENT, RESPOND, MITIGATE, AND RECOVER TO/FROM VIOLENCE TO A STUDENT, EMPLOYEE OR VISITOR.		DESIGN, INSTALLATION, AND MAINTENANCE OF ENVIRONMENTAL AND PHYSICAL SECURITY SYSTEMS TO PROTECT PERSONNEL, PROPERTY, AND MATERIALS.
DESIGN	Threat /analysis Monthly/annual crime analysis Annual Cleary Act report-campus security report Campus violence prevention plan (CVPP) All-hazard campus emergency operations plan (CEOP) Illinois compiled statutes/student conduct Code Needs analysis from DPS Customer Surveys MOUs with local and state law enforcement Safety Programs –CPR/AED Program Campus Behavioral Intervention/Threat Assessment Team (CBITAT) Emergency notification system Title IX Implementation Safe Haven Program Implementation Hazard Communication (HAZCOM)	Threat assessment/analysis Crime prevention through environmental design (CPTED) Security lighting Access control Key control Classroom hardware upgrade Camera systems Security/police escorts Fire alarm systems Security and Public address systems Public safety staffing-officers Traffic/Pedestrian Management Building automation systems Comprehensive Facility Design
PHYSICAL SAFETY		PHYSICAL SECURITY
MAINTAIN	Review of crime analysis Patrol operations/ facility checks Illinois compiled statutes/student conduct code enforcement Community policing initiatives Strategic/Tactical Plan review/goals–dept. and CHOICE team Monitor sex offender registration program CEOP monthly meetings/annual exercises Community policing initiatives CVPP and student discipline committees Enforcement of court ordered orders of protection Issuance of Persona non Gratis Implemented mandated Child Abuse Reporting Program Civil Commitment Letters CBITAT Software Program/Feedback/Input Certified Crisis Intervention (CIT) Officers	Facility performance inspections-Physical Plant Monthly fire extinguisher inspections Annual fire alarm inspections Annual elevator/conveyance testing and inspections Lighting Discrepancy Reporting to Physical Plant Safety violation notices Door hardware standards with college architect Strategic/Tactical Plan Review/Goals Maintenance/Service Agreements/Contracts CHOICE Team (Strategic Planning) Campus violence prevention plan and committee CBITAT feedback/input Annual Exercises and After-Action Reporting Membership on the FBI Cyber Task Force/Major Case Squad
PHYSICAL SAFETY		PHYSICAL SECURITY
COMMUNICATE	Awareness Sessions/employee/student/freshman seminars Daily Crime Log Security alert/warning bulletins Sexual assault/Title IX awareness education e2campus (Emergency Notification System) Communication plan CEOP Staff meetings Court issued orders of protection Issuance of Persona Non Gratis Local law enforcement/student discipline Committees Bi-Annual Report Specialized Training for Dispatchers and Officers – Active Shooter Physical Plant construction notices/e-mail	Employee orientations Faculty orientation DPS awareness sessions e2campus (Emergency Notification System) Maintenance/service agreements/contracts Physical Plant work orders Building automation system – alarm monitoring

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

General college operations are addressed in the Board of Trustees Policies and Procedures Manual. Operations are administered by the vice presidents, deans, directors, department heads, and coordinators. Training is offered on office and departmental procedures by immediate supervisors, with most divisions having procedures manuals that address day-to-day operations and processes. Each division has staff meetings to discuss progress, issues, and challenges and items of concern are channeled through vice presidents for action.

Since the college placed an emphasis on tactical planning to achieve its Strategic Plan, there is increased recognition of the need for inter-division collaboration and shared responsibility for key outcomes. This leads to greater knowledge-sharing and cooperation between student and administrative support departments.

Several committees meet regularly to discuss and strategize on student services and business processes. In addition, the functional area teams meet on a regular basis to communicate statuses, review issues and recommend task prioritization for items specific to the individual functional areas. The Operational Leadership Committee was created in FY09 as a monthly forum to discuss operational issues and projects of high impact and/or high organizational complexity from an overarching institutional perspective. Membership consists of vice presidents, CIO, team leads and representatives from functional areas including subject matter experts, IT Development and Marketing. Membership adjusts based on agenda topics.

The Physical Plant utilizes an on-line work order system to address daily maintenance and custodial needs, as well as student and institutional activities. In 2011 and 2012, the Physical Plant upgraded the characteristics of the primary Building Automation Systems (BAS) to include alarming of critical heating and cooling equipment; implemented the review process of the Evening Supervisor's Reports; and, requested review and access to daily Department of Public Safety Automated Records Management System reports in order to readily address maintenance and reporting issues.

6P5. Documenting support processes to encourage knowledge sharing, innovation and empowerment. In fall 2012 a college-wide business process documentation (BPD) project was completed. Departments from all the campuses were involved in identifying mission critical processes, documenting the workflows and storing the relevant data in the appropriate department site in InfoShare. The next phase of the project, Business Continuity and Emergency Management Planning, is just beginning. This project will involve departments across the college, communicating and defining emergency responses.

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

As part of the college's commitment to empower faculty, staff, students and research in the area of sustainability, the college, assisted with funding from the Department of Commerce and Economic

Opportunity (DCEO), hired a Director of Sustainability and established a new Sustainability Center adjacent to the library in the Information Sciences Building. The center offers real world examples of commodities and materials, along with periodicals and books that are available for checkout through the library. Collectively, the center and the resources it provides are intended to raise awareness of alternative energy sources, recycling and other eco-friendly best practices in the area of environmental stewardship.

The physical plant maintains its commitment to sustainable best practices by leveraging resources and upholding its mission to “reduce [District Wide] energy use, expenditures and environmental impact...while protecting the infrastructure of the built environment”. This is demonstrated through energy monitoring, recycling antiquated equipment, lighting and controls with modern, energy efficient replacements, and mandating Energy Star appliances, as well as maintaining a comprehensive recycling program for plastics, paper, cardboard and metals.

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

Figure 6.2

ADMINISTRATIVE SUPPORT PROCESSES	
KEY PROCESS	KEY MEASURES OF SUCCESS
BUSINESS OPERATIONS	
Accounting/Business Office Purchasing Payroll	Fiscal data and trend analysis Benchmark against peer institutions (Illinois Community College Board -ICCB) GFOA Certificate of Excellence in Financial Reporting Audit Report/management letter
INFORMATION TECHNOLOGY	
Network services Computer support services IT development IT security Database administration	Major system availability and usage statistics (IT portfolio reports, Category seven) IT Tactical Plan status report Measurement of web services
CAMPUS SUPPORT OPERATIONS	
Public information and marketing Facilities management Operations and Maintenance Construction Project Management Facilities-Master Planning Print shop/graphics media Mail/shipping/receiving services Public safety Human Resources	Marketing strategies Comparison of enrollment activity and marketing efforts Facilities Performance Inspections Feedback on comfort and aesthetics Space allocation and reassignment ratios Crime trend analysis (annual campus security report)

Figure 6.2

STUDENT SUPPORT PROCESSES	
KEY PROCESS	KEY MEASURES OF SUCCESS
Enrollment	
Admissions Orientation (new student, athletic) Registration/Records Financial aid Counseling/Advising Mission success Student receivables Personal Advocate Linking Services (PALS)	Enrollment levels Degree completion numbers Number of applicants who matriculate Financial aid history trends Loan default rates Counseling Center exit survey Tuition comparisons: area and peer institutions Tuition installment plan - enrollment and payment rates Online enrollment transactions
Academic Support	
Success centers, Occupational program tutoring Learning Assistance Centers for Excellence Distance learning Testing center Library Computer labs Disability and Access Center Minority transfer and multicultural student services center Student support services (TRIO program) Counseling center	Success Center usage rates, successful completion rates Project Success (Early Alert System) referrals and completion rates Support services usage rates Retention rates Exit surveys ICCB program review Graduation rates Transfer rates
Student Life	
Intercollegiate athletics and intramural recreation College and campus activities Performing and visual arts Multicultural activities Child care services	Athletic team success rates (athletic, academic, and personal) Club membership Student feedback Program participation Student and student organizations honors and recognition Parent satisfaction surveys
Career Services and Employment	
Career Activities and Employment Center Illinois Employment and Training Center (IETC)	Graduate follow-up survey results Service center usage rates Employers' recruitment activities Student surveys

6R2. Performance results for student support service processes. The college has partnered with the State of Illinois Treasurer’s Office E-Pay services to offer online payment functionality to our students since 2006. Online payments have steadily increased since the inception of the program in 2007. By 2012, online credit card payments have increased from 21% of all credit card payments to 52%.

New Student Orientation: In 2010, the new student orientation program was revised to better meet the needs of incoming students. Students now choose to participate in either a large conference style orientation in fall semester or online. Both versions provide a venue for new students to become familiar with campus policies and operations. In addition, students learn about college programs, faculty expectations, and other success-related information. In fall 2012, 315 students and 140 guests

attended the in-person orientation, an increase of 58% and 47% respectively over fall 2011. Results of student evaluations indicate that 89% of the students were more aware of college resources, 84% were satisfied with the orientation, and 96% enjoyed choosing sessions of interest to them. As a result of the increase in participation and the request to have an evening session, a second in-person orientation is planned for fall 2013. Participation in online orientation has grown significantly over the past 4 years, from 484 students in FY09 to 1,654 students in FY12, a 242% increase. Results indicate that 87% of participants are satisfied with the online orientation, and 89% are more aware of college resources.

A new initiative for the fall 2012 Orientation was the implementation of a specific track for our student veterans. The track allowed veterans to attend sessions directly related to transitioning and integrating into college life. It also featured a separate luncheon to allow student vets to connect to one another. Survey results were overwhelmingly positive, and indicated that the veteran specific orientation made each student feel much better prepared to enter college, and that they also felt less anxious about the transition.

Counseling Center: Individual student appointments in the Counseling Center average 19,590+ per year over the past four years. The number of COMPASS assessments completed in the Mission Success program (see 1P5) increased 2.7% from FY 2009 to FY12.

Success Centers supplement and enhance classroom instruction and help students to become confident and independent learners through several programs: tutoring Online Writing Lab (OWL), Project Success (early alert system), and academic workshops. Between FY08 and FY12, visits to the Success Centers increased 44% from 64,702 to 93,100. In FY12, there were over 30,000 visits for tutoring, on average 69% of students receiving tutoring successfully complete the tutored class with a C or above and 71% enrolled the next semester.

The Online Writing Lab (OWL) gives access to writing tutoring to students who are unable to visit one of the Success Centers. Since FY10 there have been 1,266 submissions to the OWL from 785 students for 843 courses. On average 90% of the students who submit papers to the OWL successfully complete the class with an A, B, C, or P and 82% are-- retained to the next semester.

Project Success is a computerized, web-based, early alert program, which allows faculty members to identify at-risk students for additional support. In FY11, Project Success was converted to the PeopleSoft platform; this change significantly increased faculty's access and interest in using the program. Referrals increased 23% in 2011. Currently there are 256 active Project Success faculty members, compared to 215 in FY10. Between fall 2009 and fall 2012, 5,363 students were referred to Project Success, 45% or 2,413 of the students received interventions. Forty percent (40%) of the students who participated in the program successfully completed the at-risk courses compared to 29% for non-participants. In addition, 68% of the participants were retained to the next semester compared to 56% of the non-participants.

The Disability and Access Center provided resources for Perkins special population students and accommodations for students with disabilities. The trend of increasing students with disabilities enrolling at SWIC continues. In FY12, 1,851 students were identified as having a disability compared to 849 in 2008. From FY09 – FY12, 6,048 ADA Accommodation Plans were developed identifying specific eligibility for accommodations to ensure equal access requirements in classrooms at all campuses and East St. Louis Community College Center (ESLCCC) with a total of 21,746 overall accommodations provided.

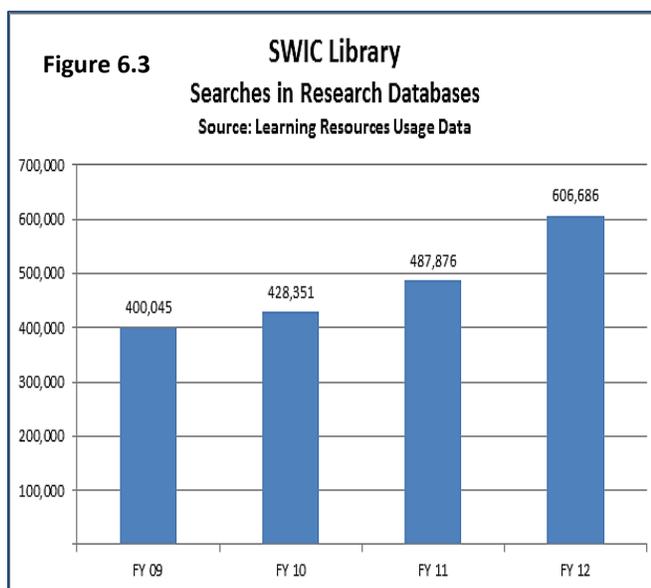
Student Support Services TRIO Program is located on the Sam Wolf Granite City Campus (SWGCC). Since its inception in 2001, 920 first generation, low-income, and/or students with disabilities have received additional academic support. As a result, over 80% of the students have remained in good standing, with an average retention rate over 60%.

Testing Centers: Computerized testing is up as a whole by 19% and a definite increase can be seen at the Belleville campus. This can be attributed to several factors, such as the increased number of courses utilizing Blackboard as its testing platform and more instructors requiring that their Blackboard course tests be taken in a proctored environment, the conversion from paper tests to a computerized version utilizing ParTest Online (PTOL) and the use of Internet-based testing such as the Arnett Pre-Nursing exam and MathXL taken at the Belleville campus. PearsonVUE and LaserGrade exams at the SWGCC also account for computerized testing. The transition to electronic testing has resulted in more efficient administration, less paper waste, immediate test results, additional time for in class instruction, and enhanced student feedback.

Data gathered from Testing Center activities is used to demonstrate performance as it relates to learning support. To accommodate student and faculty testing needs, services at all campuses continued to expand across the district. The Belleville Campus Testing Center proctored more than 8,000 tests in 2012. In addition, the Red Bud Campus Testing Center proctored 500 tests and SWGCC proctored more than 1,600 tests. The data shows a 60% increase over three years for district-wide testing activity which served more than 10,000 students completing both paper/pencil and computer-based tests.

Library: Performance results for SWIC libraries are calculated based upon operating hours, library visits, library computers, web page visits, database searches, instruction sessions, circulation, cards issued, book/audio/visual collections, database and e-book collection, journal subscriptions, media center use, interlibrary loan, computer prints, photocopies, and conference room use. Results for these services are collected monthly by library staff, analyzed, and published yearly in an annual report.

Examples of significant measures include searches in research databases (Figure 6.5) and numbers of library instruction presentations conducted. Results provide support for modifications and enhancements to existing services. For example, the very large number of searches in research databases demonstrates the profound change that electronic media has made in libraries. These data, also suggest an increased need for library personnel to provide presentations on current technologies in library instruction areas.



Student Life and A Student Centered Environment: Since 2009, college reorganization consolidated the district wide efforts of college activities programs under one director. This reorganization has allowed for a dramatic increase in shared resources, which in turn has increased the number of programs and services that are offered. As a result, each campus has seen an increase in programs and services. At the Belleville campus, an expanded Cyber Lounge was opened in 2009. The number of stations available increased from 12 to 39. During peak hours (9 a.m. – 2 p.m.) the stations have a 97% use rate.

The Red Bud campus installed a new four station Cyber lounge in the fall of 2012, and renovated the student commons area to include more welcoming furniture, video games, and televisions. The room also has two open computer stations, a pool table, and vending. The SWGCC dedicated a classroom space for renovation into a dedicated College Activities office for students and staff to work and develop programs and events.

The ESLCCC has a staff member dedicated at 20% of their time to concentrate on College Activities engagement programs. As a result, three new student organizations were formed, and a full schedule of events planned and presented. Overall, since 2009, there has been a 25% increase in the number of active student organizations district-wide.

The Career Center provides career development services to students and community members. The Career Center held six job fairs, hosting 200 employers and 1,400 job seekers during fiscal year 2012. In addition, the Career Center partnered with community agencies to co-sponsor a Jobs Plus Job Fair which was attended by 52 employers and 1,600 job seekers. Seventeen employers were also on campus for individual recruitments speaking to 219 students. The Career Center works very closely with the Instructional Division, 22 classroom workshops were integrated into the curriculum, and workshops provided assistance for 1,803 students with portfolio preparation and job search training. The Career Center also served 988 students in the Career Development Lab which provided assistance to help them achieve their employment goals. The Career Center partnered with local CTE partnerships and Regional Offices of Education to provide three Career Days which served 168 secondary students and 1,003 elementary students. The Career Center regularly updated the department website which received 35,830 visits during FY12. The PC Recruiter job matching website was also regularly updated. Records show that 11,928 jobs were posted. In addition, the PC Recruiter website received 13,898 visits.

Figure 6.4

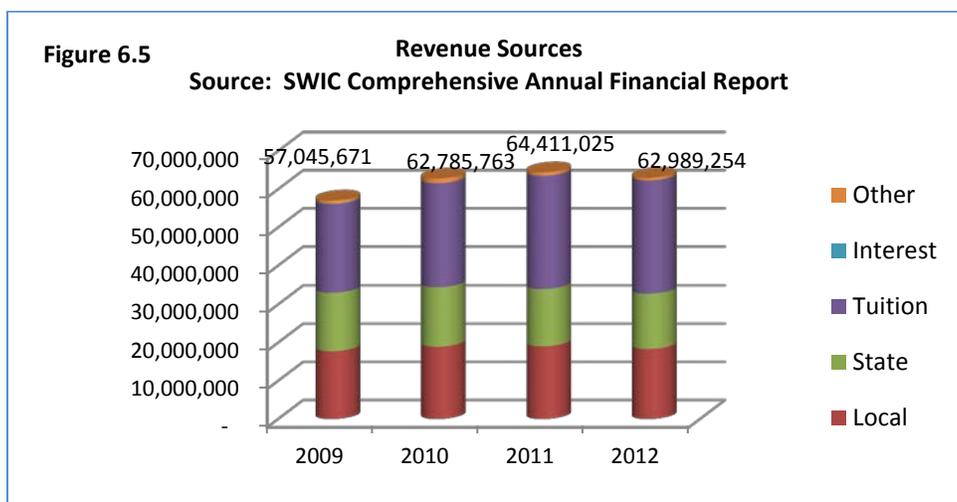
GRADUATE PLACEMENT RATE		
	SWIC	ICCB COLLEGE AVERAGE
FY 2007	87.5%	78.2 %
FY 2008	77.0%	80.9%
FY 2009	81.6%	75.3%

Graduate employment rates continue to be comparable to or exceed those of other community colleges and demonstrate outcomes related to SWIC's institutional goal of 75%. The Graduate Placement Rate Chart (Figure 6.4) provides data relating to SWIC's placement rates in comparison to that of other Illinois community colleges.

Kids' Club provides quality, affordable care which contributes to initial student enrollment and retention. In 2010, Kids' Club was awarded national accreditation through the Association for Early Learning Leaders National Accreditation Commission (NAC). In 2012, the center enrolled 248 children, which represents service to 160 students, faculty or staff that enrolled in over 1,226 credit hours. Greater than 34% of the parents received financial assistance from Pell grant, Veterans assistance and Children's Home and Aid Society.

6R3. Performance Results for Administrative Support Service Processes. The college has experienced moderate annual revenue increases from 2005 – 2011. Revenues decreased in 2012 due to state funding reductions, flat Equalized Assessed Valuations (EAV) and slightly declining credit hours. Even during these tough economic times, the faculty and staff have made a concerted effort to reduce spending and conserve resources, with operating expenses reflecting slight declines since 2009. 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 Aa2 to the college’s last bond issuance.

Revenues: Tuition and fees increased during the past five years, but still remain one of the lowest in the state. The college has experienced a loss in state grants and reimbursements during the previous five-year period. Local property tax revenue decreased in 2011 and 2012 due to declining EAV’s. These declining revenues have been offset with annual increases in tuition and fees revenue and other sources, such as federal grants. Figure 6.5 reported revenues for the Education, and Operations and Maintenance Funds increased over the past four years.



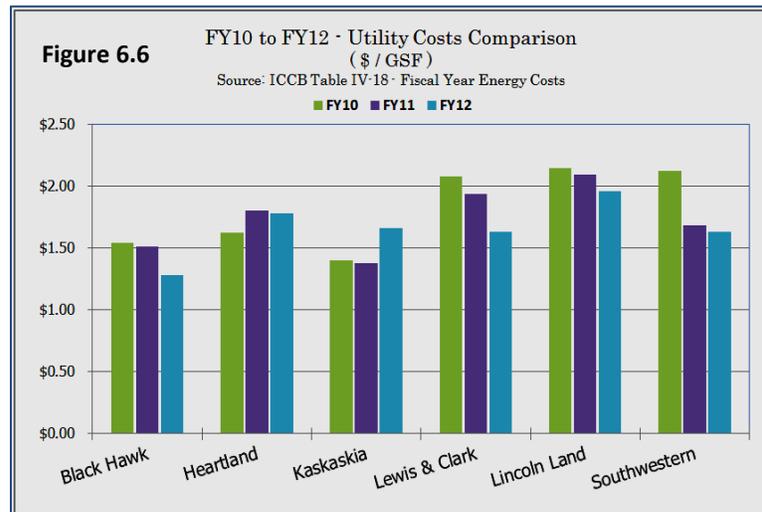
Significant time has been spent on the development of accurate and timely financial audits. Since 2004, the college has completed a Comprehensive Annual Financial Report, which provides historical data regarding financial indicators of viability. SWIC has received the Government Financial Office Association’s Certificate of Excellence in Financial Reporting Award for fiscal years ended June 30, 2004-2011, and anticipates winning the award again for fiscal year ended June 30, 2012.

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

Internet bandwidth has been increased which provides a great benefit to staff and student. In cooperation with ClearWave and the Illinois Century Network, a process has been developed that automatically transitions the college’s internet connection from one provider to another in the event of a system failure thereby avoiding inaccessibility to the network.

Utility Expense: From 2010 to 2012, the college ranked highly in the area of reducing energy costs per gross square foot when compared to similar peer institutions. A number of factors contribute to the reductions in energy costs and energy use. Deregulation has allowed the institution to seek competitive bids for the best pricing in both the power and natural gas markets. In 2010, the Physical Plant accepted district-wide responsibility and eliminated the overnight shift for custodial services and implemented a building setback schedule. From 2010 to date, the Physical Plant has replaced over 3,200 fluorescent bulbs utilizing energy efficient bulbs and electronic ballasts; replaced the Main heating loop motors and pumps with energy efficient, vertical models, and replaced the Main Complex industrial style boilers with compact, package boilers. Overall this has contributed to significant reductions in electrical and natural gas costs.

Sustainability: The college has an active recycling committee and a President's Sustainability Leadership Team. Both groups review sustainability efforts and determine how to enhance initiatives.



The college started a district-wide recycling program in 1994 that included paper, plastic bottles, aluminum cans and cardboard. Since then the Physical Plant has implemented various changes in the program to include single-stream recycling at the SWGCC, reconstituting asphalt materials during parking lot and road improvements, delivery of refuse steel from construction projects to local steel recycling companies, and most recently, the installation of baler to consolidate cardboard waste. Overall, the district-wide recycling efforts have resulted in a decrease in solid waste (landfill) disposal and an increase in materials that are recycled, repurposed or reused.

Additional sustainable initiatives by the Physical Plant include: purchasing electric carts for the maintenance staff – thereby reducing greenhouse gas emissions and saving over \$2,000 in fuel and maintenance costs; installation of water-bottle refill stations in the district to provide faculty, staff and students needed hydration alternatives and reducing plastic bottle waste; outfitting sprinkler controls with rain sensors to reduce water usage and unneeded irrigation cycles; and implementing Green Cleaning practices to reduce toxins and volatile organic compounds (VOC). Additionally, Public Safety purchased an electric cart for patrol operations thereby reducing greenhouse gas emissions and saving over \$500 in fuel and maintenance costs.

Records Management: InfoPath / Electronic Transcripts

In July of 2009 the college implemented the Academic Advising PeopleSoft module which allows students and staff to run 'what if' advising reports for programs and plans that the student may wish to pursue. Students and staff can also run advisement reports on the student's primary program and plan to determine what degree requirements are missing to complete their degree. Students are able to run both of the above reports through their student center in eSTORM.

Starting in 2010, the college began receiving transcripts for the Army, Coast Guard, Marines and Navy branches of the military through Joint Services Transcripts. In late 2010, the college began receiving college transcripts electronically through ScriptSafe.

The Enrollment Services office has implemented electronic departmental/counseling waivers, unit load waivers, and program plan declaration forms through InfoPath. The implementation of electronic forms eliminates many of the barriers students encounter when trying to enroll online through their eSTORM student center. This implementation will lead to an increase in the number of successful online transactions.

The electronic departmental/counseling waivers, unit load waivers, program plan declaration forms, transcripts from Joint Services Transcripts, college transcripts from ScriptSafe, and degree progress reports generated by evaluators are all imported into the college's web-based document imaging system which provides information sharing within and across departments district-wide.

Public Safety: In January 2009, the college implemented e2campus, an emergency notification system. This text and email messaging system is used to notify employees and students of immediate threats to the campus and of college closures due to weather. In the first month of its implementation, there were 1,931 users and as of April 1, 2013, there were 4,386 users, which represent a 44% increase from the start up.

6R4. Key strategies for using information and results to improve services. Each department uses point-of-service information (verbal and written evaluation data) on a daily basis to improve services. All support areas are also reviewed on an annual basis through benchmarking against peer institutions, annual budget development and analysis, and the ICCB Program Review process. Benchmarked data are analyzed for institutional strengths and weaknesses which are then addressed in the strategic planning process and in the development of the tactical plan. Budget analysis and development is an outcome of the Strategic Plan. Strengths and areas needing improvement are identified during the Program Review process. Once needs are identified at the departmental level, items of concern and/or that appear with greater frequency are channeled through appropriate vice presidents and addressed with consideration being given to budget constraints.

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

Tuition and Fees: SWIC's tuition ranks as one of the lower of the 39 Illinois community colleges (lowest 40%) while enrollment is the tenth highest (top 25%). The average Illinois in-district tuition and fees for spring 2013 is \$107.89. SWIC's tuition and fees rate are \$104.

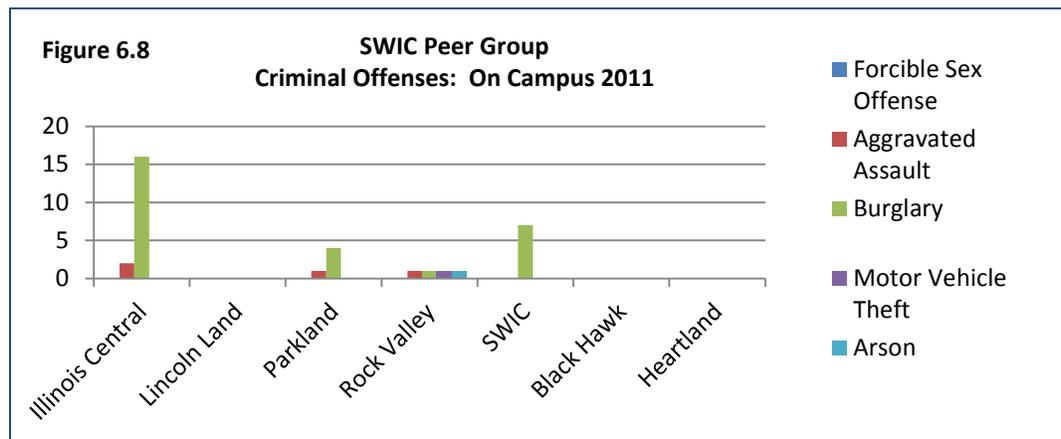
Figure 6.7

COMPARISON OF SWIC FINANCIAL AID WITH ILLINOIS COMMUNITY COLLEGES WITH SIMILAR ENROLLMENTS OR IN THE SAME GEOGRAPHICAL AREA					
Institution	SWIC	Joliet Junior College	Illinois Central College	Lewis and Clark	Kaskaskia College
Fall 2011 Enrollment	12279	15322	12283	8451	5286
Part time	58.7%	58.2%	61.5%	68.5%	60.3%
Full time	42.3%	41.8%	38.5%	31.5%	39.7%
Receiving Aid	87%	33%	48%	42%	41%
Pell	\$17,834,241	\$10,212,488	\$18,083,079	\$8,306,851	\$6,241,672
Receiving Pell	46%	24%	35%	33%	32%
Receiving Loans	21%	10%	20%	10%	10
Average Loan	\$2,397	\$3,143	\$3,613	\$2,916	\$4,004
Loans Awarded	\$6,650,415	\$4,799,778	\$9,429,429	\$2,376,266	\$2,082,184

Source: National Center for Education Statistics (NCES), Digest of Education Statistics 2011

Financial Aid: Data were reviewed from the National Center for Education Statistics (NCES), to determine placement among other Illinois community colleges. Financial aid data were compared to other Illinois community colleges that have similar enrollment numbers (Joliet Junior College and Illinois Central College) or that are in the same geographic area (Lewis and Clark Community College and Kaskaskia College). Of this group, SWIC is well below the mean in average amount of loans borrowed. SWIC is above the mean in percentage of aid received.

Public Safety: Figure 6.8 compares SWIC with Illinois peers on reportable acts for the Cleary Report as reported to the U.S. Department of Education. Over the past four years the college has continued to invest considerable resources in physical safety and security (see 6P3 for details.)



611. Recent improvements. The PeopleSoft module for on-line purchasing (E-Pro) was implemented in January 2013. This system allows purchasing and approval of purchases to occur online, increasing efficiencies and timeliness. The approval workflow mirrors the workflow process followed previously.

The following recent major technological improvements have been made to support students, faculty, staff, and administrators as a result of the tactical and AQIP planning processes.

- Upgrade of the Department of Public Safety Automated Records Management System
- Development and Implementation of the Campus Behavioral Intervention and Threat Assessment Team Tracking Software
- InfoShare (electronic business process documents available district-wide)
- New Success Center
- InfoPath electronic forms
- Electronic transcripts
- Business Intelligence
- PeopleSoft Academic Advising Module
- E-Pro (on-line purchasing)
- New Data Center
- New Computer Support Services

The Financial Aid Office has improved resources available on the self-service “To Do List”. All communication to students is available through the center, and all operational decisions in the financial aid office revolve around the ability to utilize E-Storm and its functionality. Verification documents, bookstore authorization, and Satisfactory Academic Progress (SAP) status are just a few of the improvements and resources available to our students via the self-service page. Recent updates on E-Storm allow us to automatically award students that are not selected for verification by DOE. This decreases foot traffic in the office as well as meeting policies that DOE provides us. The Financial Aid office went through a Standards of Excellence visit with NASFAA. Based on recommendations and findings, changes were implemented to improve workflow and maintain compliance. (See Category Three)

A business continuity and emergency management planning team has been initiated and will continue to develop a documented comprehensive college wide response plan.

612. Selecting specific processes for improvement and setting targets results. The Strategic/Tactical planning process and the underlying Program Review and AQIP processes are the driving forces behind improving support operations. The annual report on the accomplishments of Tactical Plans allows department heads the opportunity to examine those processes that work, and those which need improvement. The identification of needed improvements is based on data, observations of outcomes, input from stakeholders and/or analysis of the college’s extensive environmental scanning process, and results from program review analyses. Target-setting is not comprehensive but is based on benchmarked data on peer institutions (see Categories Seven and Eight).

CATEGORY SEVEN – MEASURING EFFECTIVENESS

Historically, the college collects and distributes data and information based on the needs of its internal and external stakeholders. The offices of Institutional Research (IR) and Information Technology (IT) generate regular and ad hoc reports to meet the needs of various academic and administrative offices. In addition, the college provides data to the Illinois Community College Board and other governmental agencies to fulfill federal and state requirements.

Measuring the effectiveness of the college's planning efforts has been primarily a systematic approach. The college's plan has a very broad strategic focus. Goals and strategies for short- and long-term planning are established and evaluated, but the college has not fully identified quantitative strategic key indicators of performance.

Instruction: The maturity levels of Program Review, data collection and reporting practices have shifted from systematic to being more aligned. Since the last portfolio, the Program Review process has established clear processes that are well-defined, aligned to the college mission and Strategic Plan. The review process provides meaningful feedback and is highly regarded by each program.

Non-instruction: The maturity level of student services outcomes assessment processes continues to become more systematic and useful. Processes impacting student registration, financial aid, business services, and other aspects of student interactions with the college have been streamlined and are based on a multi-year process of assessment and continuous improvements.

Information Technology: The maturity level of the college's technology infrastructure is aligned in that it is stable, consciously managed and evaluated for improvements. Users of the student system, PeopleSoft, have regular user group meetings and the system is continually upgraded and enhanced.

Data and Information Management: In 2010, the college started development on a Business Intelligence (BI) solution to improve data access and reporting capabilities. BI solutions have been developed for enrollment and retention analysis. Through the new BI capability, the maturity levels of data collection and reporting processes are becoming more systematic and processes are in place to ensure data and information is collected in a secure and consistent manner. These tools will enable the college to provide dashboard and scorecard reporting that will satisfy the needs of both operational and executive stakeholders. For example, reports that were previously only published for select staff are now available to the entire campus through a centralized Report Center. To enable faculty and staff to make effective use of the new BI capabilities, the college is planning to establish a formal management structure as part of its AQIP Infrastructure Action Project. Through this initiative, data collection and reporting will become more fully aligned throughout the institution. The new InfoShare (SharePoint) system has been developed and will become the linchpin in the college's ability to improve manage and disseminate data. As users become more familiar with the system, the college expects to maximize use of data to inform decision-making.

7P1. Selecting, managing, distributing data for instructional and non-instructional programs.

SWIC's mission, values, strategic and operational plans provide a foundation for the college's selection, management and use of data and information. Each of the institutional goals has associated objectives and projects that affect overall performance and provide guidance for daily operations. Senior leaders, in coordination with the Strategic Planning Council (SPC), select data to measure organizational performance that are aligned with the goals and initiatives set out in the annual strategic plan and to comply with state, federal and accreditation reporting requirements.

Additionally, department and unit performance information rises through administrative channels until it reaches the appropriate vice-president and president's staff.

For IT, department and unit performance information rises through the Request for Services (RFS) process. The RFS system is a tool to manage tactical initiatives in conjunction with immediate emergency business needs and production issues. The RFS system was recently enhanced to include workflow email and monitored approval documentation and the new InfoShare solution. Items from the IT Tactical plan and production issues are all entered and tracked by the RFS system. Production takes precedence and day-to-day business is not disrupted. Student needs take precedence over administrative needs. In addition, state /federal requirements take precedence over new development items. Additionally, there are several standing committees that meet to discuss IT and business performance issues. These include the Student Technology, Campus Community, Campus Coordination, and Operational Leadership committees.

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

IR plays a key role in data collection, analysis and reporting, and in transforming data into performance information for use in strategic planning, effectiveness assessment and management decision making. Requests for information are routed through IR or the various standing committees and special project teams. IR or team leaders assign a priority to these requests and determine the most appropriate form of distribution, depending on the intended audience. IR receives data from IT, the data warehouse and other sources or uses BI pivot tables and PeopleSoft query tools to develop, process, or format data into products that can inform the institution. IR supports efforts to make data and information more accessible and useable by developing queries for others to run and by preparing analyses for dissemination. IR report summaries are available in printed form, on the Web and increasingly on the new InfoShare collaborative platform intranet report center. When appropriate and as directed, IR prepares and sends data via requested methods to local, state and federal agencies.

As part of the strategic/tactical planning process, organizational units develop operational goals and indicators aligned with the strategic/tactical goals.

These goals are monitored in action plans to ensure they meet the targets and make adjustments as needed. For example, the health care programs monitor national licensure data to determine if courses need to be adjusted to

ensure students are successful in their programs and meet licensure requirements. IT uses a performance dashboard to monitor established performance metrics on a monthly and annual basis that are reported to the Board of Trustees. Sample of effectiveness measures are depicted in Figure 7.1.

Figure 7.1

IT PERFORMANCE MEASURES		
IT TACTICAL PLAN	SERVICE AND RELIABILITY	IT AUDIT RESULTS
Completed	Network Availability	Positives
Completed Network	Enterprise Resource Planning	Recommendations
Completed Web	ERP Information Quality	
	Data Base Availability	
	Web Services Availability	
	Distance Learning Availability	

The majority of data and information required for students, faculty, staff, stakeholders, suppliers and community members is maintained in the college's enterprise resource planning system, PeopleSoft. PeopleSoft is one of the college's mission-critical systems and is a main repository for institutional data. PeopleSoft provides a variety of query and reporting tools to select and distribute data and information for faculty, staff and administrators.

The evolving BI function also distributes two daily enrollment reports that compares current enrollment with past year enrollment. Additionally, authorized BI users have access to a new report center in InfoShare that currently has reporting and analysis capability on enrollment. Users also have access to a comprehensive data dictionary to help them in their data analysis and use of information.

7P2. Selecting, managing, distributing data for performance improvement. *(Response Addresses Core Component 5D)* Selection, management and dissemination of data and performance information are handled in a way comparable to that discussed in 7P1. The embedded nature of continuous improvement suggests an integrated system that supports instructional and non-instructional programs and services as well as planning and improvement efforts.

For planning and improvement efforts, support is focused upon long-term requirements identified by the normal institutional planning process. For example, IT receives direction and requirements for data and performance information from four sources: the Institutional Strategic Plan, the Institutional Tactical Plan, IT Direction Vision and the IT tactical plan.

SWIC's Strategic Plan gives broad direction to IT's direction plan and its tactical plan is developed with institutional input as the CIO meets with each vice president's staff annually to prioritize IT needs. On the instructional side, Program Review and Outcomes Assessment (OA) processes generate data and performance information needs that are incorporated in the plans. On the non-instructional side, in addition to Program Review the college engages in periodic self-assessment using nationally-normed assessment tools (e.g., CCSSE) which generate additional data and performance information needs. These requirements are reviewed and prioritized and consolidated into a tactical plan based on priority, functional area resources, IT resources, alignment with the strategic and tactical plans – and are subsequently presented to president's staff. IT's leadership team meets monthly to discuss progress, update its tactical plan, and discuss initiatives to keep current with institutional objectives. The RFS system tracks the progress of all requests including those several years out. The system provides key reports that identify and prioritize the needs of the institution and are reviewed monthly in meetings with each functional area. The reports help to project future workload to ensure that highest priorities are considered first. Information provided in the system is available to functional leads in each area represented by IT on the portal (eSTORM). In addition, completed RFS are incorporated into the IT portfolio.

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

The new BI capabilities have also enhanced the colleges' capability in these areas. For example, the Retention/Persistence committee has utilized this function to develop content, analysis and reporting capabilities to aid them in improving their understanding of the underlying causes and appropriate next steps. BI in conjunction with the AQIP Infrastructure Action Project, is developing a formal BI function that will enhance the institutions ability to manage, analyze, and distribute data and performance information to support planning and improvement efforts across all levels of the institution.

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.

7P3. Determining needs for collection, storage, and accessibility of data. Department needs relating to information and data collection, storage and accessibility are determined in a variety of ways. Each spring, the CIO leads a formal, annual planning process to set the next year IT tactical Plan. This planning process starts with the CIO and his direct reports meeting with each of the academic and administrative units to identify projects, data and information needs for the upcoming year. The input from users is the foundation for a comprehensive IT tactical plan and annual report that includes major accomplishments for the current fiscal year and anticipated projects with specific outcomes for the next year. IT performance is measured against these outcomes. The current and previous years' IT tactical plans are available in InfoShare and available to all faculty and staff and administrators. The IT annual plan is reviewed on a monthly basis and new or modified projects are slotted into the plan as the priorities and needs of the college change.

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

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

7P4. Analysis of data and information regarding overall performance. *(Response Addresses Core Component 5D)* Overall institutional performance information is collected through several processes such as ICCB Program Review, the IBHE Performance Report, ICCB Salary Survey, the ICCB Unit Cost Report (discontinued by the ICCB in 2012), performance measures listed on the IT Portfolio, and performance indicators specific to the strategic plan. The BI function produces daily enrollment reports that are emailed to selected faculty and staff and updates the data warehouse, enrollment cubes and Report Center nightly. The Report Center provides numerous enrollment reports on vital enrollment statistics and additional analysis tools. In April 2013, student retention data was added to the data warehouse and additional retention reports and analysis capabilities have been added to the Report Center.

Analyses occur at multiple levels and ultimately funnel 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 become available, vice presidents require departmental engagement to explore opportunities for self-improvement. The BI platform makes all the relevant data available with a few clicks of the mouse with appropriate security. The Program Review process is critical in this effort and has been repeatedly adapted to incorporate new concerns.

The sharing of performance data is embedded in the strategic planning process. Performance data reports, including project updates, statistical reporting, and status reports, are routinely received and analyzed by the Strategic Planning Council, which frequently presents abstracts of performance information to the president's staff and Board of Trustees. As these reports are reviewed and accepted, improvement needs are identified and referred or resolved. Additionally, department and institutional Intranet sites and dashboards are being planned in InfoShare to facilitate sharing information on departmental performance and overall institutional performance.

7P5. Needs, priorities and selection of comparative data and information. An internal culture of continuous improvement is the primary determinant of what comparative data the college collects. However, the growing interest in providing external accountability is also a notable driver in prioritization and development of comparative data and reporting criteria. SWIC makes a conscious decision to encourage the collection and use of comparative information. It wants to analyze itself with a peer perspective and to determine how its outcomes compare to those of similar institutions. SWIC requires that comparative data be used in the Program Review, annual performance report, AQIP Action Plan research, and a variety of internal reports and tasks that involve both institutional as well as departmental/curricular self-study.

The college has identified potential sources for comparative information and data through its participation in a number of federally and state mandated surveys and voluntary data collections. These include the U.S. Department of Education's IPEDS reports and the Campus Crime surveys, and the ICCB. The college also utilizes several other standard comparison tools such as CCSSE; the National Student Clearinghouse; and various other assessments for reliable comparative data.

The preponderance of comparative data is derived from an extensive statewide database maintained by the ICCB. The college has also developed comparative information from outside the educational community when appropriate. While SWIC has been assigned to a peer group of colleges by the ICCB for which comparative data is available, it has also formed its own peer group comprising six sister institutions in the Illinois system. The peer group was selected by examining enrollments, budgets, district demographics, and instructional emphases of all Illinois community colleges and then selecting three institutions that were somewhat larger than SWIC and three that were somewhat smaller. Among the data developed are: budgetary allocation by division/department as well as by function/objective; capital investment; per capita revenues and expenditures. In its Program Review process, the college utilizes extensive analysis of local instructional unit costs (by PCS/CIP code) as compared to peer group costs, but these data are no longer available from the ICCB. In looking for alternatives to this important measure, the college has joined the NCCBP which provides national benchmarks and comparative data on some additional measures of effectiveness. The National Community College Benchmarking Project (NCCBP) is the largest source of shared community college data in the U.S. measuring over 150 input and output indicators, encompassing student learning outcomes, access, workforce development, faculty or staff, human resources, and finance variables.

In addition, the college looks for other opportunities to benchmark against comparable institutions. These sources often are suggested by members of the Board of Trustees, the administration, faculty, or staff based on information obtained at conferences or meetings attended.

7P6. Alignment of data and information with organizational goals. At the department and unit level, SWIC emphasizes awareness of strategic goals and operational plans as part of the standard project planning process. While the college does not have a formal framework for alignment of data analysis to goals, departments are encouraged to develop project plans that look to the strategic goals. In addition, campus prioritizations of budget and initiatives are made based on alignment with the college's goals

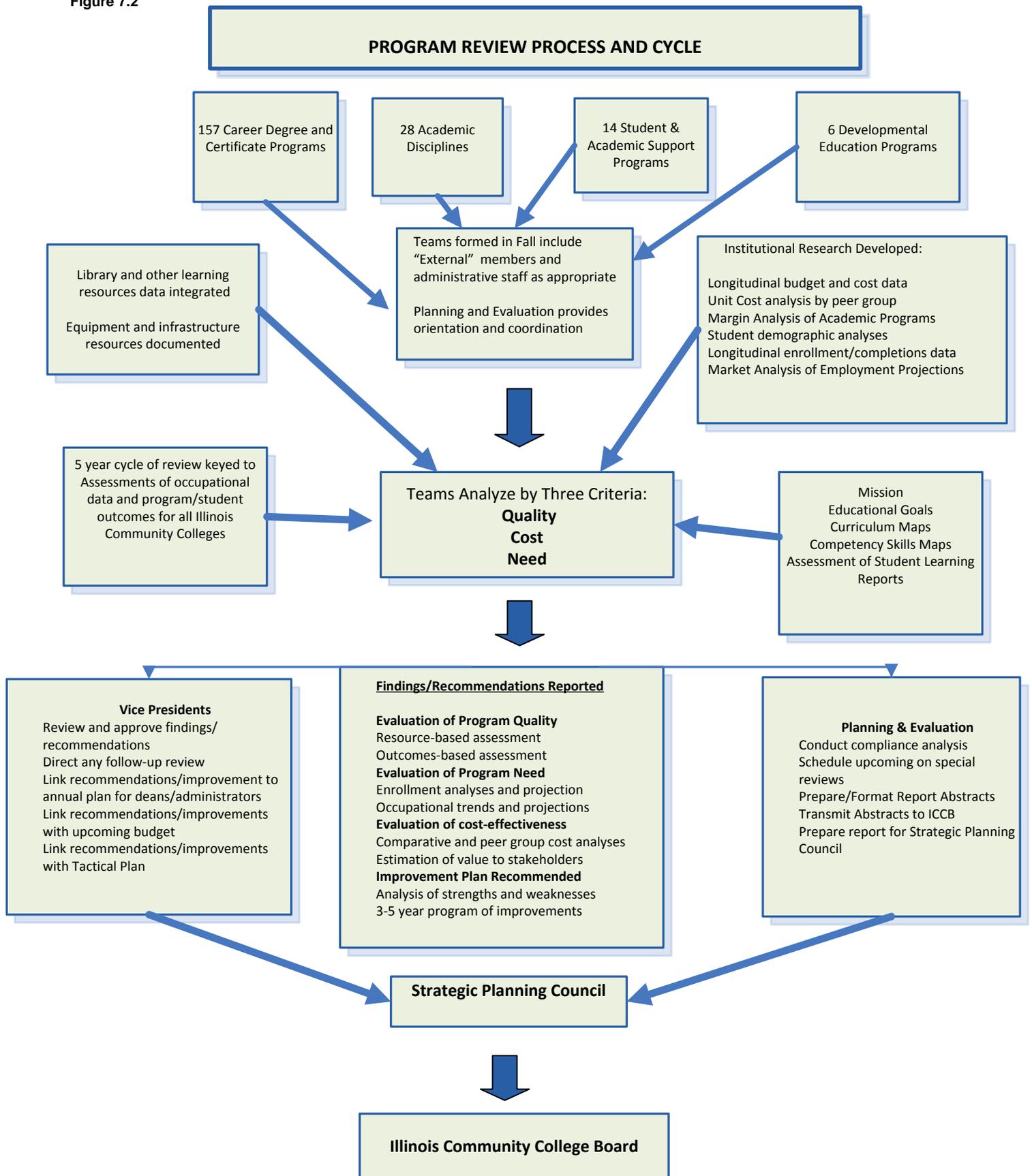
not just the campus goals. For non-instructional programs and services, this is often tied to data and the rationale developed for the initiative.

As standard reporting and analysis capabilities within BI are created, leaders and users collaborate to ensure the report and analysis capabilities meet their needs. One way the college ensures that analysis aligns with goals is through availability of information in various formats. For instance, a current college priority is student retention. To assist with retention analysis and reporting, BI capabilities now include comparative data on different cohort groups and other potentially relevant dimensions.

Other processes which ensure alignment include: Program Review (Figure 7.2) requires that academic deans, program administrators, faculty, and staff conduct a rigorous review of every academic and support program at least once every five years. The process requires that programs be analyzed and justified under three criteria: quality (faculty, curriculum, facilities and student learning), cost (MAAP, lab fees, student costs), and need (enrollment and labor market). The criteria of quality and need require that the team examine departmental/unit data and outcomes to assure that performance still meets the institution's goals for student learning as well as the institutional mission, values, and priorities. Teams must use the analyses to recommend continuation or closure of the department/unit. Importantly, the analysis results in a multi-year plan for improvement which is monitored by administrators and is typically integrated into annual administrative performance evaluations. Full Program Review reports are received and approved by the appropriate vice president and by the vice - president of planning, evaluation, and research. An abstract of each report is prepared and shared with the president's staff and the SPC—and is ultimately transmitted to the ICCB.

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

Figure 7.2



7P7. Ensuring timeliness, accuracy, reliability, and security of information systems and processes. The IT division tracks a number of systematic effectiveness measures. These include timeliness of completed projects, the number of help desk calls and help desk tickets closed measures of server and application availability, and results from satisfaction surveys.

Storage and accessibility of data and performance information are based on security access levels and position roles and responsibilities. In 2012 the Records Retention Committee finished reviewing all the official record types, paper and electronic, for the institution. The Committee has developed a Records Retention Code of Practice that covers 181 individual record types that is consistent with Illinois "Application For Authority To Dispose of Local Records Policy" and other federal records retention and disposal requirements. The shift to a paperless environment and the increasing use of InfoShare for document management creates new opportunities for organizational units to review what is maintained, for what reason and for what length of time.

External audits, internal controls such as separation of duties, internal audits, cross-departmental processes and board policies help maintain the security and integrity of systems outside of IT. The AQIP Infrastructure Action Project will provide additional recommendations on ensuring the proper management of data and information that will be collected for accuracy, reliability, and enforce security controls on end-users and stakeholders.

The college employs an external IT and financial risk audit every year. These independent external audits include security-related topics for specific areas of the college. The IT audit includes all mission critical production application systems to highlight any needed improvements and indicate the health and security of the systems. In addition, an annual network audit searches for holes and weaknesses. Reports from the audits are used to improve the IT environment and submitted for review by the Board of Trustees. The most recent IT audit, April 2013, had no adverse findings and numerous accolades.

SWIC implemented a college wide knowledge management initiative to document business process and store them in a secure central repository. InfoShare is being used to store and secure the documentation and to create a collaborative work environment to enhance the accuracy and timeliness of processes. This project allows SWIC the opportunity to review end-to-end business processes and make improvements.

For information that is to be disseminated internally and externally, the college uses the Web, eSTORM Portal and InfoShare to communicate with the community, faculty and staff. The Web Publishing team publishes information within 24 hours of its being approved (when possible, information is posted immediately upon receipt). Departments are responsible for alerting the Web Publishing team when information needs to be published. The team then ensures that the content is accessible, readable and in an appropriate format for the Web.

Projects, RFS, upgrades, and software and hardware migration follow the path as indicated in Figure 7.3. The structure allows for sufficient testing to provide accurate and reliable data, the proper security in the production and user acceptance environments and the ability for users to process long running reports on demand without affecting the timeliness of the production system.

Figure 7.3

DEVELOPMENT
Unit testing Developer -what-if analysis
USER DEVELOPMENT
Recent production copy User what-if analysis Unit testing System testing\Integration testing Determine security requirements
QUALITY ASSURANCE
Recent production copy Production security System testing\Integration testing End user testing and approval
PRODUCTION
Once approved Nightly backups with on and offsite rotation
COPY OF PRODUCTION
Nightly production copy Diagnostic environment Testing of production critical fixes
REPORT
Nightly production copy Query development and processing Long running reports using day old data Read only for data tables

7R1. Measuring and analyzing systems and processes.

Senior leadership reviews Board approved measures of performance on an annual basis to assess viability and utility of measures for demonstrating institutional effectiveness as well as to adjust target levels based on historic data and intended improvement. As discussed in 7P1, IT collects, analyzes and publishes performance reports on a monthly basis to the Board of Trustees that include accessibility, availability and reliability of the systems and services provided. The IT scorecard and current status of the IT tactical plan are available on InfoShare for review by faculty and staff. Through InfoShare and the IT department, more users will have access to standardized quantitative and qualitative reports in addition to unlimited custom reports.

Every year the Strategic Planning council (SPC) organizes and develops a semi-annual report to the college’s Board of Trustees. The report documents progress made on both the strategic and the tactical plans. The report addresses the institution’s effectiveness in its use of data to assure effectiveness using qualitative rather than quantitative measures. At the divisional level, vice presidents typically receive and analyze information concerning the effectiveness of their departments and collect monthly information in annual analyses such as in Figure 7.1.

A separate system examines the effectiveness of the outcomes assessment process. Here, the members of the OA Steering Committee directly oversee the assessment processes and analyze its various indicators of effectiveness. These processes are described fully in 1P1.

Figure 7.4 represents key institutional measures for tracking performance and effectiveness. These serve to create a centralized focus on students and learning, address day-to-day operational needs and analysis of short- and long- term strategies, and evaluate and promote improvements to process performance.

Figure 7.4

KEY INSTITUTIONAL MEASURES FOR TRACKING EFFECTIVENESS	
Broad Measures of Institutional Effectiveness	<p>Student satisfaction</p> <p>Student engagement</p> <p>Strategic planning cycle and periodic progress reports</p> <p>AQIP Action Projects, periodic progress reports</p>
Measure of Enrollment and Retention	<p>Daily enrollment updates by campus, compared to same-day/prior year</p> <p>Weekly enrollment updates by course section and campus</p> <p>Term-to-term and year-to-year comparative enrollment and retention reports; multi-year trend analyses, with demographic characteristics, by academic program</p> <p>Peer institution comparisons of enrollments, by academic program</p> <p>Student financial aid levels and retention</p>
Measure of Completions, Transfers and Leavers	<p>Term-to-term and year-to-year comparative completions reports; multi-year trend analyses, with demographic characteristics, by academic program and campus</p> <p>Peer institution comparisons of program completions</p> <p>Transfer tracking of completers and leavers</p> <p>Employment rates of program completers</p>
Measure of Academic Programs	<p>Program Review analyses and reports, incorporating unit cost, enrollment, completion, and follow-up employment assessments and student learning reports such as: program/discipline mission statement, educational goals, curriculum map, assessment reports and core competency skill maps.</p> <p>Term-to-term and year-to-year comparative enrollment and completion reports; multi-year trend analyses, with demographic breakout, by academic program</p> <p>peer institution comparisons of enrollments and completions, by academic program</p> <p>Employment opportunities and projections, by occupation</p> <p>Faculty teaching loads; full time, adjunct and part time ratios</p> <p>Success rates on licensure/certification exams in some CTE programs</p> <p>Curriculum review and management reports, including learning outcomes assessment across the curriculum, within academic divisions, disciplines and programs, and within the classroom</p> <p>Annual surveys of AAS, AA, AFA and AS degree graduates</p>
Measure of Fiscal Responsibility	<p>Comprehensive annual financial report (audit)</p> <p>Peer institution comparisons of revenue and expenditure benchmarks</p> <p>Unit cost of credit hour production, by academic program, with peer institution comparisons</p> <p>Faculty, staff and salary analyses, with peer institution comparisons</p> <p>Online accessibility to secure budgetary planning and current expenditure information, at all levels of the institution</p>
Measure of Facilities Management	<p>Facilities inventory reports</p> <p>Classroom utilization rates</p> <p>Participation in Illinois' Capital Resource Allocation Management Program (RAMP)</p> <p>Campus security/public safety reviews and periodic reports</p> <p>Work-order tracking (management software)</p>

7R2. Results for measuring effectiveness. The college’s BI efforts as well as the annual review of the institutional Tactical Plan and performance measures and associated metrics helps SWIC determine its progress in accomplishing its mission, vision and strategic plans. For example, data derived through BI assist in monitoring effective utilization of classroom space, enrollment patterns by student characteristics and identifying academic programs experiencing significant growth in enrollment. The IT department uses numerous measures to determine the effectiveness of the infrastructure and associated systems. An example is provided in Figure 7.1. IT reliability measures include the uptime of major institutional systems. On average, critical information services are available to end-users for 99.5% of all the hours of planned availability.

7R3. Results comparisons. The college reviews benchmark data from a variety of sources. The college’s IT department uses industry standards as its target for service and reliability. IT’s Service and Reliability score is 99.5%. Based on Gartner Research, this places SWIC’s IT Department within the “outstanding” level for service availability. This ranking is applied to institutions across all industries when they provide 99.5% service availability and/or less than a total of 43 hours of downtime during a year for critical processes.

CCSSE was re-administered in 2010. Results from the assessment were analyzed by a cross-functional team including student and community services as well as instructional staff. CCSSE data on specific student service items was compared to item summary data and norms from peer colleges as well as that of all colleges. Improvements in student satisfaction and engagement were noted in most areas (Figure 7.5). Gaps in service areas were identified and addressed. In the last five years, the college made a significant commitment to improving student services and access to technology.

Figure 7.5

COMMUNITY COLLEGE SURVEY OF STUDENT ENGAGEMENT					
STUDENT SATISFACTION COMPARATIVE DATA					
Item	SWIC 2010	SWIC 2005	Change in the Mean	2010 Large Colleges	2010 Cohort
Satisfaction	Mean	Mean	2010 - 2005	Mean	Mean
How satisfied are you with the services?	0 = NA	1= Not at all	2= Somewhat	3 = Very	
Peer or other tutoring	2.18	2.10	0.08	2.15	2.16
Skill labs (writing, math, etc.)	2.28	2.20	0.08	2.26	2.26
Child care	1.79	1.68	0.11	1.77	1.78
Financial aid advising	2.13	2.07	0.06	2.15	2.21
Computer lab	2.54	2.43	0.11	2.48	2.49
Student organizations	1.94	1.88	0.06	1.96	1.98
Transfer credit assistance	2.07	1.99	0.08	2.05	2.08
Service to students with disabilities	1.92	1.79	0.13	2.01	2.02
Composite score (avg. of means)	2.10	2.01	0.09	2.10	2.12

7I1. Recent improvements. Although the college has a long history of quality improvement, it continues to strive to achieve more comprehensive and systematic processes for measuring effectiveness. Some of the most recent improvements are described below.

SWIC implemented a college-wide knowledge management initiative to document all critical business processes and store them in a secure central repository with appropriate meta-data to optimize search and retrieval. InfoShare is used to store and secure the documentation and to create a collaborative

work environment to enhance the accuracy and timeliness of processes. The academic advising function was incorporated into the enterprise student system to allow for student self-service and the ability to enroll online via the advising report. Improvements were made to the RFS system to track user acceptance and initiate automated workflow emails. PeopleSoft electronic requisition (eProcurement) and workflow solution was implemented. This has improved the requisition process (e.g., faster, more accurate, less paper, etc.) and added more controls to the purchase requisition process. In the future, this system will provide additional information into the BI system that can provide additional analysis capabilities around expenditures (e.g., true cost of curriculum delivery).

Enrollment Solution

Through Title III support, SWIC implemented a data warehousing and BI platform and began warehousing two subject areas of data: enrollment snapshots and grades. Five production servers were implemented: two web servers, an application server, and two database servers. These servers house the functionality for all data warehousing, BI services, and InfoShare. Daily snapshots of SWIC's enrollment data began being imported into the data warehouse at the time spring 2011 enrollment began. Since that time, enrollment and grades data are added/updated to the warehouse on a daily basis. Additionally, data modeling was completed for these subject areas and an analysis cube, along with daily refresh and partitioning functionality, was established. Data from the enrollment and grades analysis cube are available to end users through InfoShare through four PerformancePoint dashboard pages containing sixteen reports with drilldown functionality. Additionally, data connections can be established directly from Excel to the cube for ad hoc analysis. Training documentation for these tools was established and end-user training sessions have been offered.

The Retention Committee has completed a review of data collection strategies recommended by Complete College America and Achieving the Dream and has developed four- first time student cohort groups based on preparedness (testing into developmental or college ready courses) and intent (career/technical education or transfer.)

The recent addition of a second researcher to the IR staff permits enhanced engagement across a wider spectrum of the college and more persistent and detailed collaboration. Given the current national push toward data-based decision-making in education, this has enabled IR to recognize new measures of effectiveness and trends and contribute to the on-going college-wide discussion that is AQIP (through participation in Action Projects). Among the recent initiatives contributing fresh insights and measures in which IR has played a prominent role are the Community College Survey of Student Engagement (CCSSE) – second administration in 2010 on a five year cycle; implementation of the Gainful Employment Act and participation in the National Community College Benchmarking Project (NCCBP).

712. Selecting specific processes to improve. Improvement targets are set through the SPC and approved by the Board of Trustees. These are aligned with AQIP Action Projects and annual review of the Strategic Plan and performance agreements such as the IT Scorecard. In addition, department-level initiatives identify targets for improvement and recommendations are passed on to the president's cabinet for action. Improvement priorities are addressed by the SPC and faculty and staff committees.

This broad, systematic approach planned to enhance measuring effectiveness is demonstrated by recent improvements in the identification of priorities for the IT division. These are created in relationship to the strategic priorities with data gathered through the outreach to other departments. Improvements for the coming year are then documented and communicated through the IT Annual Report, which is relayed to stakeholders through InfoShare, meetings and presentations. The IT tactical plan is updated monthly and is available through the eSTORM portal and InfoShare.

CATEGORY EIGHT – PLANNING CONTINUOUS IMPROVEMENT

SWIC sees this Category as one of its major strengths. The planning process is very robust; it fully integrates its strategic vision, priorities, and goals with its tactical objectives and AQIP Action Projects. Planning, goal-setting, and evaluation of results are achieved through structures that formally convene faculty, staff, administration, president, and trustees into a joint body that has responsibility for the whole planning system; AQIP and continuous improvement are subsumed within this charge.

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

Figure 8.1

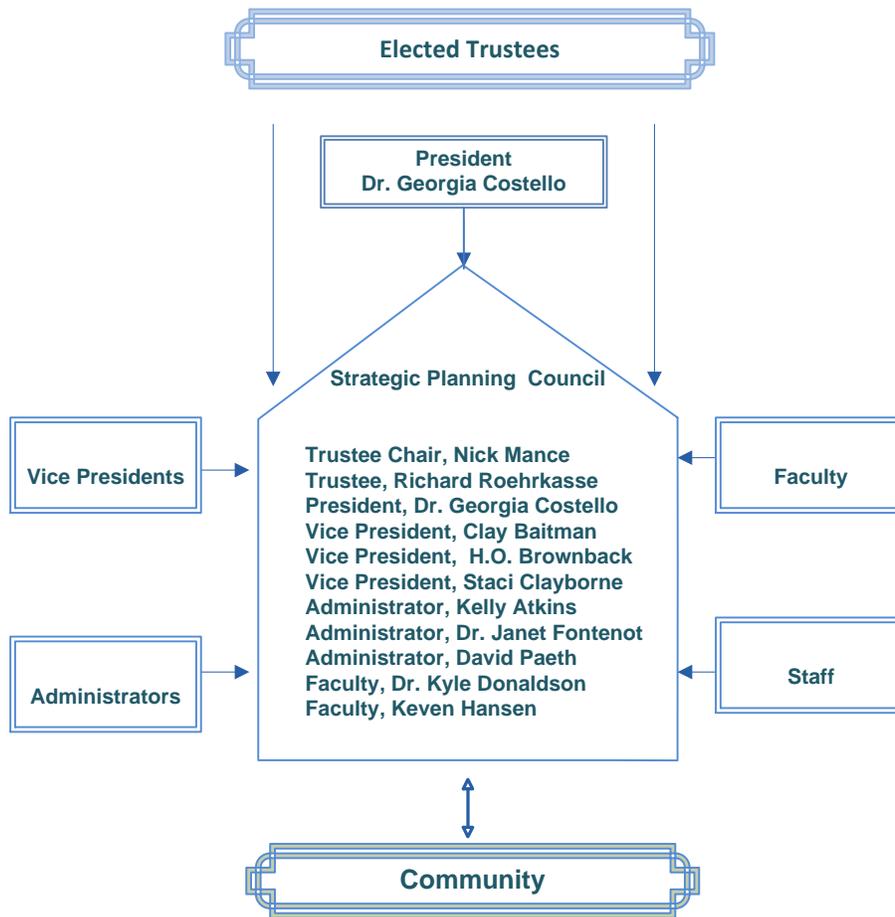
COMMITMENTS	OPPORTUNITIES
SWIC Students District 522 Citizens and Taxpayers District 522 Business and Labor Communities Citizens of the State of Illinois Faculty, Staff, and Trustees of District 522 The Illinois Community College Board The Higher Learning Commission The Illinois Board of Higher Education	Resilient local economy Continued but moderate population/enrollment growth Excellent college/business/labor partnerships Strong institutional support for "improvement" K-12 systems receptive to partnerships Well-qualified and motivated faculty and staff Outcomes Assessment system
CHALLENGES	CONSTRAINTS
Enrollment-driven funding mechanism Competition from proprietary schools Student base presents profound financial need Coping with technology changes Use of social networking	Illinois State Statutes Fiscal resources limited; state funds dwindling Slow recovery of regional employers Insufficient space to meet peak enrollment demand Expansion of service beyond district limited

The resulting set of six strategic priorities and their underlying strategic goals is presented in Figure 8.5; each of the goals is articulated into objectives that form the starting point for a well-developed Tactical Plan.

8P1. Planning process. The planning process is successful, well-defined, and 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 twelve-person collaborative team comprised of trustees, the president, administrators, faculty, and staff. (Figure 8.2)

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 her staff 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.

Figure 8.2



The SPC has responsibility for monitoring and proposing changes to the college’s mission. It is also responsible for developing and defining institutional values through a participatory process involving faculty, staff, and administration. These values are now incorporated into the formal Mission and Values Statement.

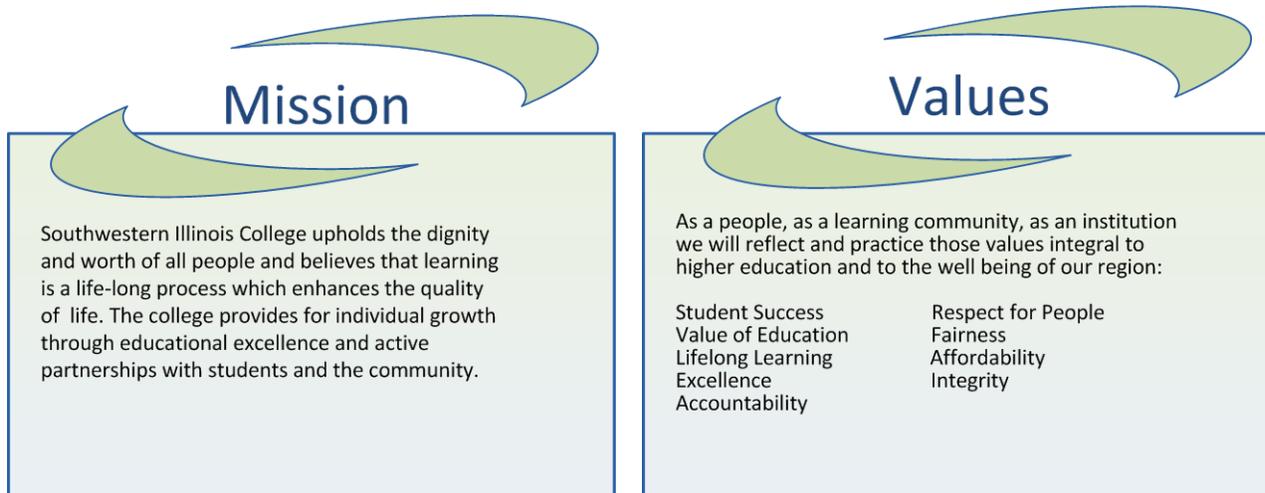
At SWIC, a planning calendar sets out the major activities and deadlines associated with the Strategic Plan, the Tactical Plan, and institutional AQIP responsibilities. This timeline is displayed in Figure 8.3.

Figure 8.3

INTEGRATED STRATEGIC PLANNING AND AQIP TIMELINES			
MONTH	INSTITUTIONAL TIMELINE	AQIP/HLC TARGET	INTEGRATED STRATEGIC PLAN/AQIP TIMELINE TARGETS
January			SPC reviews environmental scanning results; updates strategic priorities, goals and objectives Ongoing environmental scanning
February			Ongoing environmental scanning
March			Environmental scanning results synthesized for impact on the next fiscal year Student Engagement or Student Satisfaction survey(s) typically administered this month
April	Begin developing budget for next fiscal year	HLC AIDU Report due	VPs update Tactical Plans for next year with AQIP Action Plans as a starting point; submit to SPC Ongoing environmental scanning
May		Next year's Environmental Scanning Report reviewed by SPC	
June	Trustees adopt final budget	Environmental Scanning Report reviewed by trustees	Ongoing environmental scanning
July	Fiscal year begins		VPs begin reports on last year's tactical plans Ongoing environmental scanning
August	Program Review Report due to ICCB		SPC receives/analyzes annual Program Review Report Ongoing environmental scanning
September	Prior year enrollments known	Annual AQIP Action Plan Updates due	Semi-Annual Summary Report (direct report from SPC to Board of Trustees) and Annual AQIP Update to SPC and Policy and Planning Committee Ongoing environmental scanning
October	Prior year audit released	AQIP Portfolio Update (when scheduled)	Portfolio and incremental changes reviewed by the SPC Ongoing environmental scanning
November			SPC receives/analyzes AQIP Action Plan Update Reviewers' comments SPC receives/analyzes results from Student Engagement or Student Satisfaction Survey(s) Environmental Scanning Committee begins research for next fiscal year.
December			Ongoing environmental scanning

The SPC has responsibility for monitoring and proposing changes to the college’s mission. It is also responsible for developing and defining institutional values through a participatory process involving faculty, staff, and administration. These values are now incorporated into the formal Mission and Values Statement.

Figure 8.4



8P2. Selecting short and long-term strategies. SWIC’s planning distinguishes between strategic plans and tactical plans. Strategic plans are considered to have a “life” of roughly five years and are reviewed yearly by the SPC. Tactical plans have a one to three year life and are rebuilt on an annual basis by the vice presidents who are responsible for their execution.

SWIC’s strategic plan currently possesses six 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. The examples in Figure 8.5 capture the current Strategic Priorities and Strategic Objectives (but not the subsequent Tactical Plans).

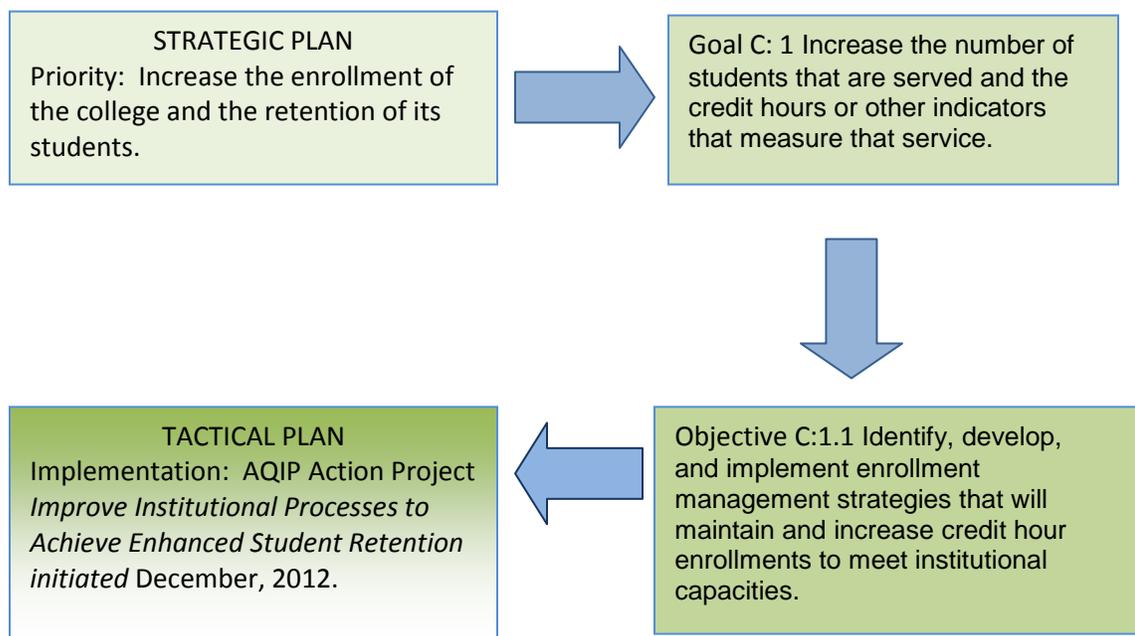
Figure 8.5

<p>A. DEVELOP A DIVERSE, LEARNER-CENTERED COLLEGE COMMUNITY THAT IS ACCOUNTABLE FOR ITS MISSION, THAT EMBRACES THE ASSESSMENT OF LEARNING OUTCOMES, AND THAT FOCUSES ON INSTITUTIONAL QUALITY IMPROVEMENT.</p> <p>A: 1(a) Encourage an institutional culture that creates a climate on our campuses and in our classrooms that advances learning outcomes.</p> <p>A: 1(b) Support faculty-driven efforts that develop instructional policies and procedures that impact how much and how well students learn.</p> <p>A: 2 Support the continuing enhancements being developed in student academic advisement services.</p> <p>A: 3 Encourage a culture that respects and promotes diversity.</p> <p>A: 4 Achieve and maintain compliance with HLC and other accrediting agencies and regulating bodies.</p> <p>A: 5 Create processes that identify student and community needs and goals.</p> <p>A: 6 Assure that the College's mission, core values and AQIP principles drive institutional policies and practices.</p> <p>A: 7 Foster student success and student retention.</p> <p>A: 8 Respond to changes that impact the College, its mission, and its Strategic Plan.</p>
<p>B. ENGAGE, PARTNER, AND COLLABORATE WITH COMMUNITIES AND EDUCATIONAL INSTITUTIONS.</p> <p>B: 1 Assert Southwestern Illinois College as a leader in higher education, workforce development, and the economic development of our region.</p> <p>B: 2. Increase cooperation with area colleges, universities, and K-12 systems.</p> <p>B: 3. Improve awareness of the College's contributions to the region.</p>
<p>C. INCREASE THE ENROLLMENT OF THE COLLEGE AND THE RETENTION OF ITS STUDENTS.</p> <p>C: 1 Increase the number of students that are served and the credit hours or other indicators that measure that service.</p> <p>C: 2 Promote policies/practices that increase student retention.</p> <p>C: 3 Prioritize the development and promotion of programs, services and delivery modes.</p>
<p>D. DEVELOP COLLABORATIVE PROCESSES THAT SUPPORT TECHNOLOGY, THAT PROMOTE EFFECTIVE BUSINESS PRACTICES, AND THAT ALIGN RESOURCES WITH THE STRATEGIC PLAN.</p> <p>D: 1 Achieve and maintain a position of technology leadership.</p> <p>D: 2 Provide instructional and administrative information technology appropriate to program needs.</p> <p>D: 3 Provide appropriate technology for curricula, students, and non-curricular programs.</p> <p>D: 4 Assure that capital and funding requests are driven by the strategic plan.</p> <p>D: 5 Recognize maintenance and operating costs as factors in achieving strategic goals.</p> <p>D: 6 Plan and develop revenue sources that are commensurate with priorities.</p> <p>D: 7 Assure that budget recommendations are developed through an open and collaborative process.</p> <p>D: 8 Adopt business processes that align with the expectations and practices found in the private sector, as appropriate.</p>
<p>E. DEVELOP SYSTEMS, PRACTICES, AND COMMUNICATION STRATEGIES THAT DEMONSTRATE THE HIGH VALUE GIVEN TO THE PEOPLE THAT COMPRISE THE COLLEGE.</p> <p>E: 1 Design and fund a comprehensive system of orientation, continuing training, and personal development for all faculty and staff.</p> <p>E: 2 Continue to focus on the role and effectiveness of the adjunct and part-time faculty and staff.</p> <p>E: 3 Improve communications within the College and among employee groups.</p> <p>E: 4 Create a sense of community within the College and among faculty, staff, and students.</p>
<p>F. DEVELOP COLLABORATIVE PRACTICES AND CURRICULA THAT PROMOTE AND IMPLEMENT SUSTAINABILITY AND POSITION THE COLLEGE AS A REGIONAL MODEL.</p> <p>F: 1 Expand and enhance programs and services that increase sustainability awareness among students, employees and the community.</p> <p>F: 2 Move the College toward a more sustainable carbon neutral mode of operation.</p>

The strategic plan is designed as a dynamic document revised as needed to meet changes and demands in the college's operating environments; it is subjected to a critical and comprehensive review every few years. As part of this review, the SPC mounts an intensive environmental scanning effort that is focused on both the internal and the external environment. In past iterations, the college commissioned a Community Leaders Study by a local university, it conducted focus groups of internal and external stakeholders, it used several stakeholder surveys to identify key issues and expectations, and it has twice used participatory processes to develop a consensus on institutional values (which were then used to prioritize strategies)—this was last done in partnership with AQIP and Dr. Stephen Spangehl in fall of 2011. Results from student-oriented surveys such as CCSSE are also utilized. The SPC then works to identify, corroborate, and prioritize key issues before the institution. Its work products are shared with stakeholders, revised, and then translated into a series of priorities, goals, and objectives.

Strategic to Tactical Planning Example

Figure 8.6



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, faculty chairs, coordinators, and department heads. Frequently, vice presidents collaborate to develop joint or mutual tactical plans for large-scope objectives. Tactical plans, by design, are the planning system's most direct impact on the budgeting process. All Tactical Plans are reviewed by the president's staff, the SPC and are formally submitted to the Board of Trustees as part of the SPC's Annual Presentation of the Strategic Plan.

8P3. Developing key action plans. Originally, SWIC collaborated with AQIP in the beta-testing of the Vital Focus program. By agreement with AQIP staff, the college developed its initial action plans in direct response to the discernment of institutional strengths, the identification of "what matters most", and development of "provocative propositions" that issued from an all-day College Discussion

conducted by The Higher Learning Commission AQIP staff and consultants for 700+ faculty, staff, administrators and trustees. Although Vital Focus is no longer offered by the HLC, the original process was so incredibly successful that a streamlined version was developed in partnership with AQIP and Dr. Stephen Spangehl and delivered in fall 2011 with follow-up processes operational throughout 2012.

SWIC's process was the topic of a presentation at the HLC Annual Meeting in 2012 and was subsequently documented in the Commission's 2012 *Collection of Papers....* In short, the college developed a very detailed program of AQIP awareness that led into a College Discussion Day wherein over 500 faculty, staff, and trustees worked in large and small groups to identify key priorities, strengths, opportunities, and potential AQIP Action Projects. The process developed planning artifacts of immense value that were then discerned over the next months and eventually shaped into direct improvements, short-term tactical plans, and most importantly—a high priority set of AQIP Action Plans to drive continuous process improvement at SWIC.

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

Coordination and alignment is assured by vesting the divisional vice presidents, either individually or in collaboration, with responsibility and accountability for the Tactical Plans. Since all vice presidents have a district-wide span of authority and 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. The SPC monitors performance at both the strategic and tactical level through its Semi-Annual Summary Report—which requires that vice presidents report on the progress 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. Importantly, the Semi-Annual Summary Report is formally reviewed by the Board of Trustees.

The SPC, in its management and review of the various governmental accountability initiatives, was responsible for a considerable body of measures and performance projections set by the SPC itself and set by the IBHE as part of the *Illinois Commitment* goals for all public and private colleges and universities in Illinois. Although the college was formerly required to report on its performance on these externally-developed goals, the IBHE is not currently requiring Illinois' institutions to submit data and is revising its approach to these statewide goals.

8P6. Accounting for resource needs. *(Response addresses Core Component 5A)* The planning process provides for three separate mechanisms that align the college's strategic priorities with the allocation of its resources.

Embedded within its *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 reallocated from the budget to advance Strategic and Tactical Plans. Other divisions follow this practice with reallocations being proportionate to their budgets.

One unique feature of SWIC's planning process is the *Funding for Results Program* (FFR) which 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 formerly dedicated \$100,000 – 300,000 per year to this program – but this has been suspended due to shortfalls in funding.

SWIC served an annual FTE of 9,482 students in FY12 with an annual budget of \$112,215,952; its expenditures per credit hour were \$388.69 compared to the Illinois state average of \$405.12. In fall 2012, the institution employed 154 full-time teaching faculty, 305 full-time administration and staff, 396 part-time staff, and 566 part-time and adjunct faculty. In general, all transfer faculty are hired at the masters or doctoral level and all career-oriented faculty are hired at the bachelor's or master's level. Administrators are typically hired at the master's or doctoral level. Part-time and adjunct faculty must meet the same qualifications set for full-time faculty.

While cost-containment is practiced as a matter of good stewardship, the college's Board of Trustees has directed that the measures taken not impact SWIC's educational mission. The college has experienced no layoffs of full-time non-grant personnel in the last two decades. As described in this Category and in Category Six, institutional budget processes are well-developed and are appropriately informed by environmental scanning, peer comparisons and internal needs assessments. Ongoing budget monitoring is extensive and is closely overseen by senior administration and reviewed in detail by the Board of Trustees on a monthly basis.

In recent years SWIC has considerably expanded its physical base with several new buildings and major renovation projects. Recently a 62,000 square foot Liberal Arts Complex was erected on the main campus and the college is currently engaged in a major redesign of its campus surrounds and the creation of a quadrangle area. In all cases the college undertook these projects on a very advantageous cost-share basis with federal, state, and local governments.

Every indication is that the college's enterprise is sustainable for the foreseeable future. Revenue is stable, expenditures are under budget and, importantly, the college has built an audited fund balance of \$105,351,033 to safeguard its continued ability to fulfill its mission.

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

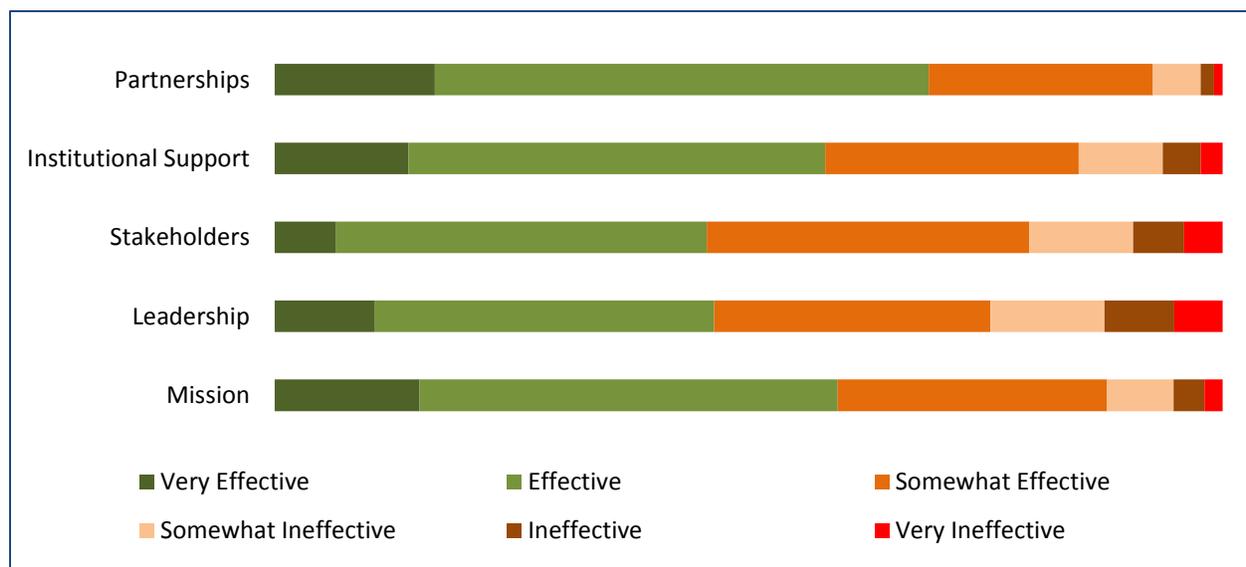
8P8. Ensuring faculty, staff, and administrator development. The college's mission, goals, and Strategic Plan are incorporated into a new employee orientation. Moreover, an annual schedule of employee development opportunities is created through a needs analysis in which strategic and tactical initiatives and AQIP Action Projects are considered. Another key element is in assuring that planning

context and the succeeding goals and results are widely communicated. The college makes its Environmental Scanning Report and its various planning documents and results widely accessible to faculty, staff, students, and community members.

8R1. Measuring and analyzing effectiveness of planning processes. Effectiveness is assessed at the divisional level and is reviewed by the SPC as part of the Semi-Annual Summary Report to the Board of Trustees. However, assessments are both qualitative and quantitative and are focused on the explicit targets set forth in the Tactical Plan.

In September of 2010, SWIC collaborated with the Academic Quality Institute to administer the Strategic Improvement Survey (SIS). Among the many processes evaluated are several that specifically relate to planning:

Figure 8.7



The self-study also identified several areas for possible improvement. Most notable among these were several scores in the 3 range, which translates as “somewhat effective” on a 5 point scale:

Practices	Mean (average)
Creating buy-in for institutional changes	3.43
Obtaining input before making decisions	3.40
Planning for succession of key personnel	3.35
Learning to improve from complaints	3.17

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

Figure 8.8

ACTION PLANS/KEY RESULTS	
IMPROVE DEVELOPMENTAL LEARNING OPPORTUNITIES	RECALIBRATING INSTITUTIONAL OBJECTIVES FOR QUALITY IMPROVEMENT
<p>Data collected on Developmental Education and Retention and from the College and Career Readiness Grant was analyzed for impact on minority students and taken into account in the development of programming.</p> <p>Instructional Leadership engaged the district’s high school superintendents/principals/counselors/faculty in conversations regarding developmental English and math issues affecting students selecting SWIC as their college of “first choice.”</p> <p>The Instructional Leadership implemented improvements that result from these conversations that may improve the placement performance of high school graduates in English and math and/or assist these students in making a successful transition from secondary to postsecondary environments.</p>	<p>Extensive design pre-planning</p> <p>Initiated SIS Survey –Over 720 of faculty and staff participated</p> <p>AQIP Workshops with employee groups - 12 held</p> <p>College Discussion Day - Over 500 faculty and staff participate</p> <p>Town Hall Meetings – Multiple meeting each campus</p> <p>Three Action Projects developed</p> <p>Action Projects vetted with college community</p> <p>Action projects initiated Communication Infrastructure Retention</p> <p>Presentation and paper developed at request of the HLC and delivered at 2012 Annual Meeting</p>

Strategies

The six Strategic Priorities identified in Figure 8.5 continue to guide and frame the college’s overall strategic initiatives. Some very broad results for several specific Strategic Priorities are presented below:

Develop a diverse, learner-centered college community that is accountable for its mission, that embraces the assessment of learning outcomes, and that focuses on institutional quality improvement.

500+ faculty and staff engage in group processes to identify strategic priorities, institutional strengths and opportunities, and quality initiative that will improve teaching and learning.

Institutional diversity has increased significantly over the last 10 years. The percentage of students reporting non-white ethnicity has increased from 23% in 2002 to 32.6% in 2012—and now better reflects the diversity in the communities served by the college.

Outcomes Assessment efforts and practices continue to be strengthened and are pervasive throughout the curricula. In comparing key indicators from 2009 to 2012, all areas of focus show increases. Among these achievements are: communication skills

mapping increased from 53.5% to 64.3%; degree and discipline mapping went from 90.6% to 91.6%; and the establishment of assessment cycle reports increased from 52.3% to 54.7%. Importantly, a timeline to assess the college-wide core competencies on a regular basis is now in place.

Increase the Enrollment of the college and the retention of its students.

SWIC's average annual enrollment growth is 2.1% compared to the Illinois community college System's overall rate of 0.1%
Historic peak of 26,077 headcount was achieved in 2010-11
Retention of first-time/full-time (2010 IPEDS cohort) is 62%, up from 55% in 2008

Develop collaborative practices and curricula that promote and implement sustainability and position the college as a regional model.

Replaced over 2000 T-12 with energy-efficient electronic ballasted T-8 bulbs, saving 85,000kWh annually.

Initiated an education center that incorporates solar, wind, geothermal and advanced manufacturing technologies into curriculum and technology programs. New certificate programs have now emerged from this effort.

Sustainability or "green" literacy is progressively embedded into institutional culture. This awareness was built into both new student and new employee orientation; featured in numerous in-house publications; and now added to the college's ED 101 "Student Success" courses.

8R3. Projections or targets for performance over the next 1-3 years. The college routinely uses results data for its strategic priorities (such as enrollment and retention) that can be quantified and reviews narrative qualitative evidence for the others. This review results in feedback that resets performance expectations. These reviews occur formally on an annual basis and are incorporated into the Semi - Annual Report that provides the Board of Trustees with the results of all elements of the Tactical Plan.

Until 2011 the college also had formal performance indicators specified by the Illinois Board of Higher Education (IBHE). This requirement caused the college to analyze its performance in a variety of key areas, to compare its performance with that of other community colleges, to set targets or expectations for those key areas, and to report to IBHE any actions or improvements that ensued from these analyses. Although, the IBHE system had many defects—it did provide the college with a structure and a database that allowed for peer comparisons.

IBHE has now discontinued this requirement and, unfortunately, the database and statewide cohorts that supported these analyses. In response, the college joined the National Community College Benchmark Project in 2012 and is currently building a database and peer group that will be used to support analysis and provide a stable platform from which performance targets can again be established and measured.

8R4. Performance results compared with other organizations. The college compares its performance to that of peer institutions for a broad array of student and institutional outcomes. This is especially noted in the Program Review process, where extensive comparisons with an Illinois community college peer group are used to compare unit costs as well as outputs.

Until recently results from an array of key performance indicators were compared annually as part of SWIC's compliance with the Illinois Board of Higher Education's Performance Report. However, these indicators were identified externally and peer comparison groups were not well-selected. The report has been discontinued and the cohorts developed by IBHE have not been updated.

Lacking this former source of data and comparison, in 2012 SWIC became a member of the NCCBP. The effort is coordinated by IR and involves several departments and divisions in a collaborative approach. It submitted its first data in June 2012 and received its single year initial report that fall. At present, an informal working group is developing experimental peer groups and comparative approaches that will be used to re-identify performance measures. With more than one year of comparative data, the institution expects to then develop shorter-term performance targets that will become part of the Tactical Plan.

8R5. Evidence that Planning Continuous Improvement is effective; measuring and evaluating planning processes and activities The SPC and the Board of Trustees formally evaluate effectiveness on a yearly basis. Effectiveness is measured and documented in two major areas: Strategic and Tactical Plan progress is compiled in a comprehensive Semi-Annual Summary Report that presents a narrative summary of achievements for tactical plan; Action Project progress is reported monthly to the Board of Trustees and an "end-of-project" report with recommendations is typically presented for Board of Trustee discussion. As presented in Figure 8.8, the effectiveness of Action Projects is understood in terms of the results produced.

8I1. Recent improvements. The planning processes have undergone several changes and improvements since the 2009 Systems Appraisal.

The community member position on the SPC was discontinued after several successive members indicated that the work required a level of engagement that was more appropriate for internal members; two trustees now serve in this added role. SPC members are now encouraged to attend the HLC Annual Meeting and participate both in the AQIP Colloquium and in the planning track.

A significant improvement is in the institution's commitment to a large group process (detailed below and in 8P3 as the most effective means through which to develop consensus on strengths and opportunities and priorities—and the process through which future AQIP Action Projects are identified.

In 2012 instructional division instituted the OA Forum, previously described in 1P2, as a strategy to link student learning outcomes assessment results to the budget planning process. This new initiative aligns with the college's commitment to making data driven decisions when considering current and future levels of revenue.

Finally, the college made improvements in its planning processes for IT. Prior to 2012, technology needs were imbedded in the overall strategic planning process but were not routinely operationalized in alignment with institutional Tactical Plans. Requests for technology enhancements must now be linked to institutional goals and priorities.

8I2. Selecting processes to improve and setting targets for Planning Continuous Improvement. As discussed in 8R2, the college partnered with HLC's AQIP staff to mount a two-year initiative to test the efficacy of its continuous improvement processes, to re-identify institutional priorities, and to discern initiative and targets for improvement. This is the second time that SWIC has utilized such a process and each has yielded significant results. At this point, the college no longer considers the multi-phase large group processes seen in 2010-2012 as "episodic" but as a stable feature that can be regularized into a three- or four-year cycle. Although annual processes have been discussed and piloted, they have not produced the level of consensus and clear institutional priority seen in the lengthier process.

The college also uses externally-generated evaluation results to identify opportunities for self-improvement. These evaluations have resulted from participation in nationally-normed surveys such as CCSSE, SIS Feedback Report, Quality Checkup Visit products, and from other processes administered by the Illinois Community College Board (such as the Graduate Follow-Up Study).

In June 2012 the college invited a team from NASFAA to conduct a Standards of Excellence Program Review. The review examined the institution's financial aid operations, compliance with Title IV statutes and regulations, computer systems, human resources and facilities, and customer service. Feedback from this review contributed to the identification of a new Action Project and will be used as a benchmark when evaluating results for improvements.

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

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

CATEGORY NINE – BUILDING ON COLLABORATIVE RELATIONSHIPS

SWIC's approach to its processes of building collaborative relationships is evolving in maturity and complexity. Systems for maintaining external and internal collaboration processes are aligned in their maturity in that they are stable, managed, and evaluated on an ongoing basis. One of the institution's primary objectives continues to be the development and maintenance of internal and external relationships which ultimately bridge students into undergraduate work through Adult Education, dual credit and enrollment, and the Disability and Access Center.

To accomplish the goals derived from the college's mission and values, SWIC works closely with an extended network of partners through regular planning sessions that allow all stakeholders to communicate priorities, needs, and initiatives. Internally, communication between departments is facilitated through regular inter-departmental and committee meetings, and representation of departments is considered when forming key committees. SWIC's relations with external partners display longevity and stability. An observable understanding of the larger mission and goals of each entity reflect the maturity of the relationships SWIC maintains with its key stakeholders. This foundation of cooperation is fortified by a high degree of communication and trust through extensive community involvement, committee work, partnerships, and networks. Collaborative partners include: educational organizations and institutions, government and regulatory institutions, community and civic organizations, business partnerships, and representative internal partners.

9P1. Creating, prioritizing, and building relationships. SWIC upholds the belief that learning is a lifelong process. To fulfill this belief, the college has established institutional priorities to "Engage, Partner, and Collaborate with Communities and Educational Institutions," and to "Increase the Enrollment of the College." To accomplish these priorities, SWIC has developed relationships with a number of organizations and educational institutions in the region. These relationships are identified and prioritized through interactions with existing partners and through the institution's planning process as described in Category Eight. Some of the collaborative relationships through which the college attracts students are: the college's Adult Basic Education GED program; area high schools; the High School Academy, military personnel and families from Scott AFB, local municipalities, county and state agencies; and the Workforce Centers operated through the Workforce Investment Act (WIA). Through these partnerships, SWIC serves the greatest number of people and enables students to develop associations so they can more easily bridge into the SWIC community.

The college has membership on the state Interagency Military Base Support and Economic Development Committee (IMBSEDC). This committee is chaired by the Office of the Lieutenant Governor. The legislative charge is to provide state support and oversight to the federal and state military facilities in the state of Illinois. Additionally this committee was charged with the oversight of providing recommendations and direction to federal officials to address any potential reductions in these facilities through coordination of state offices and departments and public input.

Identified as an internal partner, Southwestern Illinois College's Adult Basic Education Department offers free GED classes for individuals who lack a high school completion. The college provides GED classes at the three SWIC campuses, the East St. Louis Community College Center, and other satellite sites. Satellite sites include, but are not limited to, local high schools, libraries, the county jail, the probation center, and the parole center. The college also partners with the Regional Offices of Education (ROE) in its district to provide this service.

SWIC provides testing sites and assists in registering students. The ROEs work cooperatively with SWIC to provide GED test results. SWIC's GED program is the largest in Southern Illinois and is consistently one of the five largest GED programs in the state (Figure 9.1).

Figure 9.1

COLLEGE PEER GROUP	NUMBER OF GED GRADUATES IN FY 2012
Southwestern Illinois College	287
College of Lake County	60
Joliet Junior College	56
Elgin Community College	56
Illinois Central College	37
Triton College	13

SWIC builds relationships with area high schools by offering students the

opportunity for dual credit/dual enrollment, to participate in Running Start, to participate in a summer High School Academy, and joint activities such as career day, music and art festivals, and discipline-related open houses and student competitions. These relationships provide SWIC with the opportunity to introduce and transition over 1,000 students each year into the SWIC community. SWIC also develops partnerships for college and career success through the federally funded Perkins/Career and Technical Education (CTE) consortium. SWIC district stakeholders for this program encompass faculty, counselors, and administrators from 23 area high schools, two area career centers, three Education for Employment Systems, and partners in business and industry. The Perkins/CTE consortium develops programs of study to help students bridge into the SWIC community and workplace and is beneficial to the student as well as the college.

SWIC also has a very strong relationship with the military community at SAFB. SAFB has a total population of 41,204 and is the largest employer in Southern Illinois. As a service to the Scott community SWIC offers 20+ classes per year at the base and a full-time staff to aid students in their enrollment. SWIC also operates the National Testing Center at SAFB, providing individuals with the opportunity to take CLEP, Dantes, and Pearson VUE tests.

Another relationship that provides students to the college is the Workforce Center funded by the U.S. Department of Labor Workforce Investment Act (WIA). WIA's goal is to enhance the employability, occupational attainment, retention and earning of adults, dislocated workers and youth. WIA provides development services to employees and workers through a universally accessible one-stop center system which is provided on the Southwestern Illinois College Belleville Campus. Students from the Metro-East and the St. Louis Metropolitan area receive tuition assistance from this program.

Some of the college's most distinctive relationships are with our local municipalities, county and state agencies as it provides training for police and fire personnel. The Southwestern Illinois Police Academy (SWIPA) is one of five state approved colleges to provide law enforcement training for police officers. Graduates of the academy are state certified and prepared to perform the entry level requirements of any local or county law enforcement agency in Illinois. The academy offers basic training for full- and part-time police officers and, since its inception in 1971, SWIC's academy graduates' test scores have been among the highest state certification test score averages in the state. SWIC is the sole provider for basic arson investigator training and the college offers an 80-hour course to provide an avenue for part-time police officers to transition to full-time enforcement positions. The Fire Science program offers 12 certificate programs, which are only open to active fire department members, rescue team members or emergency medical service providers. These programs are designed to meet various national fire service training standards and lead to certification by the Illinois Office of the State Fire Marshal.

9P2. Relationships with external sources that depend on SWIC students and graduates. The college creates, prioritizes, and builds relationships with receiving institutions and employers through a variety of efforts. These are prioritized based on feedback from existing partners and as new opportunities are identified during the institution's strategic planning process as explained in Category Eight. SWIC has established Dual Admission programs with local and major feeder institutions. Dual Admissions is a program designed to bridge the transfer process for SWIC students to the participating baccalaureate-granting institutions. The program allows participating students to work with the receiving institution while earning an associate degree at SWIC to foster a smoother transfer transition. Currently, the college has active Dual Admission agreements with Eastern Illinois University, McKendree University, Southern Illinois University– Edwardsville, and University of Missouri – St. Louis. There is also a Transfer Alliance Program with Saint Louis University – School of Professional Studies. The Dual Admission partnerships are established by signed agreements between SWIC and the baccalaureate institution and the relationships are maintained through informal contacts.

Southern Illinois University – Edwardsville and Southern Illinois University – Carbondale are frequent transfer institutions for SWIC graduates. SWIC has continued to partner with both institutions by providing SIUE office space on the Belleville Campus and SIUC office space on the Red Bud Campus.

SWIC remains an active participant in the Illinois Articulation Initiative (IAI), which assures the transfer of courses among public institutions in Illinois. As an institution, SWIC also works to maintain open communication with baccalaureate-granting institutions by developing articulation agreements with specific departments to assist students with course selection for transferring.

SWIC offers a Transfer Fair in the fall semester. The college's larger transfer institutions are invited to set up tables and offer presentations to SWIC students. SWIC also hosts a large St. Louis Metro- East Baccalaureate Fair. This program plays host to more than 100 colleges and universities and is typically attended by more than 1,000 students, including local high school students, community members, current SWIC students, and SWIC graduates.

The college builds and maintains relationships with area businesses through its system of advisory committees for all CTE programs. Through this venue, employers are given a role in shaping current and future curricula. These relationships are created and maintained through regular meetings and informal contacts. In addition, relationships with business are developed and maintained through numerous internship opportunities and in FY12 more than 250 students were placed as interns with local employers. Relationships with businesses are also developed and maintained by the Career Center through job fairs and other recruitment activities. Six job fairs, hosting 200 employers and 1,400 job seekers, were held during FY12 and the center partnered with community agencies to co-sponsor a Jobs Plus job fair which was attended by 52 employers and 1,600 job seekers. Seventeen employers were also on campus for individual recruitments, speaking to 219 students.

9P3. Relationships with organizations that provide services to students. Faculty and staff continuously strive to create and build new relationships with organizations that provide services to students. Priorities are given to relationships that provide services designed to serve a broad range of students, have the potential to serve a need identified by external mandates, or enhance the Mission and Values of the college. Frequently faculty and staff serve on boards of service organizations or are members of the coordinating council for a group of organizations. In addition staff often presented more than 140 programs about SWIC through the college's free Speakers Bureau. Another example of a long-term partnership is the collaboration SWIC has had with community partners to publish a Senior Citizens Resource Directory which has wide community and internal distribution and identifies 350 community

agencies and businesses. College personnel also recognize that in order to provide a number of support services, internal partnerships and relationships may also be required. Examples of these internal partnerships are found in Figure 9.2.

Formal agreements are approved by the Board of Trustees after approval by a vice president and the president's staff. Student transportation is an example of a collaborative endeavor requiring a formal agreement. The college has written contracts with two transit districts serving St. Clair and Madison Counties, coordinated with Monroe/Randolph County Transit, and sub-contracted with the St. Clair County Transit District to provide a para-transit program. These agreements ensure that students are provided free or greatly reduced cost transportation to and from the various college facilities.

9P4. Relationships with external organizations that supply materials and services. The college creates/prioritizes through Board policy and compliance with state and federal purchasing requirements business office procedures which clearly identify purchasing procedures and provide for a fair and equitable bidding process for college purchases; the solicitation of bids is addressed in the policy. When possible, the state purchasing contract is utilized. Professional services contracts, e.g. architect, auditing, etc. are reviewed on a regular basis by the Board of Trustees. The college has continued to endorse a practice of paying utility and other monthly vendors in an expeditious fashion to facilitate positive vendor relations. A procurement card (p-card) system has also been implemented to ensure timely payments to other vendors. All auxiliary services functions are provided through service contracts, which has greatly enhanced these relationships.

9P5. Relationships with external sources. Partnership and collaboration are hallmarks of the Southwestern Illinois College culture. Institutional, departmental and individual initiatives are encouraged and fostered. Each partnership or relation-building initiative is evaluated for its support of goals outlined in the college's Strategic Plan, as well as its benefit to a specific department, the institution and its students. Associations are funded as deemed appropriate to meet departmental, divisional and college-wide Tactical Plans and the college mission.

At the institutional level, the college serves as a founding member of the Illinois Green Economy Network. The relationship encourages development of collaborative sustainability practices within District 522, as well as community college partners across the state. In addition, the college maintains memberships in various local and regional chamber and business development organizations that establish SWIC as a community partner committed to the development of the region it serves.

Departments, as well as academic and student service programs, build professional advisory groups or affiliations with trade unions and contractor organizations in an effort to ensure college instruction best prepares students for the needs of the area's employers. These relationships often yield career mentors, internship opportunities for students, and possible employment opportunities for SWIC students.

Individuals and departments also connect with peers through memberships in educational associations, professional organizations and regional committees. For example, a College Activities staff member collaborates with a student union group at SAFB; SWIC staff members serve on the Regional Leadership and Development Committee which biannually hosts a leaders breakfast in the southern part of the college district; and the Art department and Schmidt Art Center build partnerships with arts agencies that benefit not only students but also community residents who visit the art center and enjoy both professional and student art.

In addition to these SWIC relationship-building initiatives, the college maintains an active public information and marketing presence throughout the district. The award-winning Public Information and Marketing department routinely communicates college news through press releases, advertisements, feature stories, direct mail pieces, social media avenues and PowerPoint presentations delivered to community organizations. The college Website and growing social media presence remain the flagship avenues for sharing the most up-to-date information.

9P6. Ensuring that partnership relationships meet varying needs. Establishing clear expectations sets a good foundation for a partnership's success. Ongoing feedback opportunities monitor success as well. At appropriate intervals, outcomes are assessed using data from the programs and services offered. Partners, participants, advisory board members and other stakeholders are actively encouraged to provide formal and informal feedback through a variety of assessment tools. Monitoring of social media avenues and the Enrollment Services "Contact Us" intake can help identify areas where clarification or additional partnership attention may be needed to meet stakeholder needs. Feedback is referred to respective departments for consideration and/or action as appropriate. The annual environmental scanning conducted by the SPC and systematic review of all programs and services under the Program Review process further ensure that relationships are on target.

9P7. Creating, building, and assuring integration and communication of relationships. Encouragement of internal collaboration begins at the highest level, the Board of Trustees. Efforts on this front are guided, in part, by the strategic priority: to develop systems, practices and communication strategies that demonstrate the high value given to the people that comprise the college. An example of this is a cross-disciplinary curriculum committee with representation from instruction (faculty and administrators), student development (faculty and administrators) and each campus (faculty and administrators).

Internal communication is also vital to building relationships and partnerships among SWIC faculty, staff and students. To that end, the college:

- Posts minutes from Board of Trustee meetings on the college Website
- Creates a monthly newsletter – Insider Chat
- Holds weekly staff meetings of president's staff where cross discipline collaboration and sharing are encouraged, as is the unified sharing of information with SWIC employees across functional units
- Hosts an annual opportunity for the president to address employees on the state of education and matters important to the institution
- Offers video conferencing opportunities to involve staff at all three SWIC campuses
- Shares announcements and important information with faculty, staff and students via eSTORM, email and text messages.
- Promotes the SWIC Website, swic.edu, and social media presences on Facebook and Twitter as the place to receive the most current information available
- Offers employees an electronic bulletin board to share details about upcoming events and post personal interest items.

Individual offices and divisions support cross-functional collaboration as well. For example:

- Each vice president meets regularly with his or her functional areas. Information from these meetings is routinely shared with other departments and units.
- HRO teams with Selsius™ Corporate and Career Training, a division of the college, to provide internal staff development opportunities for employees in all functional areas.

- HRO brings together employees from all areas of the college with its orientation program for new employees.
- Instruction brings together full- and part-time faculty through the annual fall Faculty Opening Week sessions, Faculty Development Day in the spring and Faculty Showcase programs featuring individual faculty presentations periodically throughout the year.
- Other internal partnerships are reflected in Figure 9.2.

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

Figure 9.2

REPRESENTATIVE INTERNAL PARTNERSHIPS	
ACTIVITY	PARTNERS
PeopleSoft implementation	Instruction, Administrative Services, Enrollment Services, Financial Aid, Information Technology, Human Resources, Public Information and Marketing
Intergenerational programming	College Activities, Programs and Services for Older Persons
Network of success forums	Career Center, Instruction
Faculty and staff development	Human Resources, Instruction, Selsius, Public Safety
Student internships and placement	Instruction, Career Center
College and career readiness	Instruction, Counseling, Community Services, Success Centers
East St. Louis Community College Center	Adult Education, College Activities, Instruction, Counseling, Personal Advocate Linking Services (PALS), Community Education, Success Centers
Various student orientation programs	Counseling, Enrollment Services, Financial Aid, Title III, Information Technology, Success Centers, Career Center, Veterans Services, College Activities, Instruction
Kids' Club child care	Instruction, College Activities, Student Nurses, AmeriCorps, PSOP Foster Grandparent Program, Buildings and Grounds
Accommodations for students	All academic departments, Alternative Transportation System (ATS)/PSOP Transportation, Disability and Access Center
Campus bookstores	Barnes and Noble and Administrative Services
Cafeteria and food services	Aramark, Ravanelli's and Administrative Services
GED student transition	Adult Education, Counseling, Enrollment Services
GED graduates transition to credit classes	Adult Education, Student Services, Instruction

9R1. and 9R2 Measuring collaborative relationships and analyzing results and Results for building collaborative relationships. The measures of external collaborative relationships are listed in Figures 9.3, 9.4 and 9.5. Results for internal partnerships are shown in Figure 9.2 and are developed when a need is identified that can best be met through efforts of more than one unit or division. The need may be identified by an employee at any level who then communicates it to the appropriate supervisor for concurrence. If an approved partnership is among employees of one division, the divisional vice president will authorize the partnership and its budget (if required). If units of more than one division are involved in a partnership, two or more vice presidents will collaborate to initiate it and provide budgetary support.

Figure 9.3

SWIC KEY EXTERNAL PARTNERSHIPS			
EDUCATIONAL ORGANIZATIONS AND INSTITUTIONS			
PARTNERS	PURPOSE	MEASURES OF SUCCESS	RESULTS
Area K-12 institutions	Encourage high school graduates to attend SWIC	Number of students enrolling from each area high school	Stable average of 25% from 25 high schools
	High school dual credit	Number/hours of dual credit high school students and number of	11.9% growth in credit hours; 8.7% growth in students from FY08 – FY11
	Running Start	Running Start participants or agreements	In FY13, 1 high school participating in Running Start with 10 students enrolled
	High School Academy	Number of student enrollments	269 enrollments over 3 years (summer 2010, 2011, and 2012)
	Encourage SWIC's GED completers to enroll at the college	Number/hours of GED completers enrolling	572 GED completers since 1/1/2009 have enrolled in 7,969 UGRD credit hours in FY11 and FY12
	Partner with education for employment systems to provide professional development and curriculum alignment that will promote secondary to post-secondary student transition	Number of students completing certificates and degrees	3,199 completers in FY10 3,091 completers in FY11 3,000 completers in FY12 Although there is a general decline over the last three years, these data indicate an increase from FY09. In FY 10, SWIC had an increase in enrollment, followed by declines in FY 11 and FY12, which is reflective of the decrease in completers.
Illinois community colleges	Create reciprocal agreements to both eliminate program duplications and to provide students access to additional program opportunities	Number of inter-district cooperative agreements Number of enrollments at East St. Louis	SWIC has agreements with 13 nearby/adjacent community college districts. There were 4,334 enrollments in FY10 and 4,557 enrollments in FY12.
Four-year institutions	Create capstone and articulation agreements for transfer students	Number of partnerships, dual admission agreements	IAI relationships with all public and most private 5 participating schools in Dual Admission
Illinois Articulation Initiative	Articulate curriculum among participating institutions	Number of institutions accepting SWIC credits	97 full-participation IAI schools 14 IAI receiving-only schools
Illinois Community College Trustees Association	Provide trustees information related to trends, legislation, and professional development	Participation in state board meetings	Representative trustee actively participates in ICCTA state board meetings and regional meetings.

Figure 9.4

COMMUNITY AND CIVIC ORGANIZATIONS			
PARTNERS	PURPOSE	MEASURES OF SUCCESS	RESULTS
Civic and community agencies and social service organizations	Create partnerships that enable the college to maximize its services	Employee participation in Rotary, Lions, United Way, neighborhood associations, chambers of commerce. Number of speakers participating in college's Speakers Bureau and number of presentations	FY09 – 66 speakers ,268 presentations with 7,704 attendees FY10 – 55 speakers and 160 presentations, 6,232 attendees FY11 – 46 speakers ,132 presentations and 4,987 attendees
	Obtain scholarships	Number of scholarships awarded from community and civic organizations	74 organizations provide \$108,778 through 111 awards in FY 12
	Provide facilities for community activities	Number of organizations utilizing college facilities	Approximately 101 external organizations utilized facilities at Belleville, Sam Wolf Granite City, Red Bud campuses and PSOP
Service Learning sites and Programs and Services for Older Persons (PSOP) volunteers	Provide volunteer labor to community entities	Number of organizations participating	180 non-profits accept SWIC volunteers
		Number of PSOP volunteers	2011 = 1,368 volunteers 2012 = 1,320 volunteers 2013 = 1,149 volunteers

Figure 9.5

GOVERNMENT AND REGULATORY INSTITUTIONS			
PARTNERS	PURPOSE	MEASURES OF SUCCESS	RESULTS
Institutional and Program Accreditation Organizations	Maintain institutional and program-specific standards and accreditation of programs	Reaffirmation of institutional accreditation	Institutional accreditation has been reaffirmed until 2015-2016. All HLC reporting requirements have been submitted in a timely manner and accepted by the Commission.
		Specialized accreditations of occupational programs	SWIC occupational programs are accredited by 17 different agencies
Federal, state and local government, IBHE and ICCB	Serve as regulatory, advisory, and funding sources and provide accountability, professional development and joint training programs	Continued recognition and funding	SWIC continues to maintain its status as a Class I Community College and its eligibility to provide access to Title IV and Veterans' Educational Benefits to its students.
Veterans Administration	Processing certification of educational benefits	Student veterans receiving benefits	In FY12, SWIC had over 1,200 veterans enrolled, and over 900 utilizing VA benefits.

Figure 9.6

BUSINESS PARTNERSHIPS			
PARTNERS	PURPOSE	MEASURES OF SUCCESS	RESULTS
Businesses, employers, and economic development offices	Provide opportunities for clinical program, internships, and apprenticeships	Number of students placed	FY12 more than 250 students placed into internships with local employers
	Employ students/graduates	ICCB graduate follow-up/placement data for completers seeking employment. Employment for all AAS and Certificate graduates	FY10 - 77.6% exceeding SWIC's institutional goal of 75% as well as ICCB average of 71.3%; FY 2011 placement rate for all AAS and Certificate graduates was 83%.
	Provide Career Services to students and community	Job postings Visits to Career Center	11,928 in FY12
	Provide performance improvement and employee training services	Employer evaluations	1,896 in-person, 1,803 attending workshops, and 35,830 Website visits in FY12
	Provide student scholarships and gifts to the college	Amounts of gifts and scholarships	31 businesses provide \$47,580 through 59 awards in FY12
	Deliver workforce development projects	Number of employees trained Number receiving performance improvement services	6,874 in FY08 18,280 (duplicated for three services) advisement, job search and resume prep services
	Provide community job fairs	Number of employers participating	An average of 271 employers participating FY10-12
Program advisory committees	Assist with curriculum development and evaluation	Level of participation by committees	Advisory Committees and Curriculum Committee evaluate current academic programs and explore options of new curriculum development

Articulation Agreements SWIC has 23 high schools and 2 area career centers in its consortium. Perkins/CTE provides opportunities for articulation testing at the high school level; however, the increase in dual credit has reduced the need for articulation.

Educational Organizations and Institutions

Dual credit enrollments for which both high school and college credit are awarded is a measure of partnership with local high schools. The growth displayed in Figure 9.7 represents the college's significant collaboration with high school administrations, academic departments, and faculty. The college achieved an 8.7% growth in dual credit students from FY08 to FY11 and an 11.9% growth in credit hours.

Figure 9.7

DUAL CREDIT ENROLLMENTS 2008 - 2012			
	# Schools	# Credit Hours	# Students
2008-09	23	11,729	4,160
2009-10	24	11,451	4,134
2010-11	24	12,167	4,214
2011-12	26	13,129	4,521

Success of Students Transferring to Institutions of Higher Learning The data source used to collect and evaluate this information is no longer available. The college is investigating opportunities to assess the success of SWIC students transferring to institutions of higher learning.

Figure 9.8

GRADUATE PLACEMENT RATE		
	SWIC	ICCB College Average
FY2007	87.5%	78.2%
FY2008	77.0%	80.9%
FY2009	81.6%	75.3%

Local and Area Businesses, Employers and Economic Development Offices Graduate employment rates continue to be comparable to or exceed those of other community colleges and demonstrate outcomes related to SWIC’s institutional goal of 75%. The Graduate Placement Rate Chart (Figure 9.8)

provides data relating to SWIC’s placement rates in comparison to that of other Illinois community colleges.

Business Partnerships The college partners with local employers such as U.S. Steel and Global Brass, as well as trade unions, to provide customized for-credit instruction at the Industrial Technology Center.

From spring 2008 through spring 2013, there were 8,788 apprentice enrollments resulting in the 34,434 credit hours. In addition, during the same timeframe, the Technical Education division administered four ICCB Pathways to Results grants and received both a Round One and Round Two Trade Adjustment Assistance Community College and Career Training (TAACCCT) Grant totaling approximately \$2 million dollars. All six grants required the division to develop formal partnerships with local industry.

Figure 9.9

EMPLOYER SATISFACTION WITH JOB FAIRS		
	Benefited from the Fair	Intent for Future Participation
FY2010	4.14/5.0	4.83/5.0
FY2011	4.63/5.0	4.82/5.0
FY2012	4.38/5.0	4.75/5.0

Accommodations and Support Services through the Disability and Access Center A departmental name change from the Special Services Center to the Disability and Access Center, more accurately reflects services available to students. This resulted in an increased number of students identified as being eligible to receive services. In FY08, 849 students were identified compared to 1,851 in FY 12. Accommodations for learning disabilities, ADHD and psychological disabilities ranked highest with a total of 21,746 overall accommodations provided district-wide from FY09 – FY12.

9R3. Results comparisons. The college continues to strive to collect relevant data to support meaningful comparisons. This is challenging due to the unique characteristics of the partnerships.

Enrollment and Transfer Comparisons Enrollments of high school students after their spring graduation remain constant. Data indicate that dual credit enrollment at SWIC is consistent with, to slightly better than, peer institutions.

Service To Veterans As described in 3R4, 3R5, and 3R6, SWIC serves the largest percentage of veterans compared to other institutions in its ICCB peer group. In FY11, the college served 1,205 veterans compared to an average of 350 at the other institutions. The institution with the next highest number of veterans served a reported 830 when considering an unduplicated headcount.

Dual Credit Enrollment SWIC has achieved an 8.7% growth in dual credit students from FY08 to FY11. The college ranked in the top five among other Illinois community colleges when comparing dual credit enrollment for FY11.

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

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

Graduate employment rates The college continues to compare its graduate placement rate as a benchmark of its success. Figure 9.8 provides data relating to SWIC's placement rates in comparison to that of other Illinois community colleges.

Selsius™ In the 2012 NCCBP collection, SWIC's Business and Industry department, Selsius™ ranked in the 73rd percentile nationally in the number of companies it served.

9I1. Recent Improvements. SWIC has enhanced many of the relationships that have been in place for many years. These relationships and collaborations continue to be of high priority in light of anticipated funding reductions.

External funding provides supplemental support to the college's mission of serving students and developing a skilled workforce. SWIC has an annually funded \$265,000 federal Title IV TRIO Student Support Services grant. The college recently completed a Title III – Strengthening Institutions grant funded for \$1.7. TAACCT grants contributed, through a state wide community college consortium, \$1.9 million from the U.S. Department of Labor. SWIC's total operating budget in FY12 was supplemented with approximately \$24,132,539 in grant funds. One grant provided opportunities for members of the building trades unions to enter SWIC and earn certifications in energy auditor and building envelope specialist.

Opportunities exist between the college and external partners to explore additional improvements for serving students and to provide workforce training. SWIC pursues external funding opportunities as they are directly related to the college's mission. There is a protocol in place for approval of submission of applications through the Grants Administration office. These procedures ensure the grants adhere to college policies and guidelines and are aligned with its mission and values. Recently the college submitted a U.S. DOL grant for YouthBuild. This opportunity, if funded, gives GED completion along with construction skills training for citizens within the college district.

9I2. Improvement of Current Processes and Systems. SWIC is committed to improving processes and systems. Each divisional vice president is responsible for working with and creating quantifiable and qualified benchmarks for evaluating success of the partnerships and collaborations cited in Figures 9.3 through 9.6. This provides systemic evaluation of both formative and summative outcomes. These outcomes are analyzed annually and reported to the SPC and if the results are not congruent with the college's Strategic Plan or have been met, new directions can be provided for partnerships to assist the college's mission.



Academic
Quality Improvement
Project

The Higher Learning Commission NCA