CATEGORY 6 Supporting Institutional Operations

6C1 What are your key student and administrative support service processes? What are the support service process needs of students and other stakeholder groups?

Helping students learn is at the center of the student and administrative support service processes, as outlined in Figure 6.1 and Figure 6.2, including: 1) Student Intake, 2) Student Retention, 3) Academic Support, 4) Lifelong Learning/Transition, 5) Strategic Planning, 6) Financial Operations, and 7) Facilities Management.

Students’ and other stakeholders’ support service process needs encompass effective scheduling of classes that includes alternative locations, times, and mediums; offering multiple methods of registration; bookstore services; food services; tutoring centers; non-traditional student services; career counseling; lifelong learning; and personal development opportunities.

Figure 6.1 Key Student Processes

<table>
<thead>
<tr>
<th>Key Student Process</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student Intake Processes</td>
<td>Admissions, Registration, Financial Aid, Counseling, Assessment Center, Cashier/Payment Services, TECH PREP, E2C, Adult Education, GED Testing, Special Populations Office, Dislocated Workers Center</td>
</tr>
<tr>
<td>Student Retention Processes</td>
<td>Academic Advising, Academic and Personal Counseling, Reading/Writing/Study Skills Lab, Early Alert System, Peer Tutoring, Against Domestic Violence and Sexual Assault Service (ADV/SAS), Student Activities, Library, Project Success, Special Populations Office, Dislocated Workers Center, Computer Resource Center</td>
</tr>
<tr>
<td>Academic Support Processes</td>
<td>Bookstore, Cafeteria Services, Records, Degree Audit, Curriculum Development, Teaching and Learning Committee, Adjunct Faculty Development Academy, Center for Excellence in Teaching, Learning, and Assessment (CETLA), Technology Strategic Plan, Master Plan, Foundation, Library, Special Populations Office</td>
</tr>
<tr>
<td>Lifelong Learning/Transition Processes</td>
<td>Articulation, Career Counseling, Continuing Education, Business Training Center, Dislocated Workers Center, Veterans Representative, Adult Education</td>
</tr>
</tbody>
</table>

Figure 6.2 Key Administrative Processes

<table>
<thead>
<tr>
<th>Key Administrative Process</th>
<th>Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strategic Planning</td>
<td>Institutional Research, Information Technology Strategic Plan, Strategic Goal Administration, President’s Council, Board of Trustees</td>
</tr>
<tr>
<td>Financial Operations</td>
<td>Budget, Audit, Investment, Reporting, Payroll, Purchasing, Financial Forecast, Program Efficiency Review, Board of Trustees</td>
</tr>
<tr>
<td>Facilities Management</td>
<td>Facilities Maintenance, Facilities Master Plan, Risk Management, Board of Trustees</td>
</tr>
</tbody>
</table>
6C2 How do your key student and administrative support services reinforce processes and systems described in Category 1, Helping Students Learn, and Category 2, Accomplishing Other Distinctive Objectives?

Key student and administrative support services reinforce processes and systems described in Category 1, Helping Students Learn, by providing facilities, programs, and services that support teaching and learning. The processes and systems described in Category 2, Accomplishing Other Distinctive Objectives, are reinforced by allocating and managing resources to support organizational goals (see 2C1).

Examples of how key support services attract and facilitate enrollment:
- Adult Education offers free instruction to out-of-school adults age 16 or older through a lab instructional setting that offers individualized, self-paced learning for both Adult Basic Education (ABE) and General Education Development (GED).
- Online registration began in spring 2004 to improve the student intake process.
- The Dislocated Workers Center offers re-employment services as well as opportunities for job training and other upgrading skills to eligible individuals.

Examples of how key support services reinforce student success:
- Jacobs Library provides students with resources for study and research. Use of the Jacobs Library has more than doubled since 2001. The collection contains nearly 100,000 volumes to support curriculum, newspaper and magazine subscriptions, and a variety of full-text electronic journal databases. The library’s online catalog and electronic resources are available to patrons off-campus via the Internet. The interlibrary loan service provides access to the collections of libraries throughout Illinois and worldwide. The computer lab in the library provides a location where the library staff can provide workshops and instruction to classes as requested by faculty. In addition, when the library staff is not using the computer lab, students are welcome to use this quiet setting for research and class work.
- A formal Assessment Center was established in 2001 through funding from the Title III grant. All first-time, full-time students are required to take placement testing in reading, English, and math. Part-time students must take placement testing for any math or English course. Ensuring that a student is placed appropriately in core general education courses, such as math and English, increases the probability of student success. The Center also serves as a resource for make-up exams and distance learning testing.
- The use and accessibility of technology at IVCC introduces students to technologies they will use in other institutions and the workplace. Technology such as computer labs and smart classrooms not only enhances how instructors deliver curriculum, but also addresses multiple learning styles.
- The Counseling Center provides comprehensive services to enhance the educational learning environment and addresses the diverse needs of all students at IVCC.
- In October 2005, IVCC, in conjunction with ADV/SAS, was awarded a two-year grant from the Department of Justice, Office of Violence Against Women to institute a Coordinated Campus and Community Response to Violence Against Women on campus.

Examples of how key support services facilitate students’ transition upon goal completion:
• The Continuing Education Center’s purpose is to enrich lives by providing lifelong learning opportunities. Its staff design, develop, and offer an array of credit/non-credit courses, workshops, trips/tours, outdoor adventures for youth, and special events that enrich the lives of residents from all age groups, including youth and mature adults.
• The Business Training Center specializes in developing and providing quality training programs for employees at various levels within an organization.
• IVCC’s Small Business Development Center provides information and assistance to potential and existing small businesses.
• The Counseling Center offers career counseling and transfer services.

6P1 How do you identify the support service needs of your students?

While there is not a clearly defined over-arching process for identifying the support service needs of students at IVCC, the College identifies student needs in several ways. There are multiple student surveys that include CCSSE, Noel-Levitz, and the Occupational Follow-up Survey, as well as more individualized student surveys in program areas. The Occupational Follow-up Survey includes questions relating to several key student services, such as financial aid, academic advising, career planning, college transfer planning, counseling, tutoring, library, and student activities. The College also identifies service needs through daily interaction between students, faculty, and staff, as well as comment boxes located throughout the college. The Institutional Research team uses data analysis and direct comparisons with peer institutions. The student intake process provides information about instructional support and general education course placement needs. The student retention process includes such safeguards as an Early Alert System, to identify students that need additional support services offered. However, IVCC acknowledges that this system needs to be better communicated and used by faculty and staff in order to strengthen the effectiveness of the Early Alert System.

6P2 How do you identify the administrative support service needs of your faculty, staff, and administrators, as well as other key stakeholder groups

The new Strategic Planning Process incorporates steps to identify the support service needs of faculty, staff, and administrators. The environmental scanning process identifies the support service needs of other key stakeholder groups (see 3P3).

The administrative support service needs are also identified through direct feedback. Internal committees, such as the Support Staff Advisory Committee, provide a link between layers of the organization, as do the faculty union and others, which creates avenues for communicating staff and faculty needs. As a result of Action Project 9 (see Figure 8.3), committee membership is not only cross-functional but also includes employees of diverse classifications, which contributes to direct feedback from across the entire institution. Surveys such as the Community College Faculty Survey of Student Engagement (CCFSSE), Culture Survey, and the Employee Satisfaction Survey also identify support service needs, as do the budget process, Human Resources, and regulating bodies, such as the Illinois Community College Board (ICCB).

Some key stakeholder group needs are identified through regulating bodies. An example of needs identified through a regulating body includes the mandatory Illinois Web Accessibility Standards implemented in 2006. The new guidelines align with section 508 of the Rehabilitation Act and
the W3C Organization standards for website design. The ICCB required that IVCC report the College’s status for making IVCC’s site accessible to everyone.

6P3 How are your key student and administrative support service processes managed on a day-to-day basis to ensure that they are meeting the needs of students and key stakeholder groups? How do you document your processes and encourage knowledge sharing, innovation, and empowerment?

Student and administrative support service processes are managed on a day-to-day basis beginning with policies and written procedures or guidelines that progress through each level of the institution from front-line staff to key administrative leaders. Departments and offices are managed by directors, coordinators, supervisors, and deans. The key process areas of the institution are managed by the Vice Presidents and the Strategic Leadership and Planning Council (SLPC). The processes are documented through written documents available in the Employee Guidebook, Faculty Handbook, Administrative Procedures Manual, and Board Policy Manual. The creation of an Intranet has improved knowledge sharing for processes as well as increasing capacity for innovation of these processes. Several action project teams have implemented Continuous Quality Improvement (CQI) strategies to innovate support service processes. For example, Action Project 4 (see Figure 8.3) empowered support staff to completely revise the Employee Guidebook. Not only was the document itself redesigned, but the guidebook is now a living document on the Intranet.

While the institution acknowledges that student and administrative support service processes are managed well on a day-to-day basis, there is a lack of documentation to determine to what extent these support services are meeting the needs of students and key stakeholder groups. The institution reviews academic programs within a five-year cycle and the development of the systems portfolio has highlighted the need to review department and support service areas on a regular basis as well.

6P4 How do your key student and administrative support areas use information and results to improve their services?

Many student and administrative support areas of IVCC use information and results to improve their services, but the institution lacks over-arching processes for the key areas addressed in 1C1. Some information is gathered and used internally and other results are required by external bodies for reporting, such as the College Annual Program Review, which has a five-year rotational schedule for academic areas. Support areas use information in the following, specific ways:

- The Strategic Planning Process uses various sources of information, such as an environmental scan, and is tied to the budget to set strategic priorities and initiatives each year. The Strategic Leadership and Planning Council uses data to verify progress on achieving goals and objectives.
- The Illinois Valley Community College Financial Forecast for Fiscal Years 2008-2012 has been developed as a tool to be used in the College’s long-term strategic-planning process. The College has made a concerted effort to help “bring numbers to life.” Adequate state support, the effect of tax increment financing redevelopment projects on the equalized assessed valuation of the district, recruiting and retaining an exceptional
instructional staff, continuing eligibility for equalization funding, capital needs, and the costs associated with purchasing technology and its support are examples of the more significant challenges the Board of Trustees and the administration see on the horizon. By preparing a Financial Forecast that considers the implications of Board and administrative decisions beyond year-to-year budgets, and continuing to engage in open and honest dialogue, stakeholders in the College will find a way to finance its future. The Financial Forecast recommends a decision-making process that continually reflects upon the College’s core values, vision, mission, and goals. The College should base every decision about its financial future upon how the decision is in congruence with these criteria.

- The Program Efficiency Review (formerly called the Occupational Program Status Review) uses enrollment statistics to determine course offerings and resource utilization for all occupational programs on an annual basis.
- Action Project 11 successfully implemented a new procedure to improve student retention and academic success by creating a firm end date to the registration cycle, whereby all students are required to register prior to the first class meeting.

**6P5 What measures of student and administrative support service processes do you collect and analyze regularly?**

In fall 2006, the Strategic Leadership and Planning Council began drafting measures to become key performance indicators (KPIs) incorporated into the Strategic Planning process. The KPIs and performance targets will be incorporated into the Strategic Plan for the first time in fall 2007 (see 7C1, 7C2). These performance indicators will establish measures of the services within each key process area. Current measures include student satisfaction, enrollment/credit hour comparison data, an internal Program Review, and financial reporting (see also 7C2, 7P1).

Action projects have become a vehicle that the institution uses to measure certain processes. Action Project 3, for example, is an AQIP Action Project designed to examine, measure, and improve the Student Intake Processes area mentioned in 6C1. This action project does not have results to share at this time, but it is anticipated that the results will have a significant effect on the student intake process. For example, Action Project 3 team members are examining processing times for transcript requests (24 hours) and admissions applications (48 hours).

**6R1 What are your results for student support service processes?**

Key Student Process Results include:

**Student Intake Processes**
- Adult Education served approximately 600 students during FY06.
- In FY06, 171 students passed the GED examination.
- Enrollment statistics
  - 1646 course sections were offered in fall 2005.
  - There were 4,689 enrollments: 4,027 credit and 662 non-credit.
- 29.2% of area high school graduates enrolled at IVCC in either summer of fall 2005.
• Financial Aid – While the rate for financial aid recipients has increased 193%, the default rate has dropped 17.8% from FY 1998 to FY 2006.

Student Retention Processes
• Stable tuition rates and fees that remain lower than the average of peer institutions (see Figure 6.3).
• Writing Center served 336 students during FY06.
• Peer Tutoring served 571 students during FY06.
• Academic Advising served 6,591 students in 2005-2006 academic year.
• ADV/SAS served 1,293 individuals during 2006.
• Use of the Jacobs Library has more than doubled since 2001.
• During 2006, there were 27 active student organizations.
• Project Success served 175 students in 2005-2006 academic year.

Academic Support Processes
• In an effort to reduce textbook costs for students, the IVCC Bookstore focused on a process to make more used textbooks available. The effectiveness of this approach can be found in the percentage of textbook sales that came from used books. The used percentage during FY04-FY05 was 27 percent. The used percentage of books during the FY05-FY06 was 32 percent. A five percent increase in used text sales was realized.
• To continue efforts to reduce costs, the IVCC Bookstore will pilot a textbook rental option program beginning in fall 2007. If the pilot is successful, more classes will be added each semester.
• In the 2006-07 academic year, the Foundation awarded $108,650 in scholarships to 168 students, an average award of $646.
• Adjunct Faculty Development Academy
  ▪ Total number of faculty who have completed Module 1 is 49.
  ▪ Total number who have completed the program as of the end of the spring 2007 semester is 21.
• Information Technology Strategic Plan - In early 2004, IVCC contracted with Collegis, Inc., now known as SunGard Collegis, to provide an assessment of information technology services and the development of an information technology strategic plan. Beginning in February 2004, a senior consultant from the company’s Strategic Services Division visited the campus on several occasions and met with a variety of individuals and groups in order to collect information for these reports. The report provides a three-year Information Technology Strategic Plan for the college.

Lifelong Learning/Transition Processes
• Dislocated Workers Center served 375 individuals during FY05.
• Articulation (See 1R2).
• Continuing Education served over 3,000 participants during FY06.
• Business Training Center served approximately 1,250 participants in customized training programs during FY06.

Figure 6.3 Comparison of Tuition and Fees to Other Illinois Community Colleges
6R2 What are your results for administrative support service processes?

The results for IVCC’s key administrative process areas include:

Strategic Planning
- Institutional Research, Information Technology Strategic Plan, Strategic Goal administration
- Satisfactory data collection for state and administrative reporting and auditing procedures.
- Successful relationships with bargaining entities results in fewer grievances and more contract resolutions supported by faculty and custodial/maintenance employees.
- A result of faculty and administration working with advisory committees has been the development of new programs; for example, over the past year, programs have been created in Warehousing, Medical Coding, Medical Transcription, and Advanced Therapeutic Massage.

Financial Operations
• Budget, Audit, Investment, Reporting, Payroll, Purchasing, Financial Forecast, Program Efficiency Review

• The College has been awarded a “Certificate of Achievement for Excellence in Financial Reporting” from the Government Finance Officers Association of the United States and Canada annually for the years ending June 30, 1994 through 2005.

• The College’s Comprehensive Annual Financial Report for the year ended June 30, 2005, has been awarded the “Certificate of Excellence in Financial Reporting” by the Association of School Business Officials International (ASBO). This is the 11th consecutive year the College has received such recognition.

Facilities Management

• Over a period of 18 months, the College’s Master Plan was revised based on input from several committees and a number of focus groups representing faculty, students, and other key college stakeholders. The new Master Plan led to significant changes to state-funded capital improvement plans previously approved by the ICCB, such as reducing the size of two new buildings; reallocating space for existing programs; postponing a significant expansion of the library; and building an addition to the athletics facility for non-athletics activities. Although the cost for these long-range facility improvement plans total $42.5 million, the net effect is 11,699 net assignable square feet less than what had been approved by the state in previous capital improvement documents.

• The district’s largest county (in fact, the second largest county in the state), LaSalle County, is quickly becoming recognized as a leader in the use of tax increment financing (TIF) for the purpose of stimulating economic development. Under Illinois law, TIF districts may be established by municipalities to freeze the amount of property tax revenue collected by taxing bodies for up to 23 years and direct the increment to a special fund for infrastructure development, as determined by the cities or villages that adopt TIF ordinances. Since property tax revenue makes up more than one third of the College’s operating fund revenue, the Board has taken the position that the College must aggressively seek intergovernmental agreements with cities and villages that adopt TIF district financing with the goal of making the College “whole” on such projects and protecting the College’s tax base. So far, in fiscal year 2007, the Board of Trustees has approved 10 TIF district agreements with local cities and villages.

• The local decision to join the Community College Insurance Cooperative several years ago for health insurance continues to be a wise move. By having a seat on the board of directors and implementing risk-prevention strategies that stress wellness, the College has been able to control the cost of health insurance premiums. In fiscal year 2007, premiums increased by only two percent and in fiscal year 2008, there will be no increase in premiums.

• The Board of Trustees submitted a proposal to the ICCB for a $1 million improvement to the College’s truck driver training skill path and east campus student parking lot using $800,000 of capital renewal funds and $200,000 of local funds. The plan has been approved for funding and the project will be completed in spring 2008.

• The college maintains an aggressive risk management program to identify and correct conditions that may prove to be detrimental to the safety of the campus. As of April 17, 2007, renewal premiums for commercial insurance coverage dropped from $285,823 to $279,265, or 2.29 percent.
6R3 Regarding 6R1 and 6R2, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?

IVCC’s results compare favorably with other institutions:
- IVCC transfer student GPA exceeds the mean GPA of all community college transfers at five Illinois Universities (see Figure 1.8).
- Transfer rates are high proportionately with other community colleges (see Figure 1.7).
- Favorable costs when compared to peer colleges (see Figure 6.3).
- The number of enrolled students who received Pell Grants in FY 2004 continued to increase. IVCC’s 40.9 percent increase from FY 2002 to FY 2004 outpaced the 24.4 percent state average increase of those same two years. While the state experienced an 8.6 percent increase in Pell recipients from FY 2003 to FY 2004, IVCC saw a 15.4 percent increase.

6I1 How do you improve your current processes and systems for supporting institutional operations?

The College does not yet have a comprehensive system for improving core student and administrative processes. However, in some areas, improvement initiatives are either in place or being developed. These include the student intake processes (AQIP Action Project 3, see Figure 8.3), curriculum development and approval, student retention and success, academic support services, strategic planning, and the budget development and review process. A team of staff have been trained as facilitators in project development; these facilitators have helped develop key processes such as tenured faculty review. While College leaders have considered implementing a system for training and supporting all staff in CQI methods and tools and instituting a non-academic department review process, decisions regarding these improvement initiatives have not yet been made.

6I2 With regard to your current results for student and administrative support processes, how do you set targets for improvement? What specific improvement priorities are you targeting? How do you communicate your current results and improvement?

The College is not currently setting targets for improvement of institutional operations.