EAST CENTRAL COLLEGE

Quality Program Summary

Submitted to:
Academic Quality Improvement Program
The Higher Learning Commission

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EAST CENTRAL COLLEGE
QUALITY PROGRAM SUMMARY AND PORTFOLIO UPDATE

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QUALITY PROGRAM SUMMARY AND PORTFOLIO UPDATE

I. INTRODUCTION

Fall 2009 marks the 40th anniversary of the first class offerings of East Central College (ECC). The Systems Portfolio, submitted in the fall of 2008, documents the results of 40 years of cumulative effort to serve the students, stakeholders and community of ECC. As a maturing institution, ECC recognizes the value of continuous quality improvement and the challenge of the necessary change in institutional culture to realize its benefits.

The contents of this document and the soon-to-be-updated Systems Portfolio reflect the work of ECC in addressing the following non-inclusive list of items identified within the Feedback Report:

- Continuous improvement efforts
- Strategic Initiatives, identified through the Systems Portfolio review
- Comprehensive planning
- Data management and application
- Integration of the Action Projects

The College must also give consideration to the process and timeline for the update of its Systems Portfolio. Completion of the Quality Program summary will be a component of the comprehensive process and ongoing work in maintaining a current Systems Portfolio.

Many of the quality initiatives summarized in this document have resulted in subtle and important improvements in processes related to student learning, student development, retention and new employee programs. These understated improvements positioned the College to admit and enroll a record number of students this fall. Careful planning, responsible use of resources and effective enrollment management strategies allowed a record breaking number of new students access to the programs and services of ECC.

II. QUALITY IMPROVEMENT AT EAST CENTRAL COLLEGE

ECC began examining AQIP as an alternative accreditation model in 2003. Then-College President Dr. Karen Herzog made the recommendation to change from the traditional accreditation model to AQIP, with formal admittance into AQIP in February of 2004. In presenting this recommendation to the Board of Trustees, the reasons given were (1) the expected turnover in faculty and staff, (2) the need to plan and manage assessment activities, (3) the effort to create a culture of data use and (4) statewide demands for accountability in higher education. The AQIP model seemed suited to addressing these particular needs.

ECC completed the AQIP Examiner in January 2004 and used the results during its first Strategy Forum. Four action projects were developed at the Strategy Forum and served as the institution's primary structure for quality improvement (*see Appendix A, Action Projects*).

During a key phase in planning its improvement efforts, the College was faced with the retirement of then-College President Dr. Herzog. Following a national search, Dr. Edward Jackson became the president of ECC in July 2005.

In December 2006, John Hardecke was named AQIP Liaison and Coordinator for ECC. The following spring semester, quality improvement efforts were re-energized at ECC through workshops and education of the faculty and staff at in-service meetings and other occasions, listserv discussions and an AQIP newsletter.

Quality improvement efforts have been central to the College's operation since entry into AQIP (*see Section III, A Culture of Improvement*). Last year's completion of the Systems Portfolio was an example of the campus-wide efforts associated with quality improvement.

In January 2007, nine teams were formed to start drafting responses to the series of category questions posed for the Portfolio. Each team had three members, selected for their expertise and perspectives, to provide input on the various categories and to represent a broad cross-section of the College. All the groups met separately and were brought together regularly to debrief.

Faculty and staff were asked to collaborate to answer specific AQIP Systems Portfolio questions during the four in-service sessions leading up to the submission of the Systems Portfolio. A first draft was completed in May 2007, a second draft was finished by December 2007 and the final draft for submission was finished in the fall of 2008; it was submitted on October 31 to the AQIP office.

The original four Action Projects were given new leadership and focus and were completed during spring 2007. Three new Action Projects were launched in spring 2007 (*see Appendix A*) and are currently in various stages of development. New Action Projects are also in development (*see Appendix A*).

After receipt of the Systems Appraisal Feedback Report, Dr. Jackson formed the AQIP Steering Committee to review the appraisal report and make recommendations. A new Strategic Plan Steering Committee was formed to address the strategic issues outlined in the report, and during fall 2009 in-service all nine categories were integrated into the week's events, each event targeting a particular category and the opportunities therein. Furthermore, in a session attended by a majority of the faculty, new Common Learning Objectives were created, reducing the number from eight objectives to three. These were approved and referred to the Assessment Committee for development; they will also be the target of a new Action Project devoted to their development, implementation and assessment.

The College's senior administrative leadership – President, Vice President of Instruction, Vice President of Finance and Administration, Vice President of Career and Outreach Education and Vice President of Student Development – along with the Director of Institutional Research,

Assessment and Planning; the AQIP Coordinator; and a member of the District Board of Trustees will attend the AQIP Strategy Forum, "Creating the Climate for Continuous Learning," in mid-October of this year. Since our Systems Portfolio (October 2008) and Systems Appraisal Feedback Report (February 2009) are still relatively recent events in the life of the College, the October 2009 Strategy Forum will help bring additional focus to our quality improvement efforts.

III. A CULTURE OF IMPROVEMENT

Planning:

The Strategic Plan adopted by the College in 2003 has undergone a significant metamorphosis as the institution's leadership and environment have evolved. Pre-semester in-service sessions have afforded the opportunity for broad campus input into the planning process with the Director of Institutional Research, Assessment and Planning (IRAP) providing structure and technical support. The 2008 edition of the plan included seven strategic themes covering virtually all aspects of the College, goals that support those themes and strategies to address the goals. Strategies were referenced to Higher Learning Commission criteria and AQIP categories, and responsibility for action was assigned. The Systems Appraisal Feedback Report has helped the Strategic Plan Steering Committee to simplify and refine the 2008 plan, while seeking to incorporate measurable goals, identify appropriate benchmarking data and outline more specific action steps.

The Strategic Plan Steering Committee's efforts include ensuring that the College's plan is congruent with and supportive of the Strategic Plan adopted in July 2008 by the Missouri Coordinating Board for Higher Education. That document, "Imperatives for Change: Building a Higher Education System for the 21st Century," places emphasis on increasing access to post-secondary credentials, keeping costs affordable, assessing the results of student learning, meeting workforce training needs and promoting civic engagement and international understanding. The plan also requires that each public post-secondary institution develop specific performance measures.

The College leadership is mindful that a strategic plan is never a document that can be considered complete. Demographic, economic and political realities are constantly changing and the College must be responsive to those changes. The Strategic Plan Steering Committee will oversee the document, its related action plans and its responsiveness to changing conditions within and outside of the College.

AQIP Steering Committee:

Formed this year, the AQIP Steering Committee provides campus-wide leadership for AQIP-related activities. The AQIP Steering Committee oversees the Action Project activities and campus-wide AQIP events and timelines, and guides the campus AQIP efforts. Currently, the AQIP Steering Committee is overseeing work on the Systems Portfolio update and the planned Quality Check-Up Visit in November of 2009. The Committee is also involved with preparation for the upcoming Strategy Forum (*see Appendix B, AQIP Timeline*).

An upcoming responsibility of the AQIP Steering Committee will be a comprehensive review of the recently completed AQIP Examiner. Results from this second administration of the Examiner will help the committee evaluate the status of the quality improvement efforts at the College and formulate plans based on the results.

In-Service Activities:

At the beginning of each semester, the College conducts a weeklong series of back-to-school activities. Events, workshops and meetings during the week are planned around current needs and development opportunities. AQIP, assessment and strategic planning activities figure prominently in the schedule; the most recent in-service schedule was themed around the nine AQIP categories.

Faculty and staff used time at the various events to provide feedback, discuss topics, gather ideas for action projects, provide updates and information and generally integrate quality improvement into College activities.

In addition to AQIP activities, in-service events may also focus on other planning, technology and topical workshops.

Assessment and Assessment Planning:

As part of its ongoing work on the assessment of student learning, the Assessment Committee requires each academic unit (division, department or program) to maintain an assessment plan and a reporting cycle. This effort, along with the other work of the Assessment Committee, has resulted in an increased level of awareness and application of assessment results among faculty and staff both in their respective units and campus-wide.

The result of that effort has been the production of the first Assessment Report. The report will be available at http://www.eastcentral.edu/AQIP/assessment_home.html. The report also includes a survey for the submission of comments, questions and feedback related to the Assessment Report.

Action Projects:

Appendix A features the most current list and status of the campus Action Projects.

Training and Workshops:

Each semester begins with a series of timely trainings and workshops, based on survey results and other identified needs. Recent trainings and workshops have included Moodle users, classroom instructional technology, use of the student on-line registration system and advisor training for new faculty.

In addition to technology applications, faculty and staff have also experienced assessment workshops, specialized training, work on the Moodle Syllabus Tool and workshops to address the needs of non-traditional learners.

During the summer of 2009, faculty and staff also participated in day-long workshops on distance learning pedagogy and assessment.

As part of faculty development planning, each full-time faculty member meets with their respective chair at the beginning of each semester to plan the year's development and discuss development needs.

Quality Services Group:

Formed through the Vice President of Student Development, the Quality Services group was organized to promote communication, provide better customer service and improve student enrollment processes. Held twice a month, the open assembly permeates divisions and departments and allows for problem solving and input from all employee levels.

Departments typically represented include Admissions, Advising, Registration, Financial Aid, Financial Services, Library, Instructional Technology, Instruction and Public Relations. At the end of each fall and spring enrollment period, a debriefing session is also held to examine processes that work and those that need improvement during future enrollment cycles. One example of the group's contribution is that general advisors were given access to a basic financial aid screen in Colleague, which will cut down on the financial aid lines and improve customer service.

Outreach Forum:

An Outreach Forum was implemented this past year through the office of the Vice President of Career and Outreach Education. The forum is held periodically throughout each semester to help keep everyone at the College informed and provide feedback on special projects and grants, enrollment and extension site activities, departmental initiatives and new credit and/or non-credit programs.

The forum is open to all ECC staff and faculty and is regularly attended with representation from Adult Education & Literacy/General Education Development (AEL/GED); Business, Industry and Community Education; Financial Aid; Registration; Learning Center; Public Relations; Division Chairs; Admissions; Advising; Career Services; Tech Prep; ECC Washington; ECC Sullivan; ECC Rolla; Institutional Research; ECC Foundation; Facilities; VP Student Services; VP Instruction; and VP Finance and Administration. The forum is designed to facilitate communication between departments, to increase awareness of campus operations and to better serve students. The forum provides a venue for formal presentations on a given topic, project or department as well as time for general sharing of calendars and important upcoming events and initiatives.

AQIP and Assessment Web Site:

ECC has developed and maintains a Web site devoted to AQIP, AQIP-related activities and assessment. With the Web site, the campus improvement efforts are transparent and accessible to all (http://www.eastcentral.edu/AQIP/aqip_home.html).

The Web site is also a repository for documents related to assessment, AQIP activities, planning and general college information.

Great Colleges Survey:

In response to the development of the Systems Portfolio, ECC participated in the Great Colleges to Work For 2009 program, conducted by *The Chronicle of Higher Education*. The program surveys college faculty and staff and recognizes small groups of colleges (based on enrollment size) for specific best practices and policies, such as compensation and benefits, faculty and administration relations, and confidence in senior leadership.

ECC was among the 150 colleges recognized in *The Chronicle* program, according to the results of the second annual survey announced in a special supplement (*see http://chronicle.com/indepth/academicworkplace*).

There are 15 recognition categories for community colleges; among two-year institutions, 28 were recognized in at least one category. Of these 15 categories, ECC scored above the survey average in ten and below the survey average in only three. The results of the survey are based on responses from nearly 41,000 administrators, faculty members and staff members at participating institutions.

Student Satisfaction Survey:

For many years, ECC administered a graduate survey to students completing a program of study at the College. Although this survey provided useful results and information, it could not be benchmarked to other institutions. As part of the Student Development planning process, the College will participate this fall in the Noel Levitz Student Satisfaction Inventory.

AQIP Examiner:

In the fall of 2009, ECC facilitated the administration by the HLC of the AQIP Examiner. The results will provide important information as staff prepare for participation in the Strategy Forum and will inform the AQIP Steering Committee about the integration of the College's quality efforts throughout campus. ECC has experienced a significant turnover in employees in the years since the original administration of the Examiner. The results will help the College examine how this new employee base understands and feels part of the campus quality efforts, how it understand campus processes and how well quality improvement is integrated into the campus culture.

IV.   RESPONSE TO STRATEGIC ISSUES

The Systems Appraisal Feedback Report identified the following four strategic issues "to assist ECC in prioritizing and taking action on the important broad challenges and opportunities it faces." A response and the current status of these broad issues are presented below.

Strategic Issue 1: The opportunity to expand upon existing efforts to systematically and substantively collect, analyze, and disseminate data to involve the entire college.

The College is engaged in a process to identify key institutional performance indicators (KPI's) as it finalizes the Strategic Plan. Each indicator is related to one or more of the College's strategic goals. The review process includes an examination of internal trend data and benchmark data, where possible, to help identify a measurable target for each indicator. The KPI's will be published in an institutional dashboard or scorecard by spring 2010. Once finalized, the strategic planning process will include a process to address how often the data will be collected, reviewed and updated for each indicator.

Presently, the College collects benchmark data from a variety of sources including the Missouri Department of Higher Education and the National Community College Benchmark Project (NCCBP). ECC has recognized the need to expand the use of comparative data; some examples of tools used to gain more comparative data are the Great Colleges to Work For 2009 program, the AQIP Examiner and the Noel Levitz Student Satisfaction Inventory. Results from these surveys will be shared with the campus, analyzed by the Strategic Plan Steering Committee and other key departments and included in the strategic planning process.

The College has also increased efforts to analyze and disseminate data through a variety of means. During summer 2009, the College conducted an assessment workshop for faculty and staff, which included topics on using benchmark data for effective planning and using results in analyzing an assessment plan. Over the past several years, faculty and staff attended a variety of assessment conferences to focus on refining and developing useful assessment plans. Additionally, the College expanded its outreach to area high schools by providing each school a report on their former students' preparedness level. To assist personnel during the recent increase in student enrollment, the IRAP department has collected additional data to aid in effective institutional planning.

Missouri's public community colleges have recently established the Missouri Community College Research Council, whose purpose is to collect, analyze, interpret and share data regarding students, student learning outcomes and overall institutional effectiveness among Missouri's twelve public community college districts.

Strategic Issue 2: ECC may also benefit from following through on its commitment to establish a structured planning process that is based on well-understood strategic directions, is integrated across the institution and uses data to measure effectiveness.

To develop the strategic planning process and finalize the Strategic Plan, the College President assigned representatives from administration, faculty, professional and support staff to the newly formed Strategic Plan Steering Committee.

The committee has clarified the strategic goals and is establishing a set of key performance indicators related to each of the strategic goals (*see Strategic Issue 1*) to monitor institutional effectiveness. The committee also developed a clear format for the plan, which includes key

objectives for each goal and action strategies to accomplish each objective. While the strategic planning process is still being refined, the tentative process should include the following:

- Collect feedback through surveys, benchmark data and campus input
- Analyze key performance indicators
- Develop action plans
- Report and analyze results
- Develop or clarify new strategies/goals based on action plan results and/or other data analysis

Once the planning process is finalized, the committee will begin discussing how to evaluate its effectiveness and to ensure its alignment with other planning regularly conducted throughout the institution.

While not a formal analysis, staff are beginning to discuss how changes or new processes "fit" into the Strategic Plan. One example is the redesign of the ECC Foundation Mini-Grant program, designed to provide funding that will assist, advance and support special projects related to the curricula and the facilities of the College. In the past, mini-grant requests were not required to address any institutional strategy. Today, mini-grants will only be given consideration if they can address a strategic focus tied to the Strategic Plan. Additionally, the ECC Foundation conducted a survey in 2009 to identify its own strategic issues and developed the first Foundation Strategic Plan.

Strategic Issue 3: A number of process descriptions within the portfolio are either unclear or appear somewhat disconnected.

ECC plans to closely examine its current processes, including those mentioned specifically in the Feedback Report and other processes integral to the operation of the College. ECC will identify, analyze and document those processes utilized to achieve its mission and purposes. Particular attention will be paid to processes in the Portfolio that were deemed unclear or disconnected.

The examination of existing processes will help the College identify gaps between processes that should be connected and, in turn, provide a means for prioritizing and setting targets for process improvement.

Many current processes are carried out as a matter of course, but without documentation regarding their means and objectives. Documentation will serve to more clearly communicate how the College's purposes are achieved, and provide the basis for establishing consistent execution of these processes. Documenting these processes will create an opportunity for the College to examine their effectiveness and identify areas of improvement. The College will also benefit from the opportunity to establish processes that are needed but do not exist.

A thorough review and compilation of the College's critical processes will allow the institution to better serve its students and other stakeholders.

ECC looks forward to the opportunity to discuss this issue with the team during the Quality Check-Up Visit, and would particularly benefit from examples of institutions that have effectively carried out similar reviews and documentation of their processes.

Strategic Issue 4: ECC now has an opportunity to more fully develop and implement processes focused on the unique needs of students taking courses offered online and via other alternative delivery modes.

The use of technology in teaching falls into two broad categories: classroom instructional technology and Web-based learning. At ECC, both categories are part of the Instructional Technology unit of the College, reporting to the Chief Academic Officer. This reporting structure emphasizes that student learning is the primary objective in both areas of technical applications.

At the beginning of each semester, workshops are conducted to assist faculty in the use of classroom technology. New technologies are reviewed and considered. Faculty and staff regularly attend conferences and workshops to stay current in the application of existing technology and review of new technologies and their application to teaching and learning.

The Online Readiness survey is now part of each Web-based course and is intended to help students self-assess their preparedness and technical readiness to participate in online learning.

ECC conducts regular technology surveys of faculty and staff to evaluate usage and determine training needs. The survey results determine the year's schedule of workshops and faculty training. In spring 2009, staff conducted the first satisfaction survey of students participating in interactive television (ITV) coursework. Results will assist faculty and staff in the most effective practice in delivering coursework via ITV.

Both the Online Readiness survey and the technology survey were the result of an Action Project focused on review of distance learning programs.

During the summer of 2009, the College conducted its first distance learning workshop which was required for all faculty teaching online. The goals of the workshop were pedagogy and good practice in online instruction. Faculty had an opportunity to discuss best practices, review tools that assist in student interaction and discuss ways to engage in an online environment. The survey conducted following the workshops reflected a high level of satisfaction with workshop topics and material.

The management of the distance learning program has been organized into a single unit which includes Web and other distance modes. This organization will improve the processes that are common among distance learning options and facilitate efforts to improve the College's comprehensive distance learning program. Most importantly, this new organization will ensure that student learning is the goal of the distance learning program.

V.   PORTFOLIO UPDATE: WHAT'S NEW AND IMPROVED SINCE FALL 2008

President's Office:

- Led the mobilization of human and physical resources to enroll record numbers of students for both the summer and fall 2009 semesters
- Guided efforts to provide services to displaced workers in the region, including support for short-term training opportunities
- Continued efforts to provide regional access to educational offerings, including the administration of a professionally designed educational needs survey in Warrenton, part of the ECC service area
- Instituted title changes for the Executive Deans and Deans to Vice President
- With the support of the Board, maintained the lowest tuition and fee structure among public and private colleges and universities in Missouri
- Expanded scope of offerings, partnerships and collaborations at the local, regional and state level
- Managed fiscal resources to grant a 3% salary increase to faculty and staff
- Hired a new Executive Director of the Foundation; participated in the Foundation's efforts to develop a strategic plan for that entity
- Led the campus in activities celebrating the 40th anniversary of the College
- Supported efforts through the Public Relations office to improve ECC's visibility in the local newspapers and other media
- Led the campus quality improvement efforts

Instruction:

- Developed, organized and produced the campus' first assessment report
- Increased the number of full-time faculty, both on the main campus and at the Rolla facility
- Improved and updated classroom technology; provided related training
- Continued Foundation Seminar improvements based on course evaluations
- Conducted the first summer workshop on assessment
- Conducted the first summer workshops on distance learning
- Ongoing, topical training programs for faculty and staff in technology, distance learning and use of Web site tools
- Improved campus orientation activities based on student survey results
- Developed, implemented and used the online survey tool in Moodle
- Finalized design of a program review process
- Led efforts to develop the Moodle Syllabus Tool to standardize and streamline syllabi production efforts and digital management of course syllabi
- Improved adjunct orientations at the main campus and Rolla site
- Upgraded policies related to grades, credit options and transfer of credit
- Improved and increased faculty development efforts related to assessment
- Implemented new placement testing tools and processes

- Increased dual credit scope of offerings
- Reorganized the Instructional Technology department to emphasize focus on teaching and learning
- Increased scope of activities and attendance at events in the fine and performing arts
- Increased delivery of and reception of foreign language offerings as part of consortium efforts through the Title VI-A Grant
- Led faculty participation in Title VI-A Grant activities through the Missouri Community College Association
- Streamlined reporting on events at the John Edson Anglin Performing Arts Center
- Provided student accessible faculty evaluation results in response to SB 389
- Applied for and received Missouri Arts Council grant in support of the efforts in the fine and performing arts
- Completed the five-year cycle of efforts under the Title III Strengthening Institutions Grant

Finance and Administration:

- Completed the 51,800 square foot Health & Science (HS) Building
- Remodeled the CC Building, including ADA remediation in first floor restrooms
- Resurfaced/repaved College roads and parking lots
- Expanded the Regional Training Center parking lot from 52 to 100 parking spaces
- Remodeled business faculty offices in AC Building
- Added a stairway from the glasphalt parking lot and established a crosswalk across campus drive to improve student safety
- Re-graded, irrigated, and re-seeded soccer and softball fields
- Implemented *The Chronicle's* Great Colleges Survey through Human Resources
- Began programming/pre-design of Administration (AD) Building renovation
- Began redesign of College Web site
- Replaced exterior caulking, exterior doors and lighting system for exterior signage on Multipurpose Building
- Replaced wireless local area network on main campus
- Implemented two phases of VOIP phone system (HS and CC Buildings)
- Added evening hours in Café Central
- Added lights along rear walkway from theatre to GED Building parking lots
- Established designated smoking areas
- Revised College investment policy
- Revised purchasing policy to raise amount required for Board approval to $15,000
- Established new policy regarding Board approval of change orders
- Implemented wireless access for faculty and students at the site in Rolla
- Established policy that prohibits employees from accepting or soliciting personal gifts from students or those doing business with the College
- Piloted textbook rental program for fall 2009

Student Development:

- One Stop Shop training and redesign (including Advisement)
- Implemented the use of FaxAgent/MailAgent in Registration
- Coordinated weekly staff meetings
- Administered a student satisfaction survey in fall 2009
- Implemented a new admission process including tighter control of information entered into Colleague
- Responded to state law HB 1549 (citizenship or lawful presence required)
- Added staff position to allow Admissions Coordinator to get off campus, speed up processing
- Developing Program Sheets which provide information and curriculum sequence for individual degree programs
- Installed AdvisorTrac
- Integrated use of a transfer advisor under Transfer Advisor Grant (Jack Kent Cooke) from University of Missouri
- Improved 180-Day Follow-Up process and reporting
- Added staff in Financial Aid to address changes in programs and increased numbers of applicants
- Reorganized responsibility for Workforce Investment Act/Trade Readjustment Act funding
- Improved scholarship process
- Improved transcript request process by adding an online request option
- Improved the degree audit system with the addition of the student status in the skill and knowledge areas
- Added online resources for faculty and students in the Library
- Twitter and blog added by Library staff
- Installed people counter software at entrance to the Library
- Improved local recruitment for the athletic teams
- Increased events and participation in student activities
- Developed process for tracking violations of student academic honor code
- Piloting a behavioral intervention team in fall 2009

Career and Outreach:

- Managed an increase in off-campus offerings and enrollments, including a record enrollment at the Rolla site
- Updated articulation agreements with secondary partners
- Revised HVAC and Drafting and Design curriculums
- Implemented new managed enrollment process for AEL/GED
- Reorganized reporting and staff positions and increased full-time faculty at Rolla site
- Added new program (Nursing) at Rolla site
- Received approval of two new training programs for Workforce Development
- Added Computer Skills classes for displaced workers
- Implemented Outreach Forum to increase communication

- Operated Youth Grant in partnership with the Career Center
- Conducted survey as part of exploration of opportunities in Warrenton area
- Reviewing and implementing Perkins IV Technical Skills Attainment (TSA) requirements; provided professional development for faculty on TSA through an outside facilitator
- Organized and planned returning learner activities
- Developing new marketing and recruitment materials for Career and Outreach programs (Fact Sheets include program overview with career outlook, salary information and program of study)
- Implemented a major project for ECC Customized Training client which included WorkKeys® profiling of hundreds of new positions and current positions; ECC presented at a statewide Governor's Economic Development Conference on this project

VI.   SUMMARY

ECC is committed to continuous quality improvement. The reasons originally cited for undertaking the change to AQIP are still timely and reflect the institution's commitment to accountability, assessment and access. AQIP provided a much-needed structure for disparate activities, planning and processes within the College. Building the culture to support the quality improvement efforts has improved awareness of planning and processes, improved communication and helped develop a large group of new faculty and staff.

ECC has an opportunity to update the Systems Portfolio with an emphasis on the strengths identified in its processes and operations while improving efforts in the opportunities presented within the Feedback Report (*see Appendix C, Response to the Feedback Report*). Further, the update will allow the College to clarify those processes which were not apparent and formalize those lacking structure.

For 40 years, ECC has provided quality services in education to its students, community and stakeholders. AQIP will provide a framework for continued quality in the work of ECC.

APPENDIX A

Action Project Summary List

East Central College
Action Project Summary List
Fall 2009

Project Name	Goals, Objectives and *Status*	Current Level of Implementation
Action Project 1 A First Semester Schedule for Developmental Students	ECC faculty and staff will design, develop and implement a First Semester Schedule for Developmental Students, taking into consideration the distinct needs this group of students brings to the College. *Status: Retired*	Implemented
Action Project 2 Development of a Process for Distance Education Program Review	In response to the success of the ECC distance education offerings, the College will develop a process for a review of distance learning coursework, including an objective review of the learning goals and how they are being met. *Status: Retired*	Implemented
Action Project 3 Early Intervention Program Development	In an effort to address retention, ECC will develop a set of strategies to target, identify and react to students at risk in a timely fashion; further, these strategies will include the development of interventions intended to mitigate the at-risk factors. *Status: Retired*	Implemented
Action Project 4 A Comprehensive New Staff and Faculty Development Program	Our goal is to create a comprehensive program to orient and develop new employees. The program will be respectful of the different positions and will identify common development and orientation goals and develop more objectives based on classification. *Status: Retired*	Implemented
Action Project 5 Redesigning Student Advising	Our goal is to design a system of student advisement that is comprehensive, efficient and effective, and to house it in a centralized location or "one-stop shop." *Status: Current*	In progress
Action Project 6 Coordinating Satellite Campus Development at ECC	Our goal is to establish guidelines for a systematic process for identifying, developing, maintaining and assessing satellite campus services at ECC. *Status: Current*	In progress
Action Project 7 Renewing the Campus Image	Our goal is to redefine the ECC "brand" to the community. As part of this activity, the College will re-establish its identity, clarify its mission and purpose, and strategically review its marketing practices. *Status: Current*	In progress
Action Project 8 Aligning the Common Learning Objectives and the General Education Skill Areas	Project goal is to evaluate and review the current common learning objectives (CLO); align the CLO's with the general education skill area student learning outcomes; review and recommend assessment plans and tools for the affected courses. *Status: Current*	In progress
Action Project 9 Student Accountability and Academic Honesty	Project goal is to develop a process to assist faculty in holding students accountable for matters related to academic honesty and integrity. A process will be developed to assist students in handling occurrences of academic dishonesty, a mechanism for faculty to use in reporting cases to Student Development and a formal process for student discipline related to these occurrences. *Status: Current*	In progress

Action Project 10 Reviewing and Assessing Student Complaints	Project goal is to develop a formal process for the handling of student complaints, the processing of the complaint and a system to maintain a common record based on type of complaint. The process will also include a reporting mechanism to review and analyze the nature and type of complaints students are filing. An annual report will be developed. *Status: Pending*	In progress
Action Project 11 Update the Campus Emergency Plan	Project goal is to review and rewrite the Campus Emergency Plan. The rewritten plan will review current emergency processes and communication, update planning documents, review local emergency agency procedures and develop a comprehensive Emergency Plan. The Project will result in a plan to guide faculty, staff and students at the main and satellite locations in reacting to and planning for emergency situations. *Status: Pending*	Pending
Action Project 12 Go Green!	The project goal is to organize and develop campus processes that will make the College more "green." Staff will review current practices in recycling, trash management, material usage and use of green spaces. The result will be a phased-in series of processes to improve the campus' "carbon footprint." *Status: Pending*	Pending
Action Project 13 Becoming a Tobacco-Free Campus	Project goal is to implement a three-year plan that will result in a smoke and tobacco-free campus. *Status: Pending*	Pending

APPENDIX B

AQIP Timeline

ECC AQIP Timeline: May 2008- May 2009

2008

April 11-15   HLC Annual Conference

May 13-16   Writing Teams Proof/Revise Portfolio Draft

July 30   AQIP Systems Portfolio Document and Website FINAL
                             REVIEW by Writing Teams

August 11-15   ECC In-service Week, AQIP and Strategic Planning activities

Sept. 14   Annual Action Project Update

November 1   Systems Portfolio Submitted for appraisal

2009

February   Attended HCL Assessment Workshop; Received Systems Appraisal
                             Feedback Report

April   Attended HLC Annual Conference

June   In-house Assessment Workshop

September 14   Annual Action Project Update

October   Strategy Forum II (Chicago)

November   Quality Check-up Visit

December   ECC Action Project 6 **Completed**, Coordinating Satellite Campus
                             Development at East Central College

2010

Spring   Reaffirmation of Accreditation process begins

May   HLC Conference

APPENDIX C

Response to the Feedback Report

East Central College
Response to the Feedback Report

#	Question	Rating	Actions
	Category 1: Helping Students Learn		
1P1a	How do you determine your common student learning objectives as well as specific program learning objectives?	S	Continue to integrate the revised set of Common Learning Objectives (*see Appendix A, Action Project Summary List*). Specific career and technical program objectives are determined by industry standards, including technical skills assessments, accrediting agencies and industry-specific advisory boards.
1P1b	Who is involved in setting these objectives?	O	Common Learning Objectives will be promoted, integrated and measured. Over the next two years, Action Project 8 will assure their alignment with college curricula and determine measures and measurement cycles (*see Appendix A, Action Project Summary List*). Career Tech program-specific objectives include faculty and industry council input.
1P2a	How do you design new programs and courses to facilitate student learning? How do you balance educational market issues with student needs in designing responsive academic programming?	S	Both the Assessment Workshop and in-service activities provided opportunity for discussion on a program review process. The Assessment Committee will finalize the process and implement it in 2009-10. Faculty and staff work with regional advisory boards, local business and industry and other stakeholders in determining academic programming.
1P2b	How do you balance educational market issues with student needs in designing responsive academic programming?	O	ECC works with the State Division of Workforce Development and local WIB Board to track education market demands for development of new programs. The program approval process through Academic Council is based on College mission, market need and stakeholder input.
1P3a	How do you determine the preparation required of students for the specific curricula, programs, courses, and learning they will pursue?	S	A recent statewide effort (Curriculum Alignment Initiative, CAI) resulted in a set of discipline-specific curricular goals for students entering college. Faculty work through discipline-specific groups (e.g. AMATYC – American Mathematical Association of Two-Year Colleges) at workshops and conferences related to student needs, courses and programming.
1P3b	(see question above)	O	See 1P3a Faculty in the related disciplines use a review process based on test level information, course outcomes and learning objectives, and discipline-based peer groups. With this first year of students placed using ACCUPLACER, faculty in both mathematics and English are using course-based pretests to validate the placement of students. Faculty have attended conferences and workshops and have been in communication with other related departments.
1P4a	How do you communicate expectations regarding student preparation and student learning objectives (for programs, courses, and the awarding of specific degrees or credentials) to prospective and current students? How do admissions, student support, and registration services aid in this process?	S	See Strategic Issue 3 The Web site is being redesigned to aid in communicating with students and other stakeholders. The College Catalog course descriptions and general information are being revised. Program fact sheets are being developed for prospective students.
1P4b	How do admissions, student support, and registration services aid in this process?	O	See Strategic Issue 3 The College would benefit from development of a clear process to ensure students receive all necessary information from the appropriate office/individual regarding student preparation and learning objectives.
1P5a	How do you help students select programs of study that match their needs, interests, and abilities?	S	Students meet with academic advisors, often faculty in the disciplines, and can access the College Web site for information on degree requirements. Specific sections of the Foundation Seminar program provide early information on degrees and related careers.

1P5b	In providing this help, how are discrepancies between the necessary and actual preparation of students and their learning styles detected and addressed?	O	The Action Project on Advising will clarify the process. (*see Appendix A, Action Project Summary List*).
1P6	How do you determine and document effective teaching and learning? How are these expectations communicated across the institution?	O	See Strategic Issue 3 ECC will formalize the current loosely-organized processes related to the evaluation of faculty (observations and portfolios). Included in that process will be information on determining effective teaching practices and clear institutional expectations.
1P7	How do you build an effective and efficient course delivery system? How do delivery decisions balance student and institutional needs?	S	ECC uses the following to make course delivery decisions: a comprehensive review of the previous semester's schedule and enrollment patterns along with appropriate enrollment trend data provided by the IRAP office; discussions with division chairs, satellite campus staff, student development staff and advisement staff; review of data produced in the Learning Center following each new student assessment test; capacity building in the schedule.
1P8a	How do you monitor the currency and effectiveness of your curriculum?	O	The College's Assessment Committee will finalize a program review process this year as one of its goals; program review process discussions began during the summer assessment workshop and continued through fall in-service activities.
1P8b	What process is in place for changing or discontinuing programs and courses?	O	A new program review process will be finalized in fall 2009. Program review results will be utilized to make decisions on changing/discontinuing programs in accordance with Board Policy 2.6, Discontinuance of a Program.
1P9a	How do you determine student and faculty needs relative to learning support?	S	See Strategic Issue 3
1P9b	How are learning support areas involved in the student learning and development process?	O	See Strategic Issue 3 Directors of Instructional Technology and the Learning Center both attend division chair meetings and provide input. Academic Council includes representatives from Student Development, the Library and the Learning Center. The Learning Center Director sits on MoDec (Missouri Developmental Education Consortium) and MRADE (Midwest Regional Association for Developmental Education). ECC is working on establishing better processes for inclusion of learning support areas on campus.
1P9c	(see question above)	O	Unclear response in the Feedback Report; consultation request
1P10a	How are cocurricular development goals aligned with curricular learning objectives?	S	Faculty in the disciplines regularly serve as advisors to student organizations.
1P10b	(see question above)	O	See Strategic Issue 3 A clarification of how this process works and who is involved in aligning learning objectives with extracurricular activities would help students and other stakeholders.
1P11a	How do you determine the processes for student assessment?	S	The Assessment Committee has prepared its first report for campus-wide distribution.
1P11b	(see question above)	O	The IRAP office tracks data on student retention and transfer out; the College also reviews data from transfer institutions on success in transfer. The revised Strategic Plan includes an objective/goal that addresses student achievement of transfer and/or employment skills.
1P12	How do you discover how well prepared the students who are completing programs, degrees, and certificates are for further education or employment?	S	Students completing a program of study at ECC are required to participate in end-of-program assessments as included in the Portfolio.

1P13a	What measures of student performance do you collect and analyze regularly?	S	ECC's first annual comprehensive assessment report will be available this fall and identifies measures of student performance in courses, disciplines and programs of study.
1P13b	(see question above)	O	Preparation of the developmental education report, which is currently in progress, includes staff in mathematics, English, reading, the Learning Center and others as needed. The report will examine in detail much of the assessment data gathered as it relates to developmental students and their particular needs. A goal in the revised Strategic Plan addresses this report.
1R1/ 1R2a	What are your results for common student learning objectives as well as specific program learning objectives?	S	A list of common learning objectives has been finalized. A committee will determine assessment measures and processes for data collection and analysis (*see Appendix A, Action Project Summary List*).
1R1/ 1R2b	(see question above)	O	Developing an Action Project to assess CLO's (*see 1P1b*). Additionally, the Action Project will address the need to utilize results from the assessment of CLO's to drive improvement efforts.
1R2	What is your evidence that students have acquired the knowledge and skills base required by the institution and its stakeholders (that is, other educational institutions and employers) for the awarding of specific degrees or credentials?	O	The Distance Learning Program Review Action Project provided a framework for the examination of student preparation for and learning at a distance. Data from the review are included in the Assessment Report and are part of discipline-specific assessment plans.
1R3a	What are your results for processes associated with helping students learn?	S	ECC will examine the oversight of the Foundation Seminar with the completion of the Title III grant.
1R3b	(see question above)	O	In order to make comparisons to other institutions, ECC will administer the Noel Levitz SSI in fall 2009. The College also plans to administer the CCSSE survey in 2010-2011. Surveys will be given to a representative sample of ECC students and results will be used to assist in planning efforts. ECC will continue to administer and analyze results from the internally developed Graduate Student Satisfaction Survey for ongoing comparison data.
1R4a	Regarding 1R1 through 1R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?	S	ECC will continue to review nationally-normed instruments for applicability to students and services.
1R4b	(see question above)	O	See Strategic Issue 1 The formation of statewide groups (i.e. MO-AQIP Consortium and the Research Council) will aid ECC in finding sources of comparable data.
1I1	How do you improve your current processes and systems for helping students learn and develop?	O	The AQIP and Assessment websites will provide transparency (http://www.eastcentral.edu/AQIP/). The Annual Assessment Report contains individual assessment plans, results and recommended improvements. It also includes college-wide results from the CAAP, WorkKeys, and C-Base assessments. Additionally, future plans for the Web site include up-to-date graduate satisfaction results, benchmarked results from the SSI fall 2009 administration, and three years of NCCBP results.
1I1/ 1I2	With regard to your current results for student learning and development, how do you set targets for improvement?	S	Various groups have met and will continue to meet and plan for improvement in student learning. Use of the Annual Assessment Report will aid in the discussions and in formulating improvement targets.

#	Question	Rating	Actions
1I2	What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issue 2 Benchmark data and performance indicators will figure prominently in the revised Strategic Plan.
Category 2: Accomplishing Other Distinctive Objectives			
#	Question	Rating	Actions
2P1a	How do you determine your other distinctive objectives?	S	A recent in-service activity was conducted with all College employees to discuss and review the currency of our other distinctive objectives, their relevance, and how best to measure their effectiveness.
2P1b	Who is involved in setting these objectives?	O	See Strategic Issue 3 The College would benefit from development of a process to reach external stakeholders to determine what "other distinctive objectives" we should have and how they should be assessed.
2P2	How do you communicate your expectations regarding these objectives?	O	See Strategic Issue 3 and 2P1b The College annual report to community/stakeholders could address both goals and results related to these objectives.
2P3a	How do you determine faculty and staff needs relative to these objectives?	S	As part of the budgeting and staffing process early each spring, the vice presidents review needs based on these objectives as well as student learning.
2P3b	(see question above)	O	See Strategic Issue 3 The budgeting/staffing process provides means by which needs, plans and objectives are discussed and decided, and resources are allocated to ensure these objectives (e.g. through budget process, the goal of upgrading athletic fields was decided, funded, and implemented). The College may need to clarify and document the process used in making resource allocation as it relates to other distinctive objectives.
2P4/2P5	How are these objectives assessed and reviewed? Who is involved, and how is their feedback incorporated in readjusting the objectives or the processes that support them?	O	See Strategic Issue 3 The Strategic Plan is currently being analyzed and clarified by the newly formed Strategic Plan Steering Committee. Key stakeholders for each strategy will be identified and an action plan for each strategy will be created. Results from the action plan will be analyzed and reported in an annual planning report.
2P5a	What measures of accomplishing your other distinctive objectives do you collect and analyze regularly?	S	Efforts are ongoing to find appropriate measures and process development in what to collect and how to use it.
2P5b	(see question above)	O	See Strategic Issue 3 A comprehensive process to evaluate, measure and improve other distinctive objectives will need to be developed.
2R1	What are your results in accomplishing your other distinctive objectives?	S	ECC will continue to collect and analyze results associated with other distinctive objectives. Most recently, the College has developed an annual report related to attendance and ticket sales for events in the Fine and Performing Arts.

#	Question	Rating	Actions
2R2	How do the results in 2R1 compare with the results of peer institutions? How do they compare, if appropriate, with the results of other higher education institutions and of organizations outside the education community?	OO	The Missouri AQIP Consortium has been formed. ECC's Customized Training and Continuing Education department have done extensive work to identify business and industry activities that are taking place at ECC. Data that has been collected will be included in the 2009 National Community College Benchmark Project. The data includes the number of people and companies served, costs and revenue generated. Comparative business and industry results will be available for analysis in fall 2009. The Missouri Department of Elementary and Secondary Education (DESE) has also provided statewide GED pass rates for comparison to ECC's GED student pass rates. Results from DESE indicate that ECC's GED pass rates are above the statewide pass rates for FY 2006 – FY 2008, and for FY 2007 ECC's GED pass rate was nearly 10% higher than the overall U.S. pass rate. Athletic info is readily available for comparison to peers. Surveys or instruments to compare activity in fine arts need to be developed.
2R3	How do your results in accomplishing other distinctive objectives strengthen your overall institution? How do they enhance your relationship with the community and region you serve?	S	The Strategic Planning process has illustrated the need for ongoing community surveys to evaluate the current state of community relationships and how they can be improved.
2I1	How do you improve your systems and processes for accomplishing your other distinctive objectives?	O	See Strategic Issue 3 Activities surrounding these distinctive objectives are often discrete; clarifying these separate processes and organizing them into a process that reflects these objectives as a group would be beneficial. For example, the Foundation recently completed a strategic plan to guide its efforts.
2I2	With regard to your current results for accomplishing your other distinctive objectives, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will they be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issue 1 As the processes related to the distinctive objectives are clarified and unified, priorities and results can be identified and improvements planned.
Category 3: Understanding Students' and Other Stakeholders' Needs		
#	Question	Rating	Actions
3P1	How do you identify the changing needs of your student groups? How do you analyze and select a course of action regarding these needs?	S	A Student Services Assessment Plan has been developed which includes plans for a non-returner survey, a nationally benchmarked satisfaction survey (SSI and CCSSE), creating an online version of the Career & Technical Graduate Follow-Up Survey (180-Day Survey), and expanding the 180-Day Survey to follow-up with transfer students.
3P2a	How do you build and maintain a relationship with your students?	S	For fall 2009, ECC has created "Advisement Fridays" as a mechanism for students to meet in groups with faculty and staff advisors; groups will be organized by discipline and by program.
3P2b	(see question above)	O	See Strategic Issue 3 An outcome of the Student Services Assessment Plan will be a cohesive process to make overall improvements in how relationships with students are established and maintained.

3P3a	How do you identify the changing needs of your key stakeholder groups?	S	Tools used to identify changing needs of key stakeholders throughout the past year, in addition to those previously mentioned in the Portfolio, include the Warrenton area survey and a new Advisory Council being formed in the Rolla service region.
3P3b	How do you analyze and select a course of action regarding these needs?	O	See Strategic Issue 3 Both the new assessment plan in Student Development and the Advisement Action Project are mechanisms to formalize the processes related to student and stakeholder needs.
3P4	How do you build and maintain a relationship with your key stakeholders?	O	Need clarification
3P5	How do you determine if new student and stakeholder groups should be addressed within your educational offerings and services?	S	ECC has responded in a variety of ways to economic conditions that have caused a wave of displaced workers to return to college. Included are targeted sessions at Orientation (i.e. returning learners), a focused Foundation Seminar class, receipt of a grant for short-term program development and outreach to the returning learners.
3P6	How do you collect complaint information from students and other stakeholders? How do you analyze this feedback both in a formative and summative manner and select a course of action? How do you communicate your actions to students and stakeholders?	O	A formalized process to both collect complaint information and analyze the complaints effectively will be developed (*see Appendix A, Action Project Summary List*).
3P7a	How do you determine student and other stakeholder satisfaction?	S	See 3P3a For this year, the College will also need to determine student satisfaction for the current population of students, including the displaced worker and non-traditional students.
3P7b	What measures of student and other stakeholder satisfaction do you collect and analyze regularly?	O	Efforts to measure student and stakeholder satisfaction are a component of the Student Development Assessment Plan. Tools to be administered to measure satisfaction include the Noel Levitz SSI to be administered in fall 2009 and CCSSE tentatively scheduled to be administered in 2010-2011.
3R1	What are your results for student satisfaction with your performance?	S	In addition to those items reported, the College has surveyed students using ITV for course delivery. Results are in the Assessment Report.
3R2	What are your results for the building of relationships with your students?	S	Throughout the fall 2009 semester, staff are working hard on ways to connect with the large population of displaced workers and non-traditional students.
3R3/ 3R4	What are your results for stakeholder satisfaction with your performance? What are your results for the building relationships with your key stakeholders?	S	In addition to those items reported in the Portfolio, the College has administered a survey in the Warrenton area and is forming an advisory committee to assist with operations at the satellite location in Rolla.
3R5	Regarding 3R1 through 3R4, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the education community?	S	Results comparison in coursework and services to our developmental student population were motivators to prepare a Developmental Education Report to analyze our offerings, services and other needs for this growing population.
3I1	How do you improve your current processes and systems for understanding the needs of your key student and other stakeholder groups?	O	The preparation of the Student Development Assessment Plan will guide efforts to review processes and systems in understanding student and other stakeholder groups and their specific needs.

#	Question	Rating	Actions
3I2	With regard to your current results for understanding the needs of your key student and other stakeholder groups, how do you set targets for improvement? What specific improvement priorities are you targeting and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issues 1 and 2 Target setting and data collection points will be part of the Strategic Plan.

Category 4: Valuing People			
#	Question	Rating	Actions
4P1a	How do you identify the specific credentials, skills, and values required for faculty, staff, and administrators?	S	One result of the classification study has been an updated set of job descriptions for use by supervisors in evaluating employee performance and clarifying job duties.
4P1b	How do your hiring processes make certain that you employ people who possess these characteristics?	O	Supervisor training has resulted in improvements in the maintenance and currency of job descriptions and their application to the hiring processes. Updated job descriptions, salary ranges, etc., ensure that the process captures the scope of work involved and attracts qualified candidates with competitive salary/benefits. Orientation programs to help new employees align their skills with the positions and culture at the College are revised each year.
4P2a	How do you recruit, hire, and retain employees? How do you orient all employees to your organization?	S	ECC continues to improve its processes related to recruitment, hiring and retaining qualified employees. Currently, the College is examining how to engage new employees at satellite locations in its employee development activities. Efforts are underway to create a real-time Web-based communication system with the satellites in addition to using ITV.
4P2b	How do you plan for changes in personnel?	O	See Strategic Issue 3 No formal process exists to plan for unknown changes in personnel.
4P3	How do your work processes and activities contribute to communications, cooperation, high performance, innovation, empowerment, organizational learning, and skill sharing? How do you ensure the ethical practices of all employees?	O	During recent building projects and remodel work, the College has committed to organizing faculty and staff offices in suite arrangements to promote communication and skill sharing. In addition, a faculty committee is working on a draft campus ethics policy.
4P4	How do you train and develop all faculty, staff, and administrators to contribute fully and effectively throughout their careers with your institution? How do you reinforce this training?	S	ECC provides ongoing employee development, targeted workshops and programs specific to job classification and needs, technology training based on regular surveys, ongoing employee development and professional development including tuition waiver/reimbursement for degree advancement. The college will examine improvement in how it reinforces the training provided.
4P5a	How do you determine training needs?	S	ECC continues to use various feedback tools to determine training needs; some examples are survey tools related to technology use and integration, the Annual Faculty Development Plans, the personnel evaluation system and input from supervisors.
4P5b	How is your training aligned with the plans addressed in Category 8: Planning Continuous Improvement, and how does it augment your focus on helping students learn and accomplishing other distinctive objectives?	O	See Strategic Issue 3 The College provides a wide variety of training and development opportunities but would benefit from a systemic process to guide these efforts.

4P6a	How do you design and use your personnel evaluation system?	S	The College will conduct a review of the faculty rank and promotion system during the 2009-2010 academic year.
4P6b	How does this system align with your objectives in Category 1: Helping Students Learn, and in Category 2: Accomplishing Other Distinctive Objectives?	O	During a recent in-service activity, the College took time to reflect on Valuing People. The discussions included what we do currently, what we could be doing and how to improve processes tied to valuing people. The College could improve how its evaluation systems align with both Category 1 and Category 2. The organization/staffing/budgeting of the College reflect the objectives of the institution. The positions being evaluated exist because of these objectives, and the duties or functions represent those tasks necessary to carry out the job. The evaluation of the individual's ability regarding each function of his/her job description provides a formal means of evaluating that employee's ability to help the institution meet these objectives.
4P7	How do you design your recognition, reward, and compensation systems to align with your objectives in Category 1: Helping Students Learn, and in Category 2: Accomplishing Other Distinctive Objectives? How do you support employees through benefits and services?	O	Results from a recent in-service activity address the campus reward systems. Human Resources will review and compile those results for consideration among various groups on campus. Further, the College will review the faculty rank and promotion system during the current academic year.
4P8	How do you determine key issues related to the motivation of faculty, staff, and administrators? How are these issues analyzed, and how is a course of action selected?	O	See 4P6b and Strategic Issue 3
4P9a	How do you provide for employee satisfaction, health and safety, and well-being?	S	Employee safety will be addressed as part of an upcoming action project on Campus Safety.
4P9b	How do you evaluate employee satisfaction, health and safety, and well-being?	O	In spring 2009 ECC took part in the Great Colleges Survey (conducted by *The Chronicle for Higher Education* and Modern Think) for the first time. A total of 77 faculty and staff participated in the on-line survey. The results were positive, with "very good to excellent" satisfaction results on 13 of 15 broad categories. The college achieved recognition in two specific areas related to pay and benefits: tuition reimbursement and vacation or paid time off. Two areas, Participation in College Governance (60% strongly agree or agree) and Internal Communications (63%), were considered by *The Chronicle* and Modern Think to be "fair or mediocre" in terms of employee satisfaction. The survey provides broad benchmark data with other two-year colleges and/or medium-size institutions (3,000-9,999 students). Over time, continued use of the survey will provide longitudinal data for the College's evaluation and use.
4P10a	What measures of valuing people do you collect and analyze regularly?	S	See 4P9b; *Chronicle* Survey results are an additional measure.
4P10b	(see question above)	O	Feedback Report response in this area was unclear.
4R1a	What are your results in valuing people?	S	See 4P9b; *Chronicle* Survey results are an additional measure.
4R1b	How do the results align with the measures identified in 4P10?	O	Results were included on compensation data and the new employee survey, which were both mentioned in 4P10. To some extent, results related to incentives for completing the health and well-being evaluations and for attending the health fairs were included. ECC will align its results with the measures stated in the Portfolio update.

#	Question	Rating	Actions
4R2	What are your results in processes associated with valuing people?	O	Results for the new employee survey are included in 4R1 (figure 4.6). The College has also collected results related to employee training and the *Chronicle* survey. Information gained during recent in-service activities related to Valuing People will help the College in gathering appropriate results. The market & salary survey provided information for the College to identify means of providing competitive salaries. As a result, salary adjustments for employees deemed to be "under market" for their positions were implemented initially in FY09, at an expense of approximately $213,000. This expense was in addition to annual salary adjustments awarded to all employees, and the result was an immediate upward shift in the salary structure for non-faculty positions. At the same time, salary guidelines for faculty positions were raised and broadened to allow the College to recruit qualified faculty and reward new hires for their qualifications and experience. Salary ranges for hourly and salaried positions are reviewed each year, and the College will continue to make adjustments to ensure employees are hired at a competitive wage and remain at market rates.
4R3	What evidence indicates the productivity and effectiveness of your faculty, staff, and administrators in helping you achieve your goals?	O	See Strategic Issue 1
4R4	Regarding 4R1 and 4R3, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?	S	In addition, see 4P9b.
4I1	How do you improve your current processes and systems for valuing people?	O	See Strategic Issue 3 The College will incorporate in-service results into an improved and clearly stated process related to Valuing People.
4I2	With regard to your current results for valuing people, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issue 3 and 4I1

Category 5: Leading and Communicating			
#	Question	Rating	Actions
5P1	How do your leaders set directions in alignment with your mission, vision, and values that are conducive to high performance, individual development and initiative, organizational learning, and innovation? How do these directions take into account the needs and expectations of students and key stakeholder groups and create a strong focus on students and learning?	O	See Strategic Issue 3 Leadership at ECC is guided by the Strategic Plan and the Board of Trustees. Additional results gathered from surveys and other tools will guide the Strategic Plan Steering Committee and campus leadership in developing a systematic approach to leading and communicating. The administrators at the College are highly involved in the final steps in the updated Strategic Plan. Their involvement in the finalization of the goals and objectives outline in the Strategic Plan has set directions both aligned with the institutional mission and driven by student and stakeholder needs. As the Strategic Plan process is finalized, this effort will become formal process.

5P2a	How do your leaders guide your institution in seeking future opportunities?	S	Leaders at the College have led the institution during record enrollments and in seeking opportunities for displaced workers during the current economic period. The administrative staff participate in regional, state and national meetings, many targeting future opportunities and challenges. Recent efforts have led to programming to assist displaced workers in accelerated programs.
5P2b	How do your leaders guide your institution in building and sustaining a learning environment?	O	See Strategic Issues 2 and 3 Using the Strategic Plan as a framework for the needed processes in building and sustaining a learning environment.
5P3	How are decisions made in your institution? How do you use teams, task forces, groups, or committees to recommend or make decisions and carry them out?	S	One new example of the structure and process working in decision making was the adoption of the revised Common Learning Objectives. A majority of the faculty discussed, worked on and finalized the list which was then adopted by the Assessment Committee.
5P4a	How do your leaders use information and results in their decision-making process?	S	In fall 2009, ECC will have three years of NCCBP results. The Strategic Plan Steering Committee will begin to look at these results and trends and use this information, along with other data, to guide the strategic planning process.
5P4b	(see question above)	O	See Strategic Issue 3 and 5P1
5P5	How does communication occur between and among institutional levels?	O	Several groups have been established to enhance communication between and among groups at the College. The Quality Services Group and the Outreach Forum are examples of efforts to enhance communication.
5P6	How do your leaders communicate a shared mission, vision, values, and high performance expectations regarding institutional directions and opportunities, learning, continuous improvement, ethics and equity, social responsibilities, and community service and involvement?	O	See Strategic Issue 3 One example of shared vision is the concept of a one-stop student services center; the student development department heads and VP attended training together and subsequently met with all affected employees to share the one-stop vision and solicit input into the planning process. In addition, while the Strategic Plan has undergone a major overhaul, planning at the division and department level (including assessment planning) has become much more integrated and institutional. Tangible results have been generated by planning in Instructional Technology, Fine and Performing Arts and other areas across the institution
5P7	How are the leadership abilities encouraged, developed, and strengthened among faculty, staff, and administrators? How are leadership best practices, knowledge, and skills communicated throughout your institution?	O	All faculty and staff have the opportunity to participate on committees and in various activities across campus. With this participation comes opportunity for leadership roles as chairs, co-chairs and team leaders. ECC has developed a tradition of promoting from within and providing ample opportunity for the development of leadership skills. While no formal process exists, the College can work on development of a process related to current practice.
5P8	How do your leaders and board members ensure that your mission, vision, and values are passed on during leadership succession? How is your leadership succession plan developed?	O	ECC promotes leadership development in a variety of ways. First, the College provides development funding for participation in graduate programs and conferences/workshops. Second, the College provides leadership opportunity through chairmanship of various committees, action projects and other groups and organizations. This "on the ground" leadership training opportunity is available to faculty and staff. And finally, the College has demonstrated willingness to promote promising faculty and staff from within to interim and temporary assignments and regular leadership positions.

5P9a	What measures of leading and communicating do you collect?	S	See Strategic Issue 1 Components in the Strategic Plan will address additional measures of leading and communicating.
5P9b	What measures of leading and communicating do you analyze regularly?	O	See 5P9a and Strategic Issues 1 and 2
5R1a	What are your results for leading and communicating processes and systems?	S	Additional survey results from the Warrenton survey are available.
5R1b	(see question above)	O	See Strategic Issue 1 Components in the Strategic Plan will address additional measures of leading and communicating.
5R2a	Regarding 5R1, how do your results compare with other higher education institutions	S	Additional survey results from the Warrenton survey are available as well as the Great Colleges to Work For survey results.
5R2b	and, if appropriate, organizations outside the education community?	O	See Strategic Issue 1
5I1	How do you improve your current processes and systems for leading and communicating?	S	The creation of the Outreach Forum has further improved processes for leading and communicating.
5I2a	With regard to your current results for leading and communicating, how do you set targets for improvement?	S	The results from the *Chronicle* survey and the recent in-service activity will provide additional information in setting targets.
5I2b	What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issue 3 No formal process exists that guides prioritizing improvements. One targeted improvement is the redesign of the College Web site. Stakeholders will benefit from the redesign as information will become more transparent and available. One element of the redesign will be to target information and its presentation to different key audiences.
Category 6: Supporting Institutional Operations			
#	Question	Rating	Actions
6P1	How do identify the support service needs of your students?	S	ECC uses a variety of methods to identify student support services needs as reported in the Portfolio. In addition, the College will administer the Noel Levitz SSI to further assess student needs and levels of satisfaction.
6P2	How do you identify the administrative support service needs of your faculty, staff and administrators as well as other key stakeholder groups (e.g. oversight board, alumni, etc.)?	S	Administrative support needs of ECC faculty, staff and administrators, as well as other stakeholder groups are often identified during regular division and departmental meetings as indicated in the Portfolio. The addition of groups, such as the Outreach Forum, provides another venue for discussion of administrative and student support service needs.
6P3	How do your key student and administrative support areas use information and results to improve their services?	O	See Strategic Issues 1 and 3 The College would benefit from results that assure that student and stakeholder needs are being met. The newly formed Student Development Assessment group will address measures and results in student support areas.
6P4	How do your key student and administrative support areas use information and results to improve their services?	S	In addition to those areas reported in the Portfolio, the College has undertaken a remodel of the oldest building on campus which will result in a One-Stop Student Support Center.

#	Question	Rating	Actions
6P5	What measures of student and administrative support service processes do you collect and analyze regularly?	O	Some examples of measures collected are: Advising and Counseling Department installed AdvisorTrac to measure the number and type of student visits; the Library installed tracking software to count the number of library users; the Noel Levitz Student Satisfaction Inventory (SSI) will be administered to a cross-section of students in the fall 2009 semester and the results will be used immediately in strategic planning.
6R1-6R2a	What are your results for student support service processes?	SS	While 6R1/6R2 provided extensive information regarding student support service processes, the College will use the results of the student satisfaction survey to be given in Fall 2009 to further analyze the effectiveness of the student support processes
6R1-6R2b	What are your results for administrative support processes?	O	See Strategic Issue 1 Part of the strategic planning process includes the development of action plans. Action plans will be assigned to an appropriate department head and will include an analysis of results.
6R3a	Regarding 6R1 and 67R2, how do your results compare with the results of other higher education institutions?	S	For 2009-2010, ECC again maintained the lowest tuition in Missouri while enrolling a record number of students.
6R3b	and, if appropriate, how do your results compare with organizations outside of the education community?	O	See Strategic Issue 1 The Strategic Plan will include indicators such as graduation rates, retention rates, post-graduate activity, employer satisfaction and others as needed.
6I1a	How do you improve your current processes and systems for supporting institutional operations?	S	A new Action Project will develop a formal process for the evaluation of student complaints. The process will include a reporting mechanism, categories, and outcomes.
6I1b	(see question above)	O	See Strategic Issue 2 and 6I1a
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 and how will these be addressed. How do you communicate your current results and improvement priorities to student, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issue 1 The Strategic Plan will address target setting in all areas of the College's operations.
	Category 7: Measuring Effectiveness		
#	Question	Rating	Actions
7P1a	How do you select, manage and use information and data (including current performance information) to support student learning (Category One), overall institutional objectives (Category Two), strategies (Category Eight), and improvement efforts (all Categories)?	S	The Assessment Report will provide current results across the campus related to student learning. The IRAP office provides data, benchmarks and comparisons.
7P1b	(see question above)	O	See Strategic Issue 1 Development of the Assessment Plan and the recent Assessment Workshop as well as the Strategic Planning Process have helped faculty and staff in identifying data needs and using data for improvement.

7P2	How do you determine the needs of your departments and units related to information and data collection, storage and accessibility? How are these needs met?	O	See Strategic Issues 1 and 2 Needs are frequently identified by unit heads (the vice presidents, for example). The recent enrollment surge created the need for additional data; IRAP provided by site, by discipline enrollment data daily and the Learning Center provided assessment data results immediately. Both of these sources of data assisted in the enrollment management efforts needed to manage the surge of students.
7P3a	How do you determine the needs and priorities for comparative information and data?	S	The completion of the first Assessment Report will help identify how data is used, gathered, and reported. Assessment planning also helps identify data needs. National, state and regional reporting cycles also require specific and timely data.
73Pb	What are your criteria and methods for selecting sources of comparative information and data within and outside the education community?	O	See Strategic Issue 2 The Missouri AQIP Consortium will provide opportunity for data sharing within the education community. Participation with groups related to economic development, workforce development and other agencies also provides data and resources outside the education community
7P4	How, at the institutional level, do you analyze information and data regarding overall performance? How is this analysis shared throughout the organization?	O	See Strategic Issues 1 and 2 The Assessment Report and the ECC Fact Book are two examples of data reporting and analysis. A key component of assessment reporting as it relates to student learning is the analysis associated with the results and the improvements made.
7P5	How do you ensure that department and unit analysis of information and data aligns with your institutional goals regarding student learning (Category One) and overall institutional objectives? How is this analysis shared?	O	See Strategic Issues 1 and 2 and 7P4
7P6	How do you ensure the effectiveness of your information system(s) and related processes?	S	The College undertook an update of the IT Acceptable Use Policy.
7P7	What measures of the effectiveness of your system for measuring effectiveness do you collect and analyze regularly?	O	See Strategic Issue 3 The College would benefit from development of a process that aligns data storage and security with data collection and access. Such a process would also help inform faculty and staff about the data storage systems of the College.
7R1	What is the evidence that your system for measuring effectiveness meets your institution's needs in accomplishing its mission and goals?	O	See Strategic Issue 3 and 7P7
7R2	Regarding 7R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside the education community?	O	See Strategic Issue 1 The Missouri AQIP consortium has identified as one of its goals a process for data sharing within certain areas and among comparable institutions in the state.
7I1	How do you improve your current processes and systems for measuring effectiveness?	O	See Strategic Issues 2 and 3 The Strategic Plan will address many of the processes, systems and results in measuring effectiveness.

#	Question	Rating	Actions
7I2	With regard to your current results for measuring effectiveness, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addressed? How do you communicate your current results and improvement priorities to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issues 2 and 3 The Strategic Planning Committee, with its wide representation, will guide target setting and priorities. As part of its work, a planning process framework will be developed to guide and integrate the campus-wide planning efforts.

Category 8: Planning Continuous Improvement

#	Question	Rating	Actions
8P1a	What is your planning process? Describe, as appropriate, planning steps, who is involved, time lines, factors that are addressed, and methods for addressing the future.	S	The strategic planning process has been more clearly defined and is now managed by a committee charged specifically with the plan (*see Strategic Issue 2*).
8P1b	Also address how modifications to the mission and vision are addressed.	O	See Strategic Issue 2 and 8P1a
8P2	How do you select short-term and long-term strategies?	O	With the oversight of the Strategic Planning Committee, the strategic planning process will evolve to include short- and long-term strategies and their associated action plans, benchmarks and responsible parties.
8P3	How do you develop key action plans to support your institutional strategies?	O	See Strategic Issue 2 and 8P1a
8P4a	How do you coordinate and align your planning processes and overall institutional strategies and action plans with your varying institutional levels?	S	With the completion of the Strategic Plan, other planning efforts can more closely align goals, objectives, action plans, indicators, results and improvements.
8P4b	(see question above)	O	See Strategic Issue 2 ECC will need to pay close attention, as the Strategic Plan and its related action plans are put into place, to processes to align and organize planning throughout the College. With the Strategic Plan, all other planning should closely align with the appropriate goals and objectives.
8P5a	How do you select measures and set performance projections for your institutional strategies and action plans?	S	With the addition of the Noel Levitz SSI, the College will have additional opportunity to review and set performance projections based on results.
8P6	How do you account for appropriate resource needs within your strategy selection and action plan implementation processes?	S	The College was able to respond with all the needed resources during the recent record enrollment cycle. Budget, human resources, physical plant, student development and instruction resources were allocated as needed to respond to the significant increase in demand for services.
8P7a	How do you ensure that faculty, staff, and administrator capabilities will be developed and nurtured to address requirements regarding changing institutional strategies and action plans?	S	A recent example is the reorganization of the Instructional Technology department. The staff member assigned to ITV and another staff member assigned to provide support in the instructional computer labs have been reassigned to the Instructional Technology unit. This will allow resources, development and planning to focus on the specific instructional technology needs that support learning.
8P7b	(see question above)	O	See Strategic Issue 3 ECC would benefit from a formal process that connects the planning process to employee evaluation, review and development.
8P8	What measures of the effectiveness of your system for planning continuous improvement do you collect and analyze regularly?	S	The newly developed Student Development Assessment Plan is an example of planning that will provide additional measures of effectiveness related to student development.

8R1	What are your results for accomplishing institutional strategies and action plans?	O	See Strategic Issue 2 The Strategic Plan Steering Committee is developing action plans as identified by the committee. Results will be forthcoming and will be used in the next planning cycle. One example identified by the Steering Committee is the need to update the institutional facilities Master Plan; the College is nearing completion of the plan cycle and will compile the results.
8R2-8R4	Regarding 8R1, what are your projections of performance for your strategies and action plans over the next one to three years?	O	See Strategic Issue 2 ECC has a Strategic Plan that will guide the institution for the next three to five years. The effectiveness of the planning cycle will be an important part of the ongoing efforts of the Strategic Plan Steering Committee.
8R4	What is the evidence that your system for planning continuous improvement is effective?	S	Information contained in the Quality Program Summary demonstrates the College's commitment to and evidence of continuous improvement.
8I1-8I2	How do you improve your current processes and systems for planning continuous improvement? With regard to your current results for planning continuous improvement, how do you set targets for improvement? What specific improvement priorities are you targeting, and how will these be addresses? How do you communicate your current results and improvement priorities as well as performance projections to students, faculty, staff, administrators, and appropriate stakeholders?	O	See Strategic Issues 2 and 3 With the completed Strategic Plan, the College has the opportunity to finalize its planning processes to include a "self evaluation" of its planning efforts.
Category 9: Building Relationships			
#	Question	Rating	Actions
9P1a	How do you create, prioritize and build relationships with the educational institutions and other organizations from which you receive your students?	S	The economic climate has furthered relationships with agencies in our region serving displaced workers and strengthened these partnerships designed to assist these returning students; one example is the College's relationship with the Next Generation Jobs Team Youth Grant. Another example is the ongoing work to develop partnerships in the Warrenton region.
9P1b	(see question above)	O	See Strategic Issue 3 The College would benefit from a formal process on building, prioritizing, maintaining, and improving the many collaborative relationships it enjoys.
9P2	How do you ensure the varying needs of those involved in these relationships are being met?	O	See Strategic Issue 3 The College does take steps to evaluate the state of its collaborative relationships. One example is the survey in the Warrenton region; those results will assist the College in exploring opportunities in the area. Formalizing the processes already in place may help in these efforts.
9P3	How do you create and build relationships within your institution? How do you assure integration and communication across these relationships?	O	See Strategic Issue 3 Some examples of efforts in this area include a redesigned website, the new Outreach Forum and efforts within the Foundation to initiate a newsletter. While those informal processes have served the College well, organizing them into a well-designed formal process would benefit everyone at the College.
9P4	What measures of building collaborative relationships do you collect and analyze regularly?	S	Some additional examples of measures include community participation in various events, i.e. Scholarship Dinner, Falcon Fanatic events, Fine and Performing Arts activities.

9R1a	What are your results in building your key collaborative relationships?	S	During the recent record enrollment cycle, faculty and staff worked closely with the regional career center to assist displaced workers and aid potential students in finding funding sources. This collaboration benefited many students who were able to enroll.
9R1b	(see question above)	O	See Strategic Issue 1 Clearly the College would benefit from identifying measures associated with these key collaborative relationships. The Strategic Plan should help find specific indicators related to Category 9.
9R2a	Regarding 9R1, how do your results compare with the results of other higher education institutions and, if appropriate, organizations outside of the community?	S	The Foundation Patrons of the Arts program is one very few similar programs at community colleges in the area and is the result of collaboration between the Fine and Performing Arts Division and the Foundation. As directed through the Foundation's strategic plan, the Foundation is furthering its collaborative and supportive relationship with the athletic programs.
9R2b	(see question above)	O	See Strategic Issues 1 and 2 and 9R2a The College will continue to explore, develop and maintain collaborative relationships and will work on processes to measure, evaluate and improve those relationships.
9I1	How do you improve your current processes and systems for building collaborative relationships?	O	See Strategic Issue 3 During recent in-service activities, faculty and staff spent considerable effort in a review of practices related to the use of advisory committees in some program areas. Faculty in the career fields will reorganize their advisory boards, expand membership and work to improve the information received. The career program advisory boards are among the College's most important collaborative relationships.
9I2	With regard to your current results for student learning and development, how do you set targets for improvement?	O	See Strategic Issue 3 and 9I1