



EAST CENTRAL COLLEGE

2012 Systems Portfolio

Submitted to the Academic Quality Improvement Program
The Higher Learning Commission
North Central Association of Colleges and Schools



Academic
Quality Improvement
Program

The Higher Learning Commission **NCA**

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Submitted as part of the pilot group using the Pilot Systems Portfolio Guide

AQIP Systems Portfolio

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A Note on the Portfolio Organization

In preparing the portfolio, each category is comprised of several particular elements. First, each category introduction includes a summary of the efforts in the category relating to the identified strategic initiatives from the 2009 Systems Appraisal and web links related to the category. Second, each category improvement section includes the strategic plan update on the goals and objectives, indexed to each category, from the most recent Strategic Plan. Finally, following the writing guidelines provided by AQIP, each category includes, in a labeled box, the Core Components from the new criteria for accreditation.

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Institutional Overview

Vision Statement:

East Central College will connect its community to its future.

Mission Statement:

East Central College will provide an environment for lifelong learning.

Purpose Statements:

East Central College, in fulfilling its mission, will:

- Provide associate degree programs and coursework to prepare students for transfer to baccalaureate institutions.
- Provide associate degree and certificate programs to prepare students with requisite career skills to enter the workforce.
- Prepare students in core academic areas for success in college-level studies.
- Surround its academic programs with student development opportunities and learning support.
- Be a center of cultural activities, providing enrichment to the community.
- Enhance student learning through student activities, service learning and community activities.
- Be accessible to all students.
- Provide business and industry training in support of regional economic development.
- Offer continuing education and personal enrichment opportunities to the community.

Fig. OA: Student Population - Fall 2011 Census Enrollment

Total	Gender	Enrollment Status	Developmental Enrollment	Location	Age	Race/Ethnicity
Fall 2011	Male 39.6%	Full-time 51.1%	1 Course 17.3%	In-district 62.2%	Under 18 12.8%	Minorities 2.4%
4,127 students	Female 60.4%	Part-time 48.9%	2 Courses 5.2%	Out-of-district 37.5%	18 to 24 55.1%	Other 95.7%
			3 Courses 3.5%	Out-of-state .2%	25 and over 32.1%	

Fig. OB: Employees - AY 2012

	Administrators	Faculty	Staff	All Employees	5-year change
Full-time	5	68	142	210	+13.5%
Part-time	0	168	47	215	+20.1%

Fig. OC: Degree Offerings

Associate of Arts	Associate of Applied Science	Associate of Arts in Teaching	Associate of Fine Arts	Associate of Science
22 options	31 options (plus 23 certificate options)	One option, statewide articulated degree in teacher education	One option, studio art	One option, articulated degree in pre-engineering

Satellite Locations

In addition to the Union (main) campus, East Central College offers coursework and varying levels of support services at several satellite locations:

ECC-Rolla 500 Forum Drive Rolla, MO 65401	ECC-Rolla Nursing 1516 Bridge School Rolla, MO 65401	ECC-Sullivan 11 North Clark Sullivan, MO 63080	ECC-Washington 1978 Image Drive Washington, MO 63090	ECC-Warrenton 1037 Armory Road Warrenton, MO 63383
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Accomplishments

Since starting as an AQIP institution, East Central College (ECC) has matured in its commitment to Quality Improvement and its use of Action Projects to target improvement initiatives. Activities, workshops and other events are themed around the nine categories and the focus is always on improving the quality of all we do for our stakeholders.

While the efforts have produced tangible improvements and advanced process development the College recognizes both the strengths and opportunities in its quality journey.

Much of what has occurred since the submission of the first institutional portfolio has been a more aligned approach to Quality Improvement. The focus has shifted from work for the purpose of accreditation to work for improvement.

Strengths

- Institutionally everyone recognizes the Action Project process as a means to an end.
- New employees learn about Quality Improvement and their roles.
- Assessment and planning processes have improved.
- Institutional accreditation has both a different role and a regular presence.
- Internal workshops and activities have focused time and energy on process improvement.

Opportunities

- Time and commitment; getting everyone involved takes practice.
- Habits of mind take time to change; some employees still believe that this will go away.
- Planning, Quality Improvement and budgeting are still overly separate.
- Action Projects are getting better, but some have produced mixed results.

Quality Improvement

Some examples of Quality Improvement initiatives over the last four years:

Development of the Common Learning Objectives (CLOs)

In response to a Higher Learning Commission (HLC) workshop on assessment, faculty at the College developed a set of CLOs, which are applicable to students completing a program of study. Since their initial adoption, the CLOs have been modified, and assessment strategies for each of the CLOs are in varying stages of implementation.

FAC (FAC)

Each year, faculty and staff at the College would submit requests for facility projects to their supervisors, the facilities director or an administrator, and hope that the work would be done. The FAC was formed as part of a newly developed process to address these projects. The submitted projects are evaluated using a rubric, and a prioritized list is developed annually.

Voluntary External Program Accreditation

Over the past several years, faculty and staff have sought out and committed to external program accreditation as both added Quality Improvement and external benchmarking, specific to those programs and disciplines. Budget and other resources have been designated to the effort.

Category One

Helping Students Learn

Introduction

Since the submission of the first portfolio, processes related to Category 1, Helping Students Learn, have become fully aligned and in some cases, fully integrated. Some notable additions/improvements are:

Annual Assessment Report

Published each year, the report captures selected assessment activities, data and improvements. A reflection of the aligned processes in the assessment of student learning, the report illustrates both the scope and depth of assessment processes. Additional work in assessment within other units of the College remains and is part of the charge to the Assessment Committee.

CLO Assessment and Implementation (Action Project: A Fresh Perspective on the Common Learning Objective)

Still a work in progress, this project has become elevated in scope and its level of integration has improved. Additional work in aligning the CLOs outside of academics remains to be done. The final CLO is part of a new Action Project and an additional Action Project to align the CLOs and general education is beginning to take shape.

Program Review Process

Fully integrated and systematic, the process is in year three and is producing meaningful improvements in the College’s programs. The process was improved last year, and an employer survey is under development and near implementation.

Curriculum Process

Offering a well-developed and mature process, the Academic Council is a responsive, representational group that reviews and approves course and program additions, deletions and changes as well as all academic policies, the academic calendar and other matters and policies related to academic affairs.

Student Preparation

The College adopted the statewide College Readiness Standards for Community Colleges, revised its placement policies in response and, as needed, revised curricula. In response to the needs of returning learners, the College has added an Academic Boot Camp program to support their specialized needs.

Other Processes

Improvements in other processes include: course scheduling process, the one-stop student enrollment and registration process (Student Service Center) and a process for student challenges to placement results.

2009 Systems Appraisal	
Strategic Initiatives Response - Category 1	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • Data inventory process developed • Annual assessment reporting • First developmental education report • CLO data gathered and analyzed 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • Annual update and reporting • Strategic Planning processes linked to the AQIP categories
<p>Improve process descriptions and implementation</p> <ul style="list-style-type: none"> • New program review process • Improved assessment processes and implementation 	<p>Improve distance learning systems</p> <ul style="list-style-type: none"> • Ongoing workshops in distance learning pedagogy • Quality Matters training for faculty under way

Category 1 Helping Students Learn - Important Links

Assessment at East Central College

Missouri Department of Higher Education

Assessment Reports

College Readiness Standards

CLO Assessment Report

Student Consumer Information

180-Day Vocational Follow-Up Report

Processes (P)

1P1 - How do you determine which common or shared objectives for learning and development you should hold for all students pursuing degrees at a particular level? Whom do you involve in setting these objectives? (3.B)

Items 1C1 and 1P1 in the ECC 2008 Systems Portfolio describe the creation of the institution’s Common Learning Objectives (CLOs). After attending an HLC Assessment Workshop in spring 2009 and working with the faculty and other interested staff during the following in-service sessions in August 2009 and January 2010, the original eight objectives were reduced to three: Communication, Critical/Creative Thinking and Ethics/Social Responsibility.

Common Learning Objectives

The following common learning objectives will be achieved by all students who complete a cohesive program of study at East Central College:

- Communication
- Creative/Critical Thinking
- Ethics and Social Responsibility

A CLO Action Project was launched in August 2010 called “A Fresh Perspective on the Common Learning Objectives” and since then an assessment rubric and reporting process for the CLO: Communication was developed. In addition, assessment of the CLO: Critical/Creative Thinking has been embedded within designated classes using an external normed measure. The results for both processes were reported in the 2010 and 2011 Annual Assessment Report. The third CLO, Ethics and Social Responsibility, was deemed challenging enough to warrant a new Action Project, launched in January 2012, the goal of which was to develop a campus ethics policy, review how and what in social responsibility is being taught to students enrolled in particular coursework or programming and implement appropriate assessment processes. The assessment of the CLOs was captured into its own Assessment Plan developed by the Assessment Committee during fall 2011 and shared campus-wide.

One important goal of the CLO Action Project was to find a way to assess, evaluate and review CLO attainment in all coherent programs of study, including career technical programs such as Nursing, Business, HVAC, etc. The CLO project will provide structure and useful opportunities to gather information and improve quality for all ECC programs. (See Results and Improvements for further discussion.)

While the CLO assessment is the same for transfer and career technical degrees, the general education requirement varies. Transfer degrees at public two-year institutions follow a general education model developed by the state over ten years ago as part of a statewide articulation agreement among two- and four-year public institutions. Further alignment of the assessment practices for the general education model and the CLOs is the subject of discussion and an under-development Action Project.

General Education Skill Area	Common Learning Objective
<p>Communicating To develop students' effective use of the English language and quantitative and other symbolic systems essential to their success in school and in the world. Students should be able to read and listen critically and to write and speak with thoughtfulness, clarity, coherence and persuasiveness.</p>	<ul style="list-style-type: none"> • Communication
<p>Higher Order Thinking To develop students' ability to distinguish among opinions, facts and inferences; to identify underlying or implicit assumptions; to make informed judgments; and to solve problems by applying evaluative standards.</p>	<ul style="list-style-type: none"> • Creative/Critical Thinking
<p>Managing Information To develop students' abilities to locate, organize, store, retrieve, evaluate, synthesize and annotate information from print, electronic and other sources in preparation for solving problems and making informed decisions.</p>	<ul style="list-style-type: none"> • Creative/Critical Thinking
<p>Valuing To develop students' abilities to understand the moral and ethical values of a diverse society and to understand that many courses of action are guided by value judgments about the way things ought to be. Students should be able to make informed decisions through identifying personal values and the values of others and through understanding how such values develop. They should be able to analyze the ethical implications of choices made on the basis of these values.</p>	<ul style="list-style-type: none"> • Ethics/Social Responsibility
<p>Global To develop students' abilities to understand and appreciate diverse cultures and belief systems; to appreciate the contributions of diverse cultures to society and to understand the impact of a global society on individuals.</p>	<ul style="list-style-type: none"> • Ethics/Social Responsibility

Address Core Component 3B under 1P1 and 1P2

3.B - The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application and integration of broad learning and skills are integral to its educational programs.

- *The general education program is appropriate to the mission, educational offerings and degree levels of the institution.*
- *The institution articulates the purposes, content and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.*
- *Every degree program offered by the institution engages students in collecting, analyzing and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.*
- *The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.*
- *The faculty and students contribute to scholarship, creative work and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.*

3.B - The CLOs have been adopted, integrated and assessed; processes continue to be reviewed and improved. The general education model of the institution aligns with the CLOs, is clearly stated as part of the degree offerings and is articulated as part of a statewide agreement. General education offerings and their skill area designation are part of the Academic Council processes.

East Central College maintains Board Policy 5.3 on Academic Freedom.

The general education requirement includes student enrollment in coursework designated “G” for Global; such coursework is infused with elements of human and cultural diversity related to the academic discipline of the course. In addition, the College offers additional programming in the fine and performing arts and student activities, such as International Education Week events, that contributes to student understanding of global diversity.

Faculty and students engage in course-level inquiry and research, the creative arts and other coursework relative to the degree or certificate being sought.

1P2 - How do you determine your specific program learning objectives? Whom do you involve in setting these objectives? (3.B, 4.B))

Program learning objectives are determined by the program faculty, with input from program advisory boards and in some instances, accrediting agencies. An example is the new Health Information Management (HIM) program, developed as part of a grant initiative. Through initial use of a consultant in the field, and then a faculty/program coordinator, the learning objectives were organized based on input from practitioners, an advisory board, the accrediting body, the community, other faculty, the academic division, trainings and workshops, new developments in the field and the faculty’s experience.

Part of the development and review processes within Academic Council for new programs, revisions and new coursework is the inclusion of the assessment practices to be used.

See 1P1 for Core Component 3.B

Address Core Component 4B under 1P2 and 1P18

4.B - The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- *The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*
- *The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*
- *The institution uses the information gained from assessment to improve student learning.*
- *The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*

4.B - The College’s Assessment Committee, with membership including faculty from each division, the Division Chairs, institutional research staff, instructional support staff and student development staff, has primary responsibility for the oversight of the assessment of student learning. Program, discipline, department and other unit assessment reports are published annually in the institution’s Assessment Report. Workshops to improve and further develop assessment practices are conducted each year. For example, in fall 2012, a workshop was conducted to assist faculty in using data from a normed test on critical thinking skills. Other workshops have included reviews of data from Noel-Levitz, CCSSE and NCCBP and use of the data to improve processes for students.

1P3 - How do you design new programs and courses that facilitate student learning and are competitive with those offered by other organizations?

New programs are developed in response to several environmental factors: local or regional employer need, trends in the region or in the state, grant funding opportunities or articulation with a partner institution. The development of the programs begins at the division level and involves a variety of individuals and entities (see HIM example in 1P2).

New course development starts with a faculty member and evidence of interest or need. The Academic Council process (see 1P2 in ECC 2008 Systems Portfolio) outlines the steps in new course development. Faculty making the request for the new course must identify the plan for assessment of student learning, transferability, alignment with ECC's general education requirements or program need and the course's fit within the existing array of coursework. A detailed course description, outline and draft syllabus are a required component of the submission and important in the review process.

The College regularly reviews and recently updated its course credit hour definitions and reviewed their applicability to the range of programs of study. This process led to updates in credit hour designations in several programs. Using this model, the College faculty can regularly scan other institutions' offerings and maintain a competitive edge.

The program advisory committees also play a key role in maintaining program currency. With input from practitioners and others in the respective fields, the College maintains an inventory of programming that meets the needs of students and the community.

1P4 - How do you design responsive academic programming that balances and integrates learning goals, students' career needs and the realities of the employment market? (1.C, 3.A, 4.A)

The Academic Council process is agile and fluid. Using the recent HIM program as an example, the draft curricula was established and reviewed internally and aligned with the accrediting body's requirements. Once approved, several modifications were adopted within the following year as the industry changed and the local workforce needs evolved.

Faculty in the programs submit changes that reflect industry needs, updates, technical requirements and other skills in demand in the field. The Academic Council process provides for prompt action that is responsive to the environment. Program development requires additional levels of review but can be accomplished in response to local and regional demand and grant initiatives.

New programs are approved by the Missouri Department of Higher Education (DHE). Their approval process requires the institution provide meaningful employment data for review. The Missouri Department of Economic Development and MERIC are both sources of useful employment data and trends used for the review.

The Center for Workforce Development and program advisory committees provide the much-needed external view for program improvement, change and development. External program accreditation is another source for information to maintain program currency.

Address Core Component 1C under 1P4 and 1P10

1.C - The institution understands the relationship between its mission and the diversity of society.

- *The institution addresses its role in a multicultural society.*
- *The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*

1.C - ECC maintains processes related to programming and curriculum that are responsive and agile; the current environment for business and industry requires that faculty have the ability to update and modify programming to align with industry needs. The College addresses the relationship of its mission and diversity of society in the CLOs, the general education skill areas, activities on campus, the draft Ethics Policy and other events and programming. Non-discrimination policies are made public in institutional publications.

Address Core Component 4A under IP4 and IP13

4.A. - *The institution demonstrates responsibility for the quality of its educational programs.*

- *The institution maintains a practice of regular program reviews.*
- *The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning.*
- *The institution has policies that assure the quality of the credit it accepts in transfer.*
- *The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.*
- *The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.*
- *The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships and special programs (e.g., Peace Corps and AmeriCorps).*

4.A - The Assessment Committee oversees the program review process; the process has been improved and the reports on program review are published in the annual Assessment Report. A five-year rotation schedule is maintained. The program review process includes surveys of employers and information on graduates from transfer institutions.

The course credit policy has been updated; the definition of a credit hour policy was reviewed and adopted and faculty have undertaken a full review of their course descriptions in light of the credit hour definitions and requirements. Credit transfer policies are current and based on good practice, in alignment with accreditors and state regulatory bodies. The Academic Council processes on course description, new courses, course prerequisites and programmatic requirements are well-defined, clear and responsive.

College policies on the transfer in of credit are current and clear; these policies are communicated via the web catalog and student handbook.

The dual credit program is supervised by the Division Chairs and Vice President of Instruction, and regulated by DHE; the College is fully compliant with the state regulations on dual credit. The report on institutional compliance is available at www.dhe.mo.gov/, the Missouri DHE website.

Voluntary program accreditation is emphasized and the College is currently engaged in seeking external accreditation for five diverse programs, with additional programs in the fact-finding stage. Programs include Music, Art, HIM, Early Childhood Education and the Learning Center. Others in the investigative stage are Nursing, Business, Computer Information Systems and Theater.

The College uses several tools to evaluate the success of its graduates; through input and guidance of advisory committees and the 180-Day Follow-Up Report, the College and program faculty get timely input from employers on student preparedness. This year, the College will pilot a newly developed employer survey, administered by program area, and aligned with the schedule of program reviews.

Address Core Component 3A under IP4 and IP12

3.A - *The institution's degree programs are appropriate to higher education.*

- *Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*
- *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.*

- *The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).*

3.A - ECC maintains an inventory of degree and certificate options that aligns with the institutional mission, the role of a regional community college and the region served. Each program maintains an Assessment Plan that reviews student performance and skills attainment as required by the program, external accreditor, curriculum and/or course. Programmatic learning objectives are clearly articulated in program and course documents. Course documents and materials, Assessment Plans and tools and overall learning objectives are consistent regardless of the location of the course offering, the mode of delivery or any other permutation related to the course offering options.

1P5 - How do you determine the preparation required of students for the specific curricula, programs, courses and learning they will pursue?

In Missouri, the community colleges adopted a set of College Readiness Standards, applicable to all students enrolling in a Missouri community college. These standards identify college-readiness benchmarks and the processes for institutions to apply these standards.

One example of how students' preparation is continuously examined is the new computer skills assessment. In response to the return of the non-traditional learner and the deficits in basic computer skills that were being observed, the College implemented an assessment of student computer skills. This assessment was incorporated into the College's Orientation program and the results led to the development of a Basic Computer Skills class.

ECC also maintains a policy regarding program admissions (Board Policy 3.2, Program Admissions Policy). These program admission standards are developed by the faculty, often in collaboration with advisory boards and external accreditors, and are aligned with the industry. Certain programs may designate admissions requirements for students; such requirements are made public and information about the program includes program admissions requirements. Some examples are Nursing, Occupational Therapy Assistant and Culinary Arts.

1P6 - How do you communicate to current and prospective students the required preparation and learning and development objectives for specific programs, courses and degrees or credentials? How do admissions, student support, and registration services aid in this process? (2.B)

In the usual fashion, ECC has an online college catalog with program details. The College's website provides students with up-to-date information on programs, necessary preparation and learning objectives and career goals. In addition, the College has required Student Consumer Information link on the front webpage. Fact Sheets (program-specific materials) detail career information, job potential, placement information, course requirements and more. The College has developed a program called Academic Boot Camp for adults returning to school, where a myriad of information is provided to prospective students in a two-day program format. Career fairs, high school visits, community events, activities sponsored by admissions and recruiting, the local newspaper and College personnel are all additional sources of information for students on programming requirements.

Address Core Component 2B under 1P6

2.B - The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control and accreditation relationships.

2.B - The College website provides a transparent snapshot of ECC's offerings, along with important information related to course schedules, programs, incoming student assessment, information on contacting faculty and staff, faculty and staff credentials, faculty evaluations, accreditor information and relationships, assessment reports, enrollment information, student body summaries, compliance reporting, survey results and documentation related to all of the above. Print information on many of these items is also available and shared with students and other stakeholders.

1P7 - How do you help students select programs of study that match their needs, interests and abilities? (3.D)

ECC maintains a Career Services office and staff in the Student Service Center; a new position was recently added to provide career advisement more directly to students at our satellite locations. Students are given contact information at Orientation and in Foundation Seminar for staff to assist in their exploration of programs of study. Staff in Career Services have a variety of tools to assist students.

Academic advisors and faculty advisors also provide students guidance and assistance in reviewing degree options and career planning. A new grant-supported program, the Health Careers Transition Program, will assist students in identifying programs of study and careers in health-related fields that most appropriately align with their life situations and abilities.

Address Core Component 3D under 1P7 and 1P15

3.D - The institution provides support for student learning and effective teaching.

- *The institution provides student support services suited to the needs of its student populations.*
- *The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.*
- *The institution provides academic advising suited to its programs and the needs of its students.*
- *The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites and museum collections as appropriate to the institution's offerings).*
- *The institution provides to students guidance in the effective use of research and information resources.*

3.D - In July 2011, ECC opened a newly remodeled Learning Center and Library; these remodeled spaces are designed to meet the learning and support needs of today's students. Library staff conduct scheduled workshops for students, as requested by faculty, to support the use of research tools and information resources.

Library and Learning Center spaces are adaptable and fully equipped with the necessary technology. For students placing at entry at the pre-college level, the College provides a full range of developmental coursework and support services and programming.

Also in July 2011, the College opened a Student Service Center, which includes Counseling Services, Career Services, academic advising, financial aid and other programs to assist students at entry to college and throughout their ECC experience.

The College facilities serve the academic needs of students, faculty and staff. Each classroom, both at the main campus and satellite locations, is equipped with a package of instructional technology. Science and nursing laboratories are in a newly constructed building. Where and when facilities need an upgrade or modification to meet current needs, the College uses the FAC identify, prioritize, budget and otherwise complete the projects.

1P8 - How do you deal with students who are under prepared for the academic programs and courses you offer?

ECC offers a full array of student placement and testing services. Placement is based on the College Readiness Standards, adopted by the Missouri community colleges. Each student entering the College is assessed using Accuplacer, a College Board product. Students are given the results at the end of the testing session. In certain ranges, students are also able to challenge the results using an alternate testing tool.

Students who are underprepared are advised appropriately and placed into coursework that aligns with their level of readiness. ECC offers preparatory coursework in Reading, Writing, Mathematics and Basic Computer Skills. In addition, the College offers a Foundation Seminar program targeting underprepared students. See the Developmental Studies Report for additional information on preparing students for college-level coursework.

Support for these and all students in achieving their academic goals is available through a variety of services and programming: professional and peer tutoring, group study sessions, counseling and other support referrals as needed.

For programs with specific admissions requirement, information is provided to the students on necessary preparatory steps to enter those programs of study.

1P9 - How do you detect and address differences in students' learning styles?

Foundation Seminar, a required one-credit-hour college success course (with a two-credit-hour version for developmental students), covers student learning styles. Students are asked to self-evaluate using a learning styles inventory; the results are then used in a class discussion on how to interpret, understand and use the results to improve learning.

Students are also asked to do a reflection on the results and how their learning is impacted. The lesson also requires the students to complete a matrix that addresses their learning styles and the impact on particular styles of instruction.

1P10 - How do you address the special needs of student subgroups (e.g. disabled students, seniors, commuters)? (1.C)

The staff in the Student Service Center include Access counselors to address the special needs of students with required accommodations. The Learning Center has an adaptive technology lab to assist students with special needs. In other areas of campus, equipment to support those needs is also available (i.e. specialized hearing equipment in the theater). Access services staff also conduct regular workshops for new employees and the faculty at large to provide guidance on how best to serve these populations.

In response to the return of non-traditional learners, the College developed the Academic Boot Camp program, which to date has assisted over 200 non-traditional students in entering college. The A HERO (Adult Higher Education a Responsible Option) Club for adult learners has provided support and camaraderie for those involved. In Missouri, senior citizens can attend community college at no charge; in addition, the College has a wide range of offerings through its non-credit continuing education unit targeting seniors and their specific interests

Address Core Component 1C under 1P4 and 1P10

1.C. - The institution understands the relationship between its mission and the diversity of society.

- *The institution addresses its role in a multicultural society.*
- *The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.*

1.C - The College has an EEOC policy and statement regarding accessibility. The College addresses the relationship of its mission and diversity of society in the CLOs, the general education skill areas, activities on campus, the draft Ethics Policy and other events and programming. Non-discrimination policies are made public in institutional publications.

1P11 - How do you define, document and communicate across your organization your expectations for effective teaching and learning? (2.D, 2.E)

Faculty communicate expectations for student learning to students in course and program documents, particularly the course syllabus. Additional expectations are determined by external agency requirements, certification exams and other licensure testing. These expectations for such testing are embedded within the appropriate program and communicated to the students. In some instances the College provides targeted preparation for such testing.

Expectations for effective teaching are communicated as follows:

- Evaluations of faculty by students are completed in several ways. First, students complete a "short form" faculty evaluation, the results of which are posted on the College's website and are accessible to the public. The "long form" course evaluation is an online evaluation tool that is much more detailed; the results of the course evaluation are used by the faculty, the Division Chair and the CAO as important feedback in the evaluation process. Data is internal and can be compared with the division and evaluated longitudinally.
- Evaluations of faculty by Division Chair/CAO are completed in two ways: in-class observations and in-person evaluations. The in-class observations are conducted routinely by the Division Chair for both full-time and adjunct faculty. Feedback is provided informally to the faculty member following the observation. All full-time faculty routinely do an evaluation with the Division Chair and/or the CAO. These evaluations are comprehensive and include

information on the student evaluations, feedback from observations, a review of other service to the institution and a discussion about faculty development.

- Faculty maintain a portfolio for purposes of evaluation and promotion in academic rank.
- The Rank and Promotion process, adopted in 2010, clearly defines effective teaching and learning standards, related activities and their relationship to rank and promotion at the College.
- All full-time faculty complete an annual Faculty Development Plan in consult with their Division Chair.

Throughout the school year, the College also conducts workshops and faculty development targeting specific areas: e.g. active learning, pedagogy in online teaching and integrated CLOs (embedded in the course syllabus tool).

The “observation of teaching” form used by the Division Chairs and CAO was recently revised to include some targeted expectations of effective teaching (i.e. Active Learning Observed) in response to the commitment of faculty development efforts in this area.

Faculty also use the expectations of external program accreditation agencies to assist in determining effective teaching particular to specific program areas.

Address Core Component 2D under 1P11

2.D. - The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

2.D - Board Policy 5.3, Academic Freedom policy, clearly and publicly states the College’s position on free expression and free inquiry. In addition, the drafted Ethics Policy addresses these topics.

Address Core Component 2E under 1P11 and 4P7

2.E. - The institution ensures that faculty, students and staff acquire, discover and apply knowledge responsibly.

- *The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.*
- *Students are offered guidance in the ethical use of information resources.*
- *The institution has and enforces policies on academic honesty and integrity.*

2.E - Students at ECC are, at New Student Orientation, introduced to the Student Handbook. The Handbook details the Student Conduct Code and the Academic Honor Code, both of which provide specific information on acceptable activities and give examples of prohibited conduct. In addition, students also agree when using information resources to the Information Technology policy, copyright rules and the use of Library resources for research. The Academic Honor Code is reinforced through a Student Conduct Policy, which allows students no more than “three strikes.”

1P12 - How do you build an effective and efficient course delivery system that addresses both students’ needs and your organization’s requirements? (3.A)

The College schedule process has recently been improved to meet the needs of the student population, both at the main campus and to support operations at the satellite locations.

The process begins with the faculty and Division Chairs identifying programmatic needs and any special program or course offerings. In particular, the faculty are able to guide the scheduling of specific coursework needed by students in programs as students work through program sequences. The Division Chairs then meet with staff from the satellite locations to draft a schedule; the draft is reviewed at the department and division level and at the satellite campuses to eliminate conflicts and fill in gaps in offerings; a final draft is made available campus-wide for input; the schedule is posted to the website.

Throughout this process, a draft schedule is available for faculty to review for input and for staff to work through other scheduling specifics (i.e. classroom and laboratory usage).

Address Core Component 3A under IP4 and IP12

3.A. - *The institution's degree programs are appropriate to higher education.*

- *Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.*
- *The institution articulates and differentiates learning goals for its undergraduate, graduate, post-baccalaureate, post-graduate and certificate programs.*
- *The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements or any other modality).*

3.A - The Missouri Department of Higher Education (DHE) oversees program approval and mission differentiation among public colleges and universities in Missouri.

ECC maintains an inventory of degree and certificate options that align with the institutional mission, the role of a regional community college and the region served. Each program maintains an Assessment Plan that reviews student performance and skills attainment as required by the program, external accreditor, curriculum and/or course. Programmatic learning objectives are clearly articulated in program and course documents. Course documents and materials, Assessment Plans and tools and overall learning objectives are consistent regardless of the location of the course offering, the mode of delivery or any other permutation related to the course offering options. Many departments use standard course syllabi to further insure the consistency in the learning objectives across the modes and locations of offerings.

IP13 - How do you ensure that your programs and courses are up-to-date and effective? (4.A)

The College's program review process was developed to regularly and consistently evaluate programs for effectiveness, currency and efficacy. The currency of coursework is evaluated as part of the program review process. With the use of external stakeholders in the program review, the feedback from participants leads to program improvement. In cases of voluntary external program accreditation, these agencies assist the programs in maintaining a high level of effectiveness through the self-study process.

The Academic Council process is a mechanism for faculty to maintain such course-level currency and effectiveness. Academic Council also reviews policies and procedures for academic affairs, including an oversight of credit hour definitions (which were recently updated), course credit transfer-in policies, course prerequisites and other course credit issues.

Advisory committees also assist program faculty in ensuring a high level of program quality; these stakeholders often provide opportunity for student participation in internships, clinical and professional practice experiences.

The development of articulation agreements is another tool to determine course currency; the College investigates, develops and maintains appropriate articulation agreements in keeping with its mission and to assure transferability of coursework.

The information gathered as part of the 180-Day Follow-Up survey and a newly developed employer survey are two additional tools used by program faculty to determine program effectiveness.

See IP4 for Core Component 4.A

IP14 - How do you change or discontinue programs and courses?

Programs and courses are changed through the Academic Council process. The process begins with the faculty, following input from an advisory committee, an external accreditor, a program review or other source, to recommend a change. The change is detailed in the appropriate form, shared within the division for input, and forwarded to the CAO's office for placement on the agenda for Academic Council. Staff in the CAO's office maintain a Moodle (learning management system) website as the office document repository for Academic Council. All submissions and minutes are posted and maintained on the site, available to anyone interested in the work of the council. Changes are typically shared in a presentation at a meeting, and action is taken at a subsequent meeting. Changes are then made to appropriate College materials and publications.

The Missouri DHE does periodic program review and makes recommendations to the campuses based on numbers of graduates, averaged over a five-year period. Such a review occurred in 2010, and ECC provided to DHE a report on

its graduation results. The net result of the state report led to the discontinuance of two programs and some additional improvements on several others.

Board policy dictates the process for program termination in BP 2.8, Discontinuance of a Program Policy.

1P15 - How do you determine and address the learning support needs (tutoring, library, laboratories, etc.) of your students and faculty in your student learning, development and assessment processes? (3.D)

Both the Library and the Learning Center conduct regular surveys of students to both identify student needs and to improve services. Results from these surveys are available in the annual Assessment Report.

As many displaced workers and non-traditional students returned to school in the past several years, the College hired an Adult Retention Coordinator to target the needs of this special population. Through Academic Boot Camps and the AHERO Club, adult learners have been acclimated to a return to college.

The College administers student surveys (CCSSE and Noel-Levitz) as part of its Assessment Plan and a review of the results provides useful information in planning for the learning support needs of the students.

Faculty can make recommendations regarding individual student needs using the Maxient system to report any specific concern or issue. Counseling services provide needed interventions as requested and individual counseling as needed.

Two recent examples:

1. The Music Department identified a need for additional practice rooms due to increased enrollments. The request was submitted to and reviewed by the FAC and a recommendation and budget to add the space was approved. Students began using these new practice rooms in fall 2012.
2. With the addition of Mathematics coursework using a self-paced, directed, modular program, the College needed to schedule Mathematics sections in a large multi-use computer lab. No such lab was available; therefore, a recommendation was made to the FAC. The recommendation was reviewed and approved by the FAC and work was completed in summer 2012.

See 1P7 for Core Component 3.D

1P16 - How do you align your co-curricular development goals with your curricular learning objectives? (3.E)

The College's Student Activities Director actively and frequently seeks opportunity for appropriate and aligned co-curricular program development. The Student Activities office conducts student activity fairs at campus orientations, Welcome Week activities and other visible events.

Two relevant examples:

1. The A HERO Club – an organization intended to create learning communities for adult learners transitioning to college and to provide learning support; club is very visible on campus, has grown in size.
2. The *Cornerstone* – the College's newspaper, largely a student activity; students may or may not be journalism majors but the student learning goals are clearly aligned with the education goals of the academic program.

Address Core Component 3E under 1P16

3.E - The institution fulfills the claims it makes for an enriched educational environment.

- *Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.*
- *The institution demonstrates any claims it makes about contributions to its student's educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.*

3.E - ECC offers a full range of student activities, both aligned with academic programming and others, like athletics, to support student enrichment. Activities include SMSTA (Student Missouri State Teachers Association), Art Club, Pre-Engineering Club, Rotaract, Bowling Club and many more.

ECC provides students general disclosure information related to its programming, such as the types of jobs being prepared for, transfer expectations, pass rates on licensure exams, the cost of college and other important information to assist students in making a good decision regarding their higher education experience. This information and much more is available at the Student Consumer Information link from the College website. This information is reviewed regularly and maintained for currency.

1P17 - How do you determine that students to whom you award degrees and certificates have met your learning and development expectations?

Several key processes:

- Technical Skills Attainment assessment is required of all students in a career technical program. Graduating students' test results are gathered at the end of each year and compiled; students are required to meet certain benchmarks set by the state of Missouri.
- External testing is required of student graduates in certain programs (e.g. NCLEX, OTA, etc.); results are reviewed by program faculty and staff and used to address updates/additions/changes to the curriculum.
- The College reviews students' transfer school GPAs and success in transfer .
- 180-Day Follow-Up Survey
- As part of the Assessment Committee's work in 2012, a subgroup has developed an employer survey to examine graduate student preparedness for the workforce.

1P18 - How do you design your processes for assessing student learning? (4.B)

The Assessment Committee, a large multifunctional group comprised primarily of faculty but including staff from Student Development, the Learning Center and other departments on campus, has the following charge:

The Assessment Committee is a standing committee chaired by the chief academic officer; the committee is responsible for review and oversight of institutional Assessment Plan and efforts; to make recommendations to division and/or programs; to maintain the institutional Assessment Plan and institutional effectiveness plan; communicate to divisions on matters related to assessment.

The CLO Action Project, a Fresh Perspective on the Common Learning Objectives, was specific to the design of the assessment of the College's CLOs; the work of that committee has been absorbed by the Assessment Committee, which will continue to oversee and manage the CLO assessments.

The process for assessment of the CLO - Communication has two years of results, available in the Assessment Report. The processes for assessing Communication continue to be reviewed and have recently been modified to improve data collection.

The Creative/Critical Thinking results are preliminary and will continue to be reviewed. A first round of data is available and being reviewed by the departments. The third CLO, Ethics and Social Responsibility, has evolved into a new and separate Action Project; some pilot assessment activities are planned for the spring 2013 semester.

Each department and division is responsible for the maintenance and update of its Assessment Plans and report results regularly, rotating as determined in the plan. The process for assessing student learning in each discipline and program are determined respectively within those units. See additional results and information on the assessment of student learning in the annual Assessment Reports.

Address Core Component 4B under 1P2 and 1P18

4.B. - The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

- *The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.*

- *The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.*
- *The institution uses the information gained from assessment to improve student learning.*
- *The institution’s processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.*

4.B - The CLOs have been adopted, integrated and assessed; processes continue to be reviewed and improved. The general education model of the institution aligns with the CLOs, is clearly stated as part of the degree offerings and is articulated as part of a statewide agreement. General education offerings and their skill area designation are part of the Academic Council processes.

ECC maintains Board Policy 5.3 on Academic Freedom. The Assessment Committee oversees comprehensive assessment processes and reports results annually.

The general education requirement includes student enrollment in coursework designated “G” for Global; such coursework is infused with elements of human and cultural diversity related to the academic discipline of the course. In addition, the College offers additional programming in the fine and performing arts and student activities, such as International Education Week events, that contributes to student understanding of global diversity.

Faculty and students engage in course-level inquiry and research, the creative arts and other coursework relative to the degree or certificate being sought.

Results (R)

1R1 - What measures of your students’ learning and development do you collect and analyze regularly?

The College collects and analyzes data relating to the assessment of student learning regularly and these reports and information are collected into the institution’s annual Assessment Report. Three years of reports are available on the Assessment section of the College’s website.

The report is organized around the academic divisions and other support areas of the College. Results are gathered based on criteria established by the faculty in the unit and could be developmental courses, transfer or major courses, depending on the cycle of assessment.

One example of data collection and analysis related to students learning and development is developmental to college level course success rates. As a participating institution in the National Community College Benchmark Project (NCCBP), the College has had the opportunity to benchmark some data points. The information in Fig. 1A and 1B compares our percentile rank for student success and progress in English and mathematics development programming to the National and Missouri Community college cohorts. These results inform the departments regarding course standards, learning objectives and assessment tools.

Fig. 1A: Developmental English to College Level - English Enrollee Success Rate

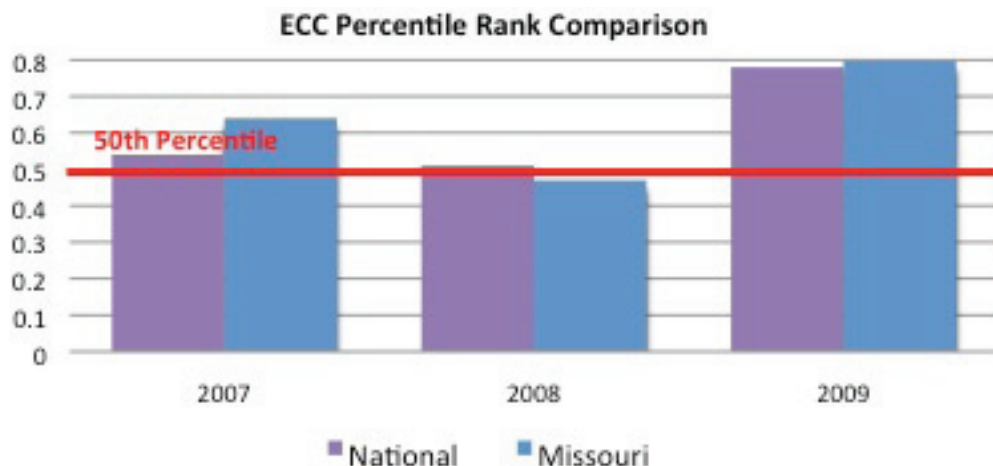
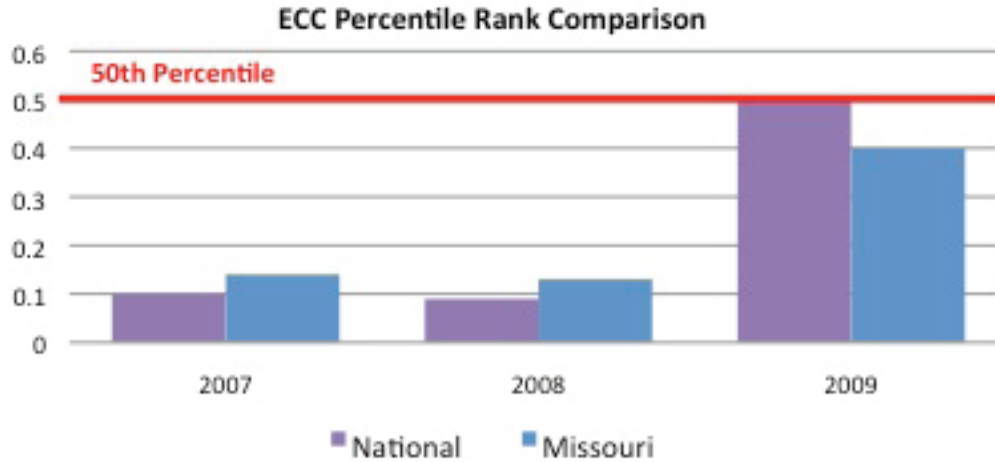


Fig. 1B: Developmental Math to College Level - Math Enrollee Success Rate



1R2 - What are your performance results for your common student learning and development objectives?

Two sets of data are available in the assessment of the CLOs. More information on how the assessment is structured and its process can be found in the Institutional Assessment Report, 2011.

Figures 1C and 1D represent results from the CAAP Critical Thinking assessment, administered to entering freshmen (FS1001 cohort) and then administered to students at exit.

Fig. 1C: Raw Score Comparison

	FS 1001 Cohort	Spring 2011 Graduates
	n= 103	n = 145
Range of Scores	49 - 69	52 - 72
Average Score	59.79	62.67
Median Score	60	64

Fig. 1D: National Percentile Rank Comparison

	FS 1001 Cohort	Spring 2011 Graduates
	n= 103	n = 145
50th Percentile or Above	45%	68%
75th Percentile or Above	19%	34%
90th Percentile or Above	11%	17%

Figure 1E represents results from the CLO Communication rubric assessment, embedded within the coursework with the learning objectives associated with Communication. More information on how the assessment is structured and its process can be found in the annual Assessment Reports.

Fig. 1E: CLO Communication Summary Results

Academic Division	Items	Avg.	Structure	Content	Presentation	Importance Level	Week Completed
Business/Education/Social Sciences	266	7.29	2.53	2.4	2.35	3.17	13.8
English/Foreign Language/Philosophy	117	6.74	2.43	2.16	2.09	3.78	13.9

Fig. 1E: CLO Communication Summary Results

Academic Division	Items	Avg.	Structure	Content	Presentation	Importance Level	Week Completed
Fine & Performing Arts	219	6.36	2.47	2.51	2.47	3.08	14.7
Nursing/Allied Health	66	8.26	2.81	2.64	2.71	2.6	12.8
Career Tech	12	6.1	1.8	2.8	1.5	3	14
Overall Average		6.95	2.41	2.5	2.22	3.13	13.8

These results are shared institutionally in a variety of ways: they are published in the Annual Assessment Report, shared at assessment and CLO workshops and shared in the divisions. During a recent workshop on the CLO assessment results, faculty made several important observations on the data, its implication at the course level and how to improve reporting the results. These observations will help faculty use the results to improve the teaching and learning of communication skills.

1R3 - What are your performance results for specific program learning objectives?

Performance results for specific program learning objectives are gathered in the annual Assessment Reports submitted by the academic departments and compiled into the institutional Annual Assessment Report. Each of these reports represent course- and program-level assessments of learning objectives.

One example of performance results data that is gathered annually are the Technical Skill Assessment results. Figure 1F represents program-based testing of graduates in the Career and Technical programs. These tests are typically an external test, such as the NCLEX for Nursing, recognized in the field or discipline as a measure of program learning objectives.

Fig. 1F: CTE Technical Skill Assessment Pass Rates

Program	2010	2011	2012
Accounting/Business	78.6%	80.0%	66.7%
Business Technology	77.3%	53.6%	40.9%
Computer Science	100.0%	100.0%	100.0%
Criminal Justice	NR	100.0%	NA
Culinary Arts	100.0%	NR	NR
Drafting & Design	0.0%	100.0%	44.4%
Early Childhood Education	100.0%	100.0%	100.0%
EMT	100.0%	100.0%	100.0%
Fire Technology	100.0%	100.0%	100.0%
Graphic Design	NR	100.0%	100.0%
HVAC	NR	100.0%	66.7%
Industrial Engineering Technology	80.0%	83.3%	66.7%
Nursing	95.7%	91.5%	97.7%
Occupational Therapy Assistant	NA	33.3%	100.0%
Precision Machine	75.0%	100.0%	88.9%
Overall Pass Rate	86.2%	85.1%	82.5%
NA = Not applicable due to program not being offered NR = Results not available or not reported			

Another example in a transfer area are the results used by the Chemistry department comparing student performance internally and using the nationally-formed American Chemical Society (ACS) test. Shown in Figure 1G.

Fig. 1G: ACS Exam Comparison

	Terms	ECC Average Pre-test Score	ECC Average Post-test Score	National Average Score	% Improvement (Pretest to Final)
Chemistry I	SP08, SP11, SP12	38.2	67.0	59.6	75.3%
	FA08, FA09, FA10, FA11	37.9	67.7	59.6	78.8%
Chemistry II	SP08, SP10, SP11, SP12	36.1	60.4	51.7	67.3%
	FA09, FA10, FAL11	41.1	56.2	53.3	36.8%

1R4 - What is your evidence that the students completing your programs, degrees and certificates have acquired the knowledge and skills required by your stakeholders (i.e., other educational organizations and employers)?

Several important processes are used to gather results demonstrating student acquisition of the knowledge and skills required:

- 180-Day Vocational Follow-Up Report: Staff in Career Services each year follow up with the graduates in the career technical programs and gather information on employment status, wages and an assessment of their educational preparation. Results are available in the Follow-Up Report on the College’s assessment website.
- The Assessment Committee last year developed a process following the program review schedule to contact local employers and get information on their satisfaction with the graduates employed. Results will be available in the next Assessment Report.
- Transfer institutions regularly report data on how students perform following transfer with 30 or more credit hours. For example, Figure 1H represents student transfer results from the University of Missouri – St. Louis.

Fig. 1H: Comparison of UMSL Bachelor Degree Recipients Based on Transfer Origin

Transfer Group	Graduation GPA			Years to Graduation		
	FY2010	FY2011	FY2012	FY 2010	FY 2011	FY 2012
ECC	3.452	3.185	3.133	3.9	4.0	3.6
ECC + Other	3.464	3.329	3.510	2.2	7.5	2.8
Other Two-Year	3.168	3.141	3.177	4.1	4.1	4.1
Other Four-Year	3.081	3.098	3.085	4.3	4.1	4.5

Note: ECC + Other - students attended ECC and at least one other post-secondary institution.

- External Testing
- Required certification and licensure examination results, provided as part of department assessment reports, and reviewed regularly.
- Advisory committees: An important role of the advisory committee is to provide to program faculty and staff information on students employed.
- Workkeys® is an assessment given to students completing programs of study in the career technical fields. Figure 1I compares ECC students to a sample of U.S. examinees. The data represents the percentage of examinees scoring at each skill level. Higher scores represent a higher skill set (6 is highest score attainable in Locating Information; 7 is highest for Applied Mathematics and Reading for Information).

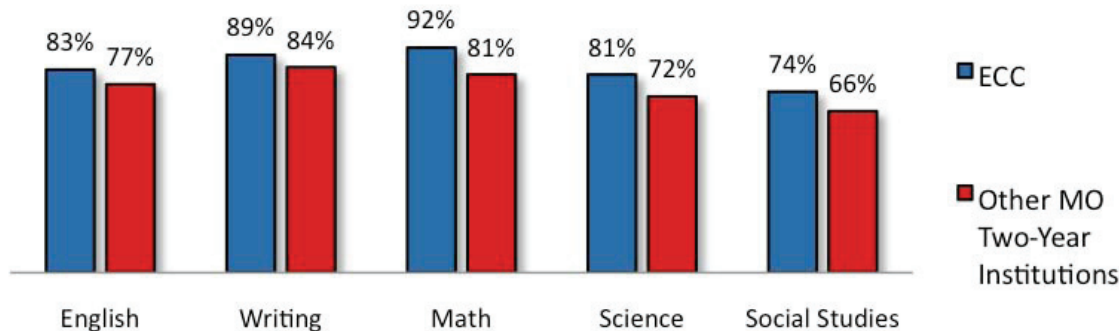
Fig. 1I: Workkeys® Score Comparison

Score	Locating Information		Applied Mathematics		Reading for Information	
	ECC	U.S.	ECC	U.S.	ECC	U.S.
Below 3	1%	8%	0%	7%	0%	4%
3	5%	16%	2%	16%	2%	6%
4	60%	53%	9%	22%	11%	29%
5	34%	22%	40%	30%	40%	35%
6	0%	1%	40%	18%	33%	18%
7	na	na	8%	6%	14%	7%

Note: ECC scores are compared to U.S. examinees tested in 2009 and 2010.

- CBASE is an exit exam given to all graduating AAT students. The assessment is required for admission into teacher education programs throughout the state. Students must pass four subject areas, plus the writing cluster. Figure 1J illustrates the cumulative pass rates of ECC students compared to all two-year institutions in Missouri. ECC students have a higher pass rate in all CBASE areas.

Fig. 1J: CBase Pass Rates



1R5 - What are your performance results for learning support processes (advising, library and laboratory use, etc.)?

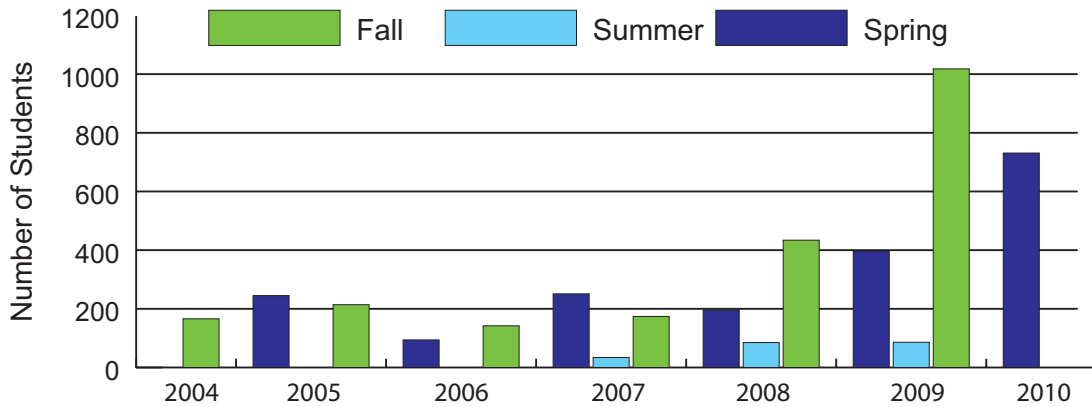
Performance results for learning support processes are gathered in several ways. The Library regularly surveys student users for information on services provided, holdings, electronic resources and more. One example of their assessment activities is the following information regarding Library instruction for students:

Librarians teach bibliographic instruction in the classroom at the request of the instructor. Classes range from general searching for Foundation Seminar to subject-specific instruction for Microbiology. A headcount of students is tracked using Microsoft Excel.

- Fall to fall semester comparison: students receiving instruction from 2008 semester (434) to the 2009 semester (1,018) reveal a 134% increase
- Spring to spring semester comparison: students receiving instruction from 2009 semester (397) to the 2010 semester (731) reveal an 84% increase
- Summer to summer semester comparison students receiving instruction from 2008 semester (85) to the 2009 semester (86) reveal a 1% increase

Figure 1K includes classroom instruction conducted at Union, Rolla, Sullivan and Washington by Librarians. Instruction is not currently available at Warrenton.

Fig. 1K: Classroom Library Instruction - Union, Rolla, Sullivan and Washington



Additional learning support process results can be found in Category 6, 6R5 (Figures 6E and 6F)

1R6 - How do your results for the performance of your processes in Helping Students Learn compare with the results of other higher education organizations and, where appropriate, with results of organizations outside of higher education?

Results vary depending on the item or topic being assessed. Several examples are:

- **CAAP Critical Thinking Assessment**

CAAP data as a function of national ranking is provided in 1R2 (Figures 1C and 1D) and demonstrates to faculty results in critical thinking skill acquisition at the end of a program of study compared to entering students. CAAP data was gathered as part of the CLO Assessment plan. Data was reviewed in the aggregate.

During the fall 2012 in-service workshops, faculty had an opportunity to discuss and analyze the CAAP data for areas of improvement and additional functional use at the course level.

- **Graduates from Missouri Community Colleges**

The data in Figure 1L is from the Missouri DHE and reports, for AY 10, a snapshot of degrees and certificates awarded by Missouri community colleges.

Fig. 1L: Degrees Conferred by Public Institutions, by Level, FY 2010

Public Certificate And Associate Degree-Granting Institutions	Certificates	Associate	Total
Crowder College	80	460	540
East Central College	115	374	489
Jefferson College	135	671	806
Linn State Technical College	79	332	411
Metropolitan Community Colleges	513	1616	2147
Mineral Area College	180	454	634
Missouri State University-West Plains	1	285	286
Moberly Area Community College	84	513	597
North Central Missouri College	79	194	273
Ozarks Technical Community College	170	1159	1329
Saint Louis Community Colleges	467	2058	2525
St Charles Community College	43	655	698
State Fair Community College	54	481	535
Three Rivers Community College	12	351	363
Total	2,030	9,603	11,633

• Noel-Levitz Student Surveys

Noel-Levitz data (Figures 1M and 1N) was gathered in a survey of students regarding orientation and student success programming.

Fig. 1M: Student Success Survey

The one response that best describes my experience with orientation when I first came to this college is...

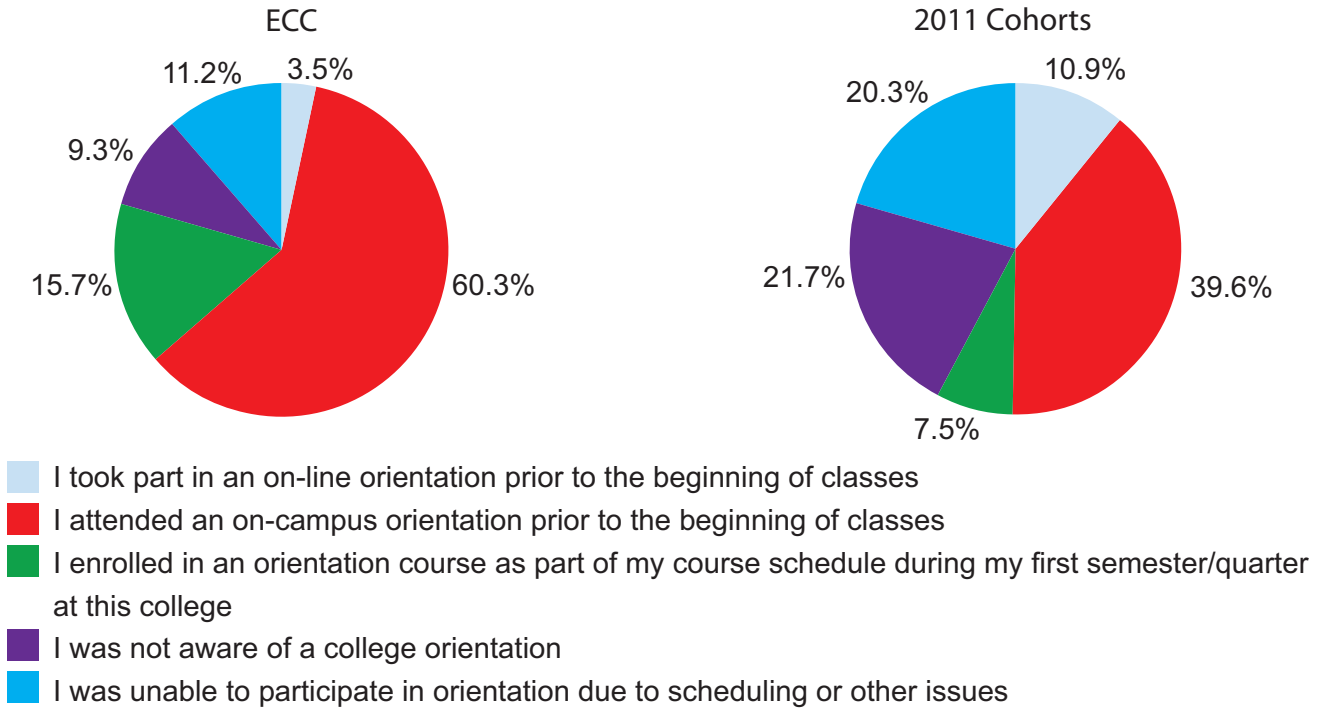
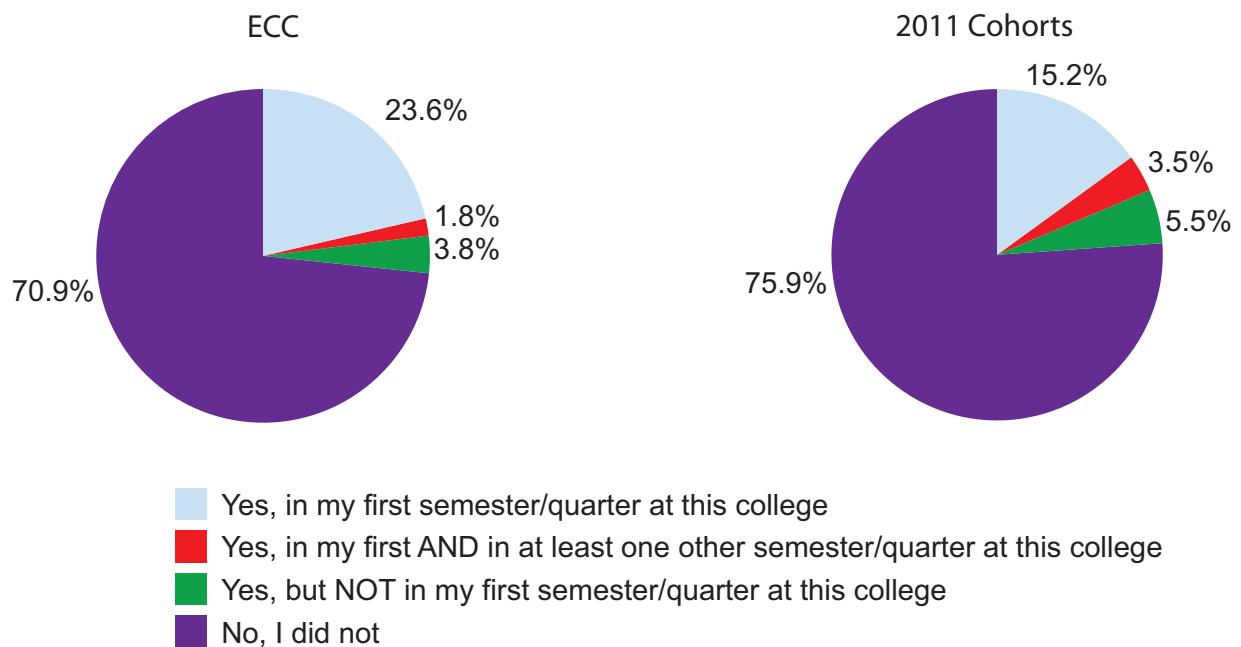


Fig. 1N: Orientation Survey

During my first semester/quarter at this college, I enrolled in a student success course (such as a student development, extended orientation, study skills, student life skills, or college success course).



Improvements (I)

1I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Helping Students Learn?

The Assessment Report provides a comprehensive snapshot of the scope and breadth of assessment of student learning. Faculty continually use data and results to improve teaching and learning and programs of study.

The College has made significant improvements over the last five years in its gathering, analysis and use of data. Some improvements:

- Annual assessment reporting
- Regular assessment workshops for faculty
- Added learning support services for all students
- Developmental education reporting
- Student surveys (internal and external data sources)
- Additional student organizations
- Regular and frequent data snapshots, situational as needed
- Enrollment reports and other functional and well-distributed data from the Office of Institutional Research
- Regular program review

The processes of assessment and the use of results for improvement have improved; faculty know and understand assessment processes, are able to analyze and use the results to improve student learning and have become more comfortable using multiple measures when beneficial.

1I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Helping Students Learn?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 10 charts the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan and associated with Category 1.

Fig. 10: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.1.1: Provide clear degree and certificate requirements.	Catalog process improved. Fact sheets for all AAS and certificates complete; AA, AFA, AAT and AS are under way; process to create fact sheets developed and improved.
1.1.2: Identify and incorporate sought-after workplace skills into programs.	Technical Skills Attainment skills assessments have been introduced in all Career & Technical programs. Continue to meet with advisory boards to incorporate the appropriate workplace skills and align curriculum to Career and Technical accreditation and industry standards. Program review process will continue to assist in emphasizing workplace skills.
1.2.3: Evaluate curricular offerings based on entering students' academic needs and career goals.	Curriculum realignment completed based on adoption of the College Readiness Standards.
1.3.1: Promote the availability of remediation services.	New full-service Learning Center (TLC) opened in summer 2011. Activities in TLC include class visits, TLC newsletter, tutoring posters, study group sessions, Open House activities, National Tutor Week activities, and promotional materials (website, brochures, bookmarks, etc.). Regularly offering Academic Boot Camps for returning learners. Revamped the TLC website according to best practices recommended by NCLCA/LSCHE. Offering a new program for time-management assistance, called College Coaching. Seeking TLC accreditation through NADE and CRLA.

Fig. 10: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.3.3: Improve the success rates of students enrolled in remedial coursework.	Developmental Education Advisory Committee formed in AY 2011 to assist with programming to promote and improve success in remediation; benchmark data gathered; assessment tools established for developmental coursework; developmental education report completed.
2.4.3: Update and expand Library and Learning Center services.	In June 2011, the Library and Learning Center moved into the renovated Buescher Hall, new spaces include: group study rooms, an instructional lab, a copier room, a computer lab, and quiet/study zones. The "TLC P&P Manual," outlining staff policies and procedures, has been almost entirely rewritten. Testing procedures have been more clearly defined and outlined, not only for the new Testing Center on the Union campus, but also regarding procedures for inter-campus test submission and handling as well. Grant support for learning communities and a "College Coaching" program aimed to assist students with time management.
3.1.2: Explore opportunities for new program development.	New programs developed; program review process under way to continuously evaluate existing programs for viability and community need.
3.1.3: Promote and expand distance learning offerings.	Training continues; limitations in staffing and technology hamper the ability to do more.
3.1.4: Improve use of instructional technology by faculty.	Training continues; all classrooms have some technology.
3.2.1: Review course and program offerings and improve course scheduling to respond to changing needs.	Course schedule process has improved - now includes regular meetings with satellite staff as the schedule is being developed.
3.2.2: Expand the marketing of programs and offerings at ECC.	Several showcase events were held on campus to promote ECC programs; have held open house events. A mailing is prepared quarterly and includes listing of continuing education classes/campus news and upcoming events. Marketing ECC offerings and events through local radio stations and newspapers.
4.1.1: Conduct a regular continuing education needs assessment.	The CWD held a Visioning Session with community members in May 2011. Areas of continuing education and workforce needs were identified from the event in the following: a chart was developed to prioritize what CWD could do best and its role. Also, began to track class registrations and class cancellation and class evaluations. Conducted a planning session with Business faculty.

Category Two

Accomplishing Other Distinctive Objectives

Introduction

East Central College (ECC) provides higher education services to a large region that is underserved by higher education. The College’s role in accomplishing other distinctive objectives, separate from those that strategically support teaching and learning, is unique and broad.

Since the submission of the first portfolio, the College’s processes in this area have improved and will warrant additional attention and improvements. At the systematic level, the processes are becoming more aligned throughout the broad areas encompassed in this category.

Priorities for improvement in *Accomplishing Other Distinctive Objectives*:

- **Identification and prioritization of distinctive objectives**
In AY 2012, the College developed a process to identify and prioritize its distinctive objectives. Those objectives, detailed within this category, were reviewed, vetted, detailed and prioritized through a series of activities across the institution. Prioritization of these objectives within the new Strategic Plan will be important.
- **Data for results**
The College has explored and reviewed its data-gathering and results comparison in this area, and has found sources for comparable data. More data sources will be sought.
- **Additional programming**
The College added, in support of “Be the cultural center for the community,” a film and speaker series, Words and Motion. Continued publication and promotion of this new series will be a priority in the years to come.
- **Services to the community**
While continuing to provide community service, for example, the Union Police Department substation on campus, the College will need to seek additional ways to serve its region.
- **B-12 programming growth**
The broad range of programming that supports our partners in education and the community will need to continue its growth. Some examples: the College Readiness Partnership Project (an Action Project), Earth Day, Catholic School Mathematics Competition and Math Science Night.

2009 Systems Appraisal	
Strategic Initiatives Response - Category 2	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • Data gathering from Higher Education Arts Data Survey (HEADS) related to the Fine and Performing Arts and comparable results • Data gathering from other sources in support of the distinctive objectives 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • See information at the end of introduction on Strategic Plan updates
<p>Improve process descriptions and implementation</p> <ul style="list-style-type: none"> • Defined a process to establish the distinctive objectives • Identified a process for comparable results in the arts area 	<p>Improve distance learning systems</p> <ul style="list-style-type: none"> • Reviewing options for use of distance learning technologies to support the speaker series

Category 2 Accomplishing Other Distinctive Objectives - Important Links	
<i>Assessment at East Central College</i>	<i>Patrons of the Arts Schedule</i>
<i>Assessment Reports</i>	<i>Online Ticket System</i>

Processes

2P1 - How do you design and operate the key non-instructional processes (e.g. athletics, research, community enrichment, economic development, alumni affairs, etc.) through which you serve significant stakeholder groups?

Key non-instructional processes are designed and operated through their respective unit of the College. Each process or activity figures prominently in the planning and budgeting of the unit; feedback from participants and the community is used in the planning process.

Planning includes staffing and budget development, calendar and scheduling, facilities allocation and strategic and Assessment Planning. For example, the ECC Foundation’s Patrons of the Arts program is designed through regular meetings of the Fine and Performing Arts faculty and the administration, a review of attendance at previous events, calendar meetings to set the schedule and Foundation Board meetings.

2P2 - How do you determine your institution’s major non-instructional objectives for your external stakeholders, and whom do you involve in setting these objectives?

2P3 - How do you communicate your expectations regarding these objectives?

2P4 - How do you assess and review the appropriateness and value of the objectives; who is involved?

In the fall of 2011, the College utilized several specific in-service workshops to identify, review and prioritize the institution’s non-instructional, distinctive objectives. All employees were given the opportunity to develop lists of these objectives, which were then collated. A final list was presented at a separate activity and all employees were given the opportunity to rank the objectives.

The following list includes some of the many non-instructional and distinctive objectives of ECC; the three prioritized objectives and related activities are included.

Distinctive Objectives	Communication of Expectations, Assessment of Appropriateness and Value to ECC
Be the cultural center for the community	Patrons of the Arts programming is organized through the Fine and Performing Arts division with support from the Foundation; faculty and staff are responsible for the schedule of events, overseeing the budget and organizing the activities. Each activity is assessed based on attendance and feedback. Community members are involved through advisory groups in the Fine and Performing Arts. The new speaker series is still in its infancy but is using an advisory group to help plan and organize its events and activities. The mission of the Art, Music and Theater departments speaks to the importance of community-based education and activities that showcase the arts. Community participation in band and choir groups has increased as band and choir events have been showcased. Meetings held each semester review the events, participation and continued value to the College. Schedules are then created, new events planned and other events retired.
Provide services to the community as the only higher education center in the region	<p>ECC’s unique position in a semi-rural community has resulted in a variety of activities and events:</p> <ul style="list-style-type: none"> • The Business Department’s Business Center to support local small business start-ups • The Center for Workforce Development (CWD) • International Education Week Activities • Facility rental • Local and regional support for business and industry • Responsiveness to economic downturn in the region <p>Expectations of these groups and activities vary, and are determined by the sponsoring group on campus and typically drive the planning of the activity. For example, the Business Department workshops were organized and planned based on feedback through the CWD of interest in the community. For International Education Week, the expectations are determined by the Multicultural Committee. The same group then assesses each activity based on participation, attendance and feedback.</p>

Distinctive Objectives	Communication of Expectations, Assessment of Appropriateness and Value to ECC
A Commitment to B-12 (pre-college) programming for the community	Through a wide variety of events, ECC provides to pre-college students (B-12) programming in a vast array of areas. Some examples are: <ul style="list-style-type: none"> • WYSE (a science and engineering high school competition) • Four Rivers Speech Tournament (an annual high school speech competition) • Earth Day (an annual event sponsored by the Science Department for the community to learn more about their environment) • ProStart (a high school culinary arts program competition) • Current Action Project, the College Readiness Partnership Project, is providing early intervention services to high school mathematics students. • These events held on the ECC campus provide for interaction between B-12 students, parents, teachers and other community members with College faculty and staff.

2P5 - How do you determine faculty and staff needs relative to these objectives and operations?

2P6 - How do you incorporate information on faculty and staff needs in readjusting these objectives or the processes that support them?

Each of these objectives and their related events and activities has a sponsoring department or division of the College. As part of the planning of these events and activities, faculty and staff needs are articulated, reviewed, budgeted for and scheduled. For example, the WYSE competition is budgeted for in the Pre-Engineering Department, the date is scheduled and planned for annually and staffing is allocated within the department. Since each of these activities/events has a “home” and a group or department to which it belongs, planning these events becomes part of the annual planning, staffing and budgeting processes.

Readjustment of staff needs is typically identified as part of the planning and scheduling cycle. An example would be the spring musical; for the past three years, the event has sold out. These “sell-outs” have increased the support needed from Facilities and Grounds for the events. Staffing from those departments is increased; the Theater Manager now includes Facilities staff in the production meetings, and each of these performances have the staff needed to provide a quality experience for the performers, staff and patrons.

Results

2R1 - What measures of accomplishing your major non-instructional objectives and activities do you collect and analyze regularly?

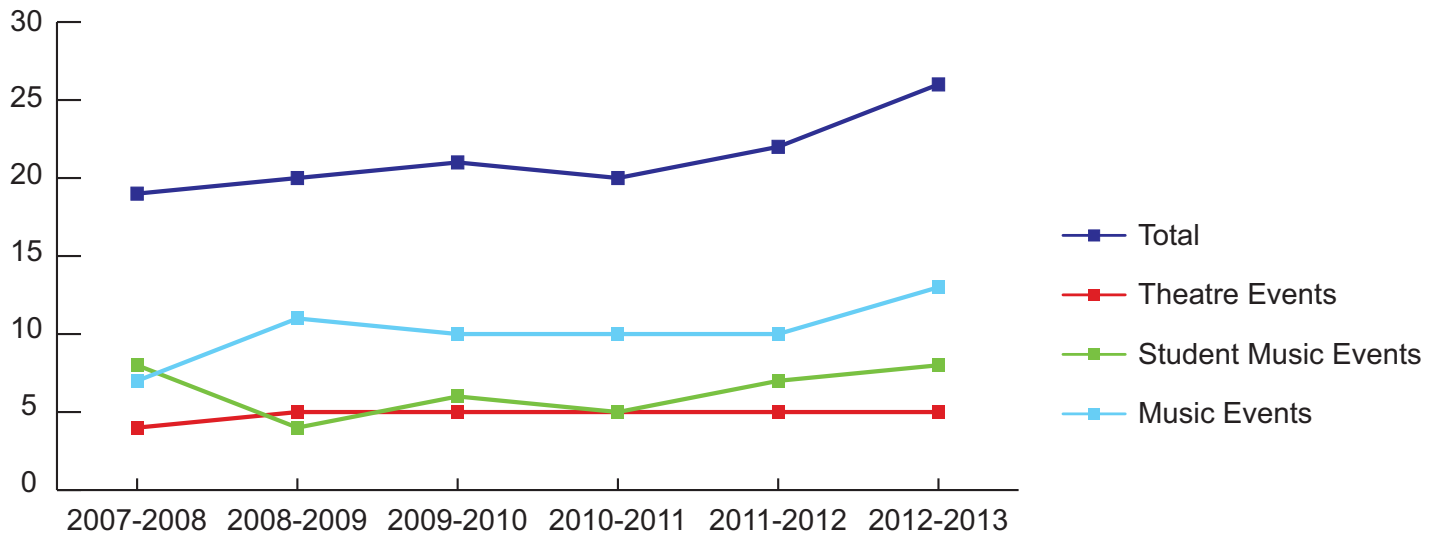
2R2 - What are your performance results in accomplishing your other distinctive objectives?

Distinctive Objective	Activity/Event	Measures and Results
Be the cultural center for the community	<ul style="list-style-type: none"> • Performing Arts Programming • Community Band • Community Choir • Art Gallery • Children’s Chorale • Plays • Speaker Series 	<ul style="list-style-type: none"> • Attendance and box office data; student attendance at events • Participation and enrollment numbers • Attendance at receptions; gallery sales • Budget for the events as compared to peer institutions (NASM, NASAD data) • Ticket sales; Patrons of the Arts memberships

Distinctive Objective	Activity/Event	Measures and Results
Provide services to the community as the only higher education center in the region	<ul style="list-style-type: none"> • Use of campus facilities by external groups • Business and economic development support • Awareness of cultural differences through speakers, International Education week events, and other activities • Community-work-education connection 	<ul style="list-style-type: none"> • Facilities usage and rentals collected • Attendees at business workshops and symposia • Offerings through CWD • Attendance at events and activities • Employer feedback surveys • Police substation on campus
A Commitment to B-12 (pre-college) programming for the community	<ul style="list-style-type: none"> • Four Rivers Speech Tournament • Spelling Bee • Boy Scout University • Art Portfolio Day • ProStart Culinary Competition • Music Festival • Messy Play events • Earth Day activities • College Readiness Project 	<ul style="list-style-type: none"> • WYSE Competition • Number of student, school participants • Attendance and participation • Feedback from participants • Number of volunteers assisting at events • Program completion and placement

Figure 2A details the number of events at Fine and Performing Arts activities through the past six years.

Fig. 2A: Events 2007-2013



The College Readiness Partnership Project pilot results are very promising; an effort is under way to increase participation by high school students. Figure 2B shows results.

Fig. 2B: Pilot Results

% of Students Completing Program	% Improving Placement by 1 Level	% Improving Placement by 2 Levels
100%	62%	31%

2R3 - How do your results for the performance of these processes compare with the performance results of other higher education institutions and, if appropriate, of organizations outside of higher education?

Activity/Event	Results
Budgeting allocation from comparable institutions for Music activities	HEADS data; NASM self-study
Budgeting allocation from comparable institutions for Art Gallery	HEADS data; NASAD standards
Attendance at events	See Assessment Report
Business Department activities	Participation in business seminars Participation at the Business Symposium
B – 12 Events	Attendance; number of activities

Figure 2C is one measure of our distinctive objective related to being a cultural center. The number of performance events is compared to other community colleges in Missouri. Figures 2D and 2E demonstrate comparable spending levels in the arts, specifically Art and Music, from the HEADS (Higher Education Arts Data Survey) reporting in the respective departments, required of institutions seeking accreditation in music (NASM) and art (NASAD). Data is for institutions with comparable numbers of majors.

Fig. 2C: Comparable Performance Data

College	Student Pop	Avg. # of Performing Events	Theatre Events	Music Events	# of Staff	Type of Staff (F) Full-time (P) Part-time
ECC	4,400	26	5	21	1(2)	(F) Technical Director (F) Theatre Manager/Box Office
St. Charles	11,600	21	5	16	5	(F) Technical Director (F) Theatre Manager (F) Box Office Manager (P) Technical Assistant
State Fair	4,800	12	4	8	2	(F) Technical Director (F) Box Office Manager
Meramec	12,000	17	5	12	5	(F) Technical Director (F) Theatre Manager (F) Shop Foreman (P) Box Office Manager (P) Costume Designer
Mineral Area College	4,000	15	5	10	3	(F) Theatre Director (F) Administrative Assistant (P) Technical Assistant
Forest Park	8,200	14	4	10	N/A	N/A
Florissant Valley	7,200	N/A	5	N/A	N/A	N/A

Fig. 2D: Comparable Expenditures - Art Department - NASAD Institutions (<100 majors)

Category	ECC Expenses	% Ranking
Art Gallery/Exhibition Expenses	9,850	95
Short Term Visiting Lectures/Artists	500	50
Undergraduate Scholarships	24,000	75

Fig. 2E: Comparable Expenditures - Music Department - NASM Institutions (<100 majors)

Category	ECC Expenses	% Ranking
Guest Artists	19,700	75
Undergraduate Scholarships	24,000	25

2R4 - How do your performance results of your processes for Accomplishing Other distinctive Objectives strengthen your overall institution? How do they enhance your relationships with the communities and regions you serve?

The organization is strengthened in the following ways:

- Increased traffic at events on campus improves the reputation of the College in the community
- Supports recruitment efforts
- Offers opportunities for friend-making
- Allows community to experience the campus
- Supports and strengthens our local K-12 partners
- Provides improved cultural awareness through participation at certain activities
- Gives public a deeper understanding of the role of the College

Improvements

2I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Accomplishing Other Distinctive Objectives?

Distinctive Objective	Recent Improvements
Be the cultural center for the community	<ul style="list-style-type: none"> • Moved to online ticketing option for events • Added performance groups in band and choral • Added an event at site in Rolla • New student organization for the performing arts center • Added a “black box” theater production in the fall • Formation of an advisory group
Provide services to the community as the only higher education center in the region	<ul style="list-style-type: none"> • Reviewed and improved the process for renting facilities • Opened on-campus Business Center for the community • Providing facilities to the Union Police Department • Added program (e.g. Voter Forum, Earth Day)
A commitment to B-12 (pre-college) programming for the community	<ul style="list-style-type: none"> • Added events for college students (e.g. workshops with musicians, scout events) • New Action Project on “bridging” students from high school to college; pilot highly successful in Summer 2012 • Organized a mathematics event for junior high school students

2I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Accomplishing Other Distinctive Objectives ?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 2F shows the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan and associated with Category 2.

Fig. 2F: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
2.4.5: Enhance the personal and professional development of students through leadership opportunities, programs, services, and activities.	Increased the number of student clubs in Union and Rolla to 23. Researched other community college leadership and/or service learning opportunities.
4.1.3: Identify and promote social and cultural enrichment opportunities.	Patrons season planning process is well-developed. Started a monthly Patrons e-newsletter to communicate and inform patrons of upcoming events. Using social media to market events and activities. Added a speaker series. Continue to sponsor activities such as International Education Week events, Earth Day, etc.
4.3.3: Increase support and improve relationships with ECC alumni.	Started an alumni e- newsletter that goes out monthly to promote alumni achievements. Purchased a new software program that allows for interaction through the web. Also starting an alumni LinkedIn page. Using social media for alumni.
6.2.2: Enhance the natural environment, character and beauty of the campus.	FAC has identified some projects that deal with the outdoor campus, sidewalks, etc. Added a retention pond, started the Green Falcons student group and launching Tobacco-Free Campus Action Project.

Category Three

Understanding Students' and Other Stakeholders' Needs

Introduction

Processes in Category 3 are systematic and moving to aligned. Many of the processes described in this category are fully developed and maturing; these processes are understood throughout the organization and utilized throughout other departments and divisions. However, the College recognizes that many of these processes are still fairly new and will continue to be improved.

A completed Action Project, Managing Student Complaints, is an example of work being done in this category. The Action Project group developed a good process for student complaints and then quickly improved the process to the current Managing Student Complaints. Data is gathered and evaluated on student complaints annually. Information on the complaints and the process is also regularly reviewed.

Since the last portfolio, improvements in this category include:

- Regular administration of surveys to assess students' satisfaction levels
- Newly opened Student Service Center to deliver a full range of student services in a convenient location
- New Library and Learning Center
- Increased level of scholarship support through a variety of resources: grants, institutional scholarships, Foundation scholarships
- Improved evening support and services at the main campus and satellite locations
- An improved website with added resources and information for prospective and current students and other stakeholders
- Improved use of the learning management system for the additional offerings in both online and hybrid forms
- Full implementation of classroom technology
- Expanded programming
- Entry programs for adults returning to college – Academic Boot Camp and Transitions programs
- Welcome activities for students
- Increased offerings at the satellite locations
- Classroom spaces updated and maintained to support academic programming
- Increased activities and support for adult returning learners
- Activities and programming to address the growing default rate

Through these and other activities, the College continues to improve its processes in understanding students' and other stakeholders' needs.

2009 Systems Appraisal	
Strategic Initiatives Response - Category 3	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • Results from CCSSE, Noel-Levitz, campus orientation survey and other tools as part of the student development Assessment Plan • Data Inventory developed • Plans to administer community survey on a regular basis beginning in January 2013 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • Annual update on items indexed to the Strategic Plan • Use of student surveys to develop objectives within the Strategic Plan

2009 Systems Appraisal	
Strategic Initiatives Response - Category 3	
Improve process descriptions and implementation <ul style="list-style-type: none"> • Student Service Center and call center processes • Improved program review process to include business and industry participation 	Improve distance learning systems <ul style="list-style-type: none"> • ITV use to improve offerings at the satellite locations • Use of learning management system to increase offerings in online and hybrid courses

Category 3 Understanding Students' and Other Stakeholders' Needs - Important Links	
<i>Student Concern Reporting Form</i>	<i>Assessment Web Page</i>
<i>The Foundation</i>	<i>Fact Book</i>
<i>Student Handbook</i>	<i>College Catalog</i>
<i>Document Repository</i>	<i>Faculty Evaluations: Results or Questions</i>

Processes

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? [4.C]

Future Students

- Recruiting Visits
These are opportunities for staff and faculty to hear from potential students on interests and needs; information is processed by student services staff and used in planning.
- Updated website, use of social media
The updated website and the increased use of social media connect the College with students who fully embrace the digital age.
- FAFSA workshops
Students have the opportunity to learn about financial resources that are available to assist them in paying for college.
- Early college opportunities
Through dual credit and dual technical credit opportunities, staff can learn about the academic abilities and program interests of students while the students are still enrolled in high school.
- Placement testing processes
These assist faculty and staff in recognizing the academic needs of incoming students; immediate feedback on results goes to the Division Chairs and other staff to assist in scheduling, course offerings and other support services.

New/Current

- Regular student survey administration (see 3P3, 3R1) informs the College on levels of student satisfaction and engagement.
Information is used by faculty and staff during planning cycles and shared periodically during workshops and meetings.
- Campus Orientation surveys are administered at the end of each iteration of Orientation.
Results are used by the Orientation planning group to improve Orientation programming.
- Basic Training
New this year, this is a program required for students on probation or suspension before re-entry to the College; students are counseled and provided with targeted interventions. The College will track student performance and results.

Special Populations

- Grant participants
The increase in the number of returning learners has been supported by various grants; the grant initiatives identified many of the needs of the returning learners and provided funding to implement activities and programming (e.g. Boot Camp, Transitions programming).
- Veterans activities and organizations
Clubs and services are intended for veteran students; information on veteran student needs is gathered and used by student services in planning appropriate services.
- Senior citizens programming
Continuing education and other events, including free tuition, are available to senior citizens; the Senior Health Fair is an event designed specifically for this population.
- Students needing accommodations
Between 2008 and 2012, the College recorded a 76% increase in the number of students receiving Access accommodations and services; this group of students see select staff members who are able to assess any particular needs.
- Displaced workers
In collaboration with the local career center and WIB board, the College has the Center for Workforce Development to provide early intervention and retraining opportunities to this population.

Address Core Component 4C under 3P1

4.C - The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence and completion rates in its degree and certificate programs.

- *The institution has defined goals for student retention, persistence and completion that are ambitious but attainable and appropriate to its mission, student populations and educational offerings.*
- *The institution uses information on student retention, persistence and completion of programs to make improvements as warranted by the data.*
- *The institution’s processes and methodologies for collecting and analyzing information on student retention, persistence and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence of completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)*

4.C - Statewide benchmarking was established by the community college presidents using NCCBP data points on student retention, persistence and completion in developmental education and programming, defining college goals and targets for improvement (Developmental to first college course).

The Strategic Plan incorporates student retention data (Fact Book).

The revised Strategic Plan (2012-2015) will focus on Recruitment, Retention and Completion; these goals were identified by the College President as institutional priorities.

Program reviews in several academic areas and in programming have specifically addressed retention and persistence (see Assessment Reports).

The statewide data group and CAO groups meet regularly to review and ensure consistency in data reporting for all entities and in the various common reports completed by all institutions.

3P2 - How do you build and maintain a relationship with your students?

New students start their relationship with the College through the Student Service Center. Here, students connect with financial aid, career counseling, admissions, advisement, registration and counseling services. Once enrolled, students are informed about the services available to them through Campus Orientation and Foundation Seminar, an eight-week “introduction to college” course.

Students also build relationships through the many curricular and co-curricular student activities. The Student Government Association (SGA) is open to all students and meetings are well-attended. New student clubs and organizations reflecting current students' needs and interests are encouraged and supported by the Student Activities Office. A HERO Club, sponsored by the Retention Coordinator, is an example of a student organization designed to provide support to adult students. They have successfully raised funds to provide emergency student assistance and encouragement to adults struggling to stay in college.

Faculty and staff are encouraged to report students who are academically at risk. The Developmental Education Coordinator then refers the student and follows up as appropriate. Student behavioral concerns are reported to the Behavioral Intervention Team (BIT). Both processes use the Maxient Student Conduct System, which enables the BIT to "connect the dots" on students who are at risk, emotionally and/or academically. Students, friends and family members may also submit an online report to the BIT when they are concerned about a student.

Student Group	Relationship	Process Used
Future Students	<ul style="list-style-type: none"> • Programmatic activities (i.e. sports, theater, etc.) • Early college enrollment • Potential enrollment • Financing college 	<ul style="list-style-type: none"> • Summer camps, special events or year-round programming for youth • Dual credit or dual tech credit • Recruiting processes: high school visits, college nights, etc. • FAFSA Workshops; scholarship promotion
New/Current Students	<ul style="list-style-type: none"> • New student course enrollment • New students • Students identified as at risk • In the classroom; discipline based 	<ul style="list-style-type: none"> • Admissions and placement testing processes • Campus Orientation processes • BIT and other support services, including early alert referrals • Faculty office hours; faculty participation in student activities
Special Student Groups	<ul style="list-style-type: none"> • Students with special needs • Senior citizens • Veterans 	<ul style="list-style-type: none"> • Access services in student development; adaptive technology support • Continuing education; tuition waivers for seniors • Support services and activities for veterans

3P3 - How do you analyze the changing needs of your key stakeholder groups and select courses of action regarding these needs? [1.D]

Stakeholders	Analysis Process/Activity	Course of Action
Future Students	<ul style="list-style-type: none"> • Recruiting visits • Transitions and Boot Camp 	<ul style="list-style-type: none"> • High school and other visits are used to make contact with prospective students and determine their interests for use in planning • Transitions and Boot Camps are used to determine incoming student needs to improve programming
Current Students	<ul style="list-style-type: none"> • Noel-Levitz • CCSSE • Internal, department surveys • Faculty evaluations • Campus Orientation surveys • Library and Learning Center surveys 	<ul style="list-style-type: none"> • Survey results are used in planning at the department and institutional level • Faculty evaluations are used as part of the evaluation process and to guide faculty development programming • Campus Orientation surveys are used to improve Orientation programming • Learning support surveys are used by staff in planning

Stakeholders	Analysis Process/Activity	Course of Action
Business and Industry	<ul style="list-style-type: none"> • Program review process 	<ul style="list-style-type: none"> • Business and industry participants provide feedback on student preparedness and program effectiveness
Community Members	<ul style="list-style-type: none"> • Surveys at various community events • Community surveys • Participation at functions and activities 	<ul style="list-style-type: none"> • Added or changed schedule of activities • Programming that supports targeted populations

Address Core Component 1D under 3P3 and 3P5

1.D - The institution’s mission demonstrates commitment to the public good.

- *Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.*
- *The institution’s educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization or supporting external interest.*
- *The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.*

1.D - ECC maintains the lowest tuition among all colleges in the state of Missouri.

Planning efforts focus on the educational mission of the institution; strategic goals and objectives reflect the mission and purposes.

The budget process is transparent and the institution commits the bulk of its resources to the educational purpose.

Activities outside the classroom are intended to support the educational programs and provide education and outreach to the community.

New grant dollars have been used to add programming, provide scholarships and services for targeted populations of students.

The College maintains a strong relationship with its community and various constituencies, as evidenced by its most recent community survey; a new survey will be administered in spring 2013 to examine trend data on community perceptions of the College.

The College has demonstrated responsiveness to the community and the business and industry in the community as the economy has fluctuated.

3P4 - How do you build and maintain relationships with your key stakeholders?

Stakeholders	Build and Maintain Relationships
Future Students	<ul style="list-style-type: none"> • High school visits • Visits to career centers • Annual counselors’ lunch • Career fairs • College nights • Financial aid workshops • Activities for youth on campus throughout the year • Specialized events for the community • The website

Stakeholders	Build and Maintain Relationships
Current Students	<ul style="list-style-type: none"> • Academic advising and counseling • Foundation Seminar/Campus Orientation • Student email, Facebook, newsletters, publications • Early Alert System • BIT • Campus activities (e.g. business symposium, Back- to-School Week, clubs and organizations, etc.) • Coursework and academic programming • Learning Center (learning support) • Activities targeting particular populations • Access services and counseling • Student employment • SGA • Evening hours
Business and Industry; Employers	<ul style="list-style-type: none"> • Board of Trustees members • Advisory committees • Student internships and practicum experiences • The CWD • Staff participation in various community events • Library/Learning Center open to community • Partnerships • Catered events by Culinary Department • Job listings from community employers • Customized training • The Business Symposium • Grant opportunities and support
Community Members	<ul style="list-style-type: none"> • Board of Trustees members; Foundation Board members • The Foundation and Patrons of the Arts • Summer camps • Fine and Performing Arts events, Earth Day, etc. • Facilities use for community events

3P5 - How do you determine if you should target new student and stakeholder groups with your educational offerings and services? [1.D]

Several key processes and departments are used to determine new student and stakeholder groups:

- Missouri Department of Economic Development (DED)

The Missouri DED works closely with the community colleges in the state by providing timely and relevant data on employment trends, hot careers and other information important in determining programming, staffing, and potential student and stakeholder groups.
- Missouri Career Center

The Career Center works closely with the College’s Center for Workforce Development to support employment efforts in the area. For example, a local plant connected to the auto industry planned to close their operations located in the taxing district of the College and consolidate with another branch outside the area. The CWD contacted the company and arranged recruitment events for their employees. Academic Boot Camps were scheduled for May 2012 to coincide with the calendar of layoffs. As a result, 27 of these employees enrolled for summer classes and 90 enrolled for fall classes.

- **Grant Funding**
ECC is a participant in several grant consortia. In each case, the College was asked to partner in the grant writing and development activities leading to the grant awards. Through these funds, the College has developed programming and support services for underemployed and unemployed adults in the community. The College's election to participate in the grant activities was the result of a determination to make programming to those populations available.
- **Community Outreach**
Following feedback from a service area community, the Career and Outreach office established a partnership with a four-year college in Warrenton to offer classes in a facility partnering with the Warrenton School District and the City of Warrenton. This partnership makes higher education offerings available in a previously underserved region.

See 3P3 for Core Component 1.D

3P6 - How do you collect complaint information from students and other stakeholders? How do you analyze this feedback and select courses of action? How do you communicate these actions to your students and stakeholders?

The Managing Student Complaints process, completed as the result of an Action Project, allows any student to approach any staff member with their concern or complaint. The staff member assists the student in contacting the appropriate supervisor. The supervisor hears the concern and attempts to resolve the issue informally. If resolution is not forthcoming, the student has the option of filing a formal student complaint with the appropriate Vice President.

In FY 2012, 16 informal student concerns were filed and resolved, but no formal complaints were submitted by students during the same time period.

Information on the student complaint process is provided to the students in the Student Handbook and the College Catalog. For fall 2012, a new Student Concern/Incident Report was made available to students with a concern or someone else who is concerned about a student. The report is submitted to the Vice President of Student Development. The Vice President of Student Development then contacts the originator or routes the concern to the appropriate supervisor for their follow-up and resolution.

This process has helped students, faculty and staff understand the common process of students expressing a concern or making a complaint. The process has also helped the appropriate supervisors and administrators understand commonalities in student concerns and complaints.

Results

3R1 - How do you determine the satisfaction of your students and other stakeholders? What measures of student and other stakeholder satisfaction do you collect and analyze regularly?

The Noel-Levitz Student Satisfaction Inventory (SSI) was administered in fall 2009 and spring 2012. In the future, the College plans to administer the SSI every other year. With two administrations since the last portfolio, the College has established a benchmark and can start examining trend data.

The CCSSE also provides student satisfaction and engagement results. The College will administer the CCSSE for a second time in spring 2013. In addition to the CCSSE, the College will also administer the Community College Faculty Survey of Student Engagement (CCFSSE). This tool will provide input on how closely faculty perceptions regarding student's educational experiences align with students perceptions.

The information in the surveys is shared frequently with faculty and staff and used to target improvements in the planning process. Additional information on the surveys and related data can be found on the website.

3R2 - What are your performance results for student satisfaction?

The performance results for student satisfaction are overall very good. The results, and the trends established, show improvement in some categories while others will continue to need the College's attention.

Figure 3A shows the top three strengths and weaknesses that were identified in both SSI administrations.

One example of an area that emerged as needing improvement in the first administration of the SSI in the fall of 2009 was student indication of “getting the run-around” when seeking information on this campus. Since that time, student services was reorganized into a Student Service Center and in the spring of 2012, students rated their satisfaction as 5.34 on a 7-point scale, higher than the national comparison group.

Another example from the SSI is the opening of the remodeled Library and Learning Center in the fall of 2011. “Computer labs are adequate and accessible” became an institutional strength on the 2012 SSI.

Fig. 3A: SSI Strengths and Weaknesses

Institutional Area	Strengths	2009	2012
Safety and Security & Campus Climate	The campus is safe and secure for all students.	√	√
Campus Climate	Tuition paid is a worthwhile investment.	√	√
Institutional Question	It's easy to find my way around campus.	√	√
Institutional Area	Weaknesses	2009	2012
Instructional Effectiveness	The quality of instruction I receive in most of my classes is excellent.	√	√
Registration Effectiveness	Classes are scheduled at times that are convenient for me.	√	√
	I am able to register for the classes I need with few conflicts.	√	√

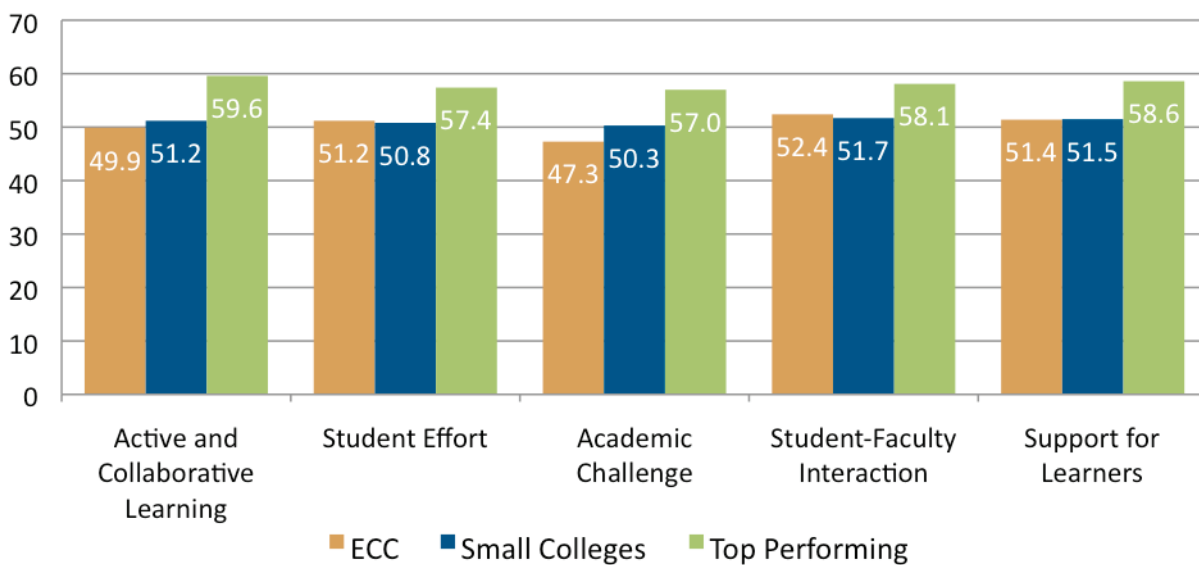
3R3 - What are your performance results for building relationships with your students?

The College measures relationship building with the students in several ways.

First, the College regularly administers student surveys and for this area particularly, the CCSSE. Information from the survey is used regularly for planning purposes and shared with faculty and staff to assist in planning for improvement.

The College’s five benchmarks of effective educational practices are shown in Figure 3B. This was the College’s first CCSSE administration and the results have provided a useful starting point in looking at how students perceive performance in these areas.

Fig. 3B: CCSSE Benchmarks for Effective Educational Practices.



In addition, the various tools used to evaluate faculty by the students also provide important information about the relationship of faculty to students. Two internal surveys are used and the data is summarized from one survey and shared with students on the College’s website. Students have the opportunity to examine student feedback on instructors prior to enrollment. The

College will use the IDEA system in the spring to gather data with national comparative results.

One example of an improvement based on results is from the first administration of the Noel-Levitz SSI in 2009, which indicated that “My academic advisor is knowledgeable about transfer requirements of other schools” was an institutional challenge. Subsequently, ECC received a grant from the Missouri College Advising Corps, which funded a full-time Transfer Advisor for three years. As a result, this item was no longer a challenge when the SSI was administered in 2012. In addition, “My academic advisor is knowledgeable about my program requirements” became an institutional strength in the 2012 SSI.

3R4 - What are your performance results for stakeholder satisfaction:

Stakeholders	Relationship Measure	Result
Future Students	<ul style="list-style-type: none"> • Dual credit/dual technical credit enrollments • Transitions and Boot Camp enrollments and completers • High school visits and contacts • Career Center referrals and contacts 	<ul style="list-style-type: none"> • Enrollment in dual credit is up 18% in the last two years and in dual technical credit is down 7% in the same time period • Transitions programming has a 100% completion rate • Boot Camp programming has a 97% completion rate, based on 247 participants
Current Students	<ul style="list-style-type: none"> • Enrollments • Retention and completion • Student satisfaction survey results • Faculty evaluations • Library and Learning Center surveys • Orientation surveys 	<ul style="list-style-type: none"> • Enrollment data can be found on the website • Retention rate for fall to spring in AY 12 is 76% and fall to fall is 57% • See survey results in 3R3 • Faculty evaluations are available on the website • Orientation surveys; 87% of students indicate satisfied or highly satisfied
Business and Industry	<ul style="list-style-type: none"> • Advisory committee memberships • 180-Day Follow-Up Report on graduates 	<ul style="list-style-type: none"> • External participants in the program review process are new so no data is available • Results of student employment from the AY11 Follow-Up Report showed 79% employed, 57% in their field
Community Members	<ul style="list-style-type: none"> • Surveys at various community events • Community surveys • Participation at functions and activities 	<ul style="list-style-type: none"> • Survey results in the Fine and Performing Arts; information gathered on how information is received on events and potential for the use of online ticketing • Attendance at events in the F&PA grew to over 15,000 in 2011 • Previous community survey showed 96.3% felt ECC was very important or important to the area

Other performance measures are less formal. Some examples:

- Staff participation in activities or organizations with local business and industry (e.g. local chambers of commerce, employment agencies, job fairs, etc.) provides an opportunity for external feedback from a variety of stakeholders.
- Results of the DESE 180-Day Graduate Follow-Up provide valuable information on the graduate employment picture in the region.
- The ECC Foundation Board of Directors is composed of individuals from businesses, professions and community service organizations. Directors take an active role in fundraising and membership activities, finance and investment planning and supervision of planned gifts and endowments.

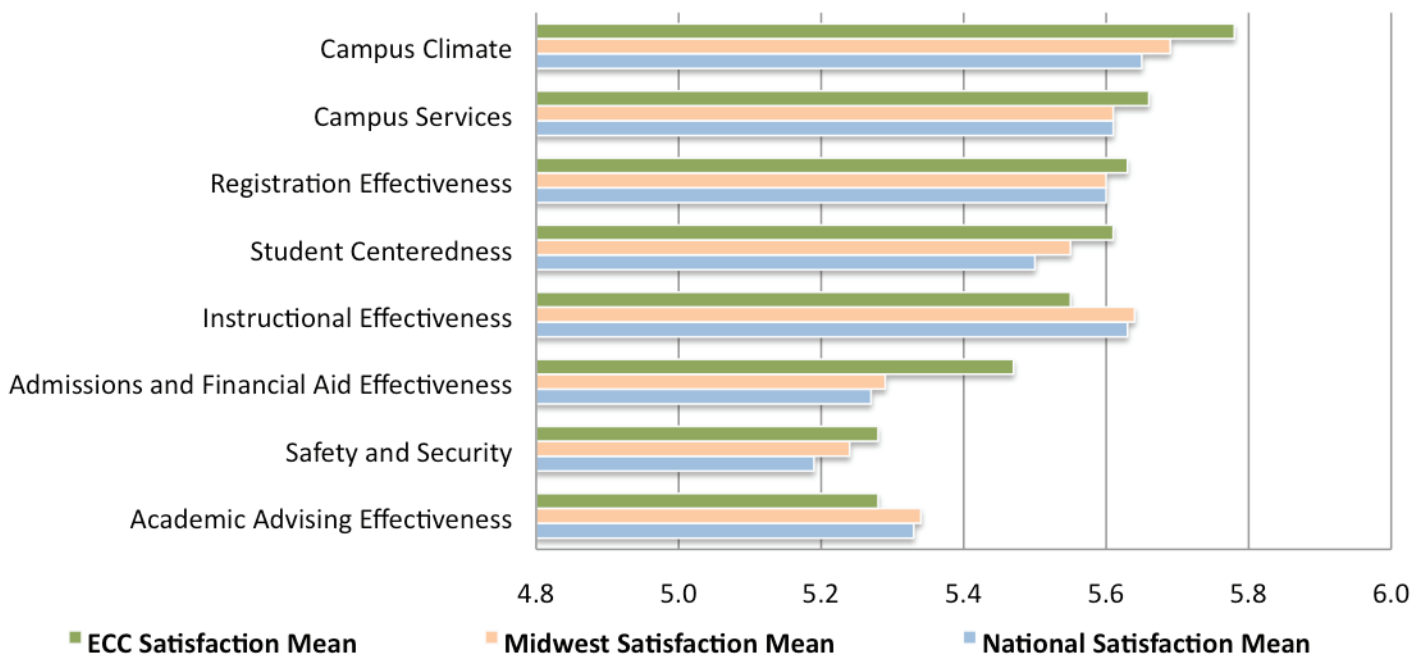
3R5 - What are your performance results for building relationships with your key stakeholders?

Stakeholders	Relationship	Performance Results
Future Students	<ul style="list-style-type: none"> • Activities targeting recruitment • Transitions and Boot Camp participation 	<ul style="list-style-type: none"> • High school and other visits are used to make contact with prospective students and determine their interests for use in planning • Transitions and Boot Camps are used to determine incoming student needs to improve programming
Current Students	<ul style="list-style-type: none"> • Student needing remediation • Student enrolled in transfer coursework • Student enrolled in a career technical program • Student participating in activities • Student participating in a grant • Student enrolling at a satellite 	<ul style="list-style-type: none"> • Noel-Levitz (See Document Repository) • CCSSE (See Document Repository) • Internal, department surveys • Faculty evaluations (See Website) • Campus Orientation surveys (See 1R6) • Library and Learning Center surveys • Warrenton community survey
Business and Industry	<ul style="list-style-type: none"> • Training • Programming to provide a suitable workforce • Assist in program building and improvement 	<ul style="list-style-type: none"> • Business and industry participants provide feedback on student preparedness and program effectiveness • Program review (See Assessment Reports)
Community Members	<ul style="list-style-type: none"> • Support in elections for bond issues/tax levies • Attendance and support at campus events and cultural activities 	<ul style="list-style-type: none"> • Last election was supported by 78% of the voters • Attendance at events on campus continues to grow

3R6 - How do your results for the performance of your processes for Understanding Students’ and Other Stakeholders’ Needs compare with the performance results of other higher education institutions and, if appropriate, if organizations outside of higher education?

The SSI provides a comparison of students’ satisfaction to regional and national colleges. Individual SSI questions are grouped into overall institutional areas. Figure 3C represents the mean satisfaction score for each of the eight institutional areas. ECC students have a higher mean satisfaction than the National and Midwestern group in every institutional area except Instructional Effectiveness and Academic Advising Effectiveness.

Fig. 3C: 2012 Satisfaction Survey Results



Improvements

3I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Understanding Students’ and Other Stakeholders’ Needs?

The College has made important improvements in Understanding Students’ and Other Stakeholders’ Needs. The processes in this category are increasingly systematic and comprehensive. Some recent improvements, since the last portfolio, are included below and others are planned in the near future.

- The new Learning Center and Library opened in summer of 2011, in completely remodeled facilities. These spaces provide students with appropriate technology and academic support as needed. Additional capacity is available in both the Library and Learning Center. Usage tracking for the Learning Center indicates that usage is up (by mid semester in Fall 2012, nearly 11,000 visits) and in the first week of the fall 2012 semester the Learning Center had 1,621 visits.
- The Assessment Committee has used a five-year cycle for evaluating each instructional department/program through the program review process. Departments were scheduled in such a way that they coincided with program accreditation processes whenever possible. Using the same rotation, the Assessment Committee developed an employer survey process by program; the process will be piloted in the fall of 2012. The results of the feedback received will provide essential information for accrediting agencies and the faculty and staff involved in the programs.
- The newly hired Retention Coordinator is piloting several processes targeting two groups: a select group of adult students and developmental students enrolled in the pre-college writing course. Both of these improvements will provide information on how to best support student learning and may be expanded as determined when the results are examined.
- Enrollment debriefing meetings are held in the fall and spring semesters for both the main campus and the satellite sites to review processes that served the students well and revise those that didn’t. For example, it was determined that some students were not well-informed of financial aid information because they didn’t activate and check their student email accounts in the summer. As a result of the debriefing, the College is looking into using personal email accounts or texting in lieu of student email.
- Campus Orientation improves based on student survey results compiled following each iteration. Today’s version includes a student panel to answer questions and a guided tour; both improvements came directly from student feedback.

- In the summer of 2012, the College piloted a Basic Training program for students who are on academic suspension. This two-day workshop was required for students wishing to appeal their suspension and re-enter the College. This group of students will be tracked to evaluate the effectiveness of the program and is one component of the campus efforts to address the default rate.
- The Behavioral Intervention Team now uses a tracking system to “connect the dots” on students who are at risk academically, financially or display abnormal behavior. The system has enabled the student development division to intervene appropriately to provide timely support and safety measures. The Union Police Department has been a strong supporter of the campus operations and in the summer of 2012, they began using a vacated building on campus as a substation. This police presence not only provides quicker response to emergency calls, but also creates a safe atmosphere and sense of security for students and staff.

3I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Understanding Students’ and Other Stakeholders’ Needs?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 3D shows the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan and associated with Category 3.

Fig. 3D: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.4.3: Increase financial resources available to students to meet college costs.	Used grant resources to increase scholarship awards to students. Conducted a series of FAFSA Workshops in the service area. Legacy campaign met its original goal of \$1.6 million. The campaign is currently being reviewed and revised. The ECC Foundation continues to reach out to donors to increase support. The Foundation Board has adopted a new strategic plan to address financial needs and also purchased a new software program to allow for online donations. An updated website with current information has been created.
2.1.1: Implement the Student Services Assessment Plan.	Developed an online survey for students using the Student Service Center and library. Administered the CCSSE survey in spring 2011 and presented findings to faculty and staff. Student Service Center check-in data collected. Assessment subcommittee revising the Student Service Assessment Plan.
2.1.2: Implement a student complaint process.	Action Project completed fall 2011. Piloted complaint process. Revising the complaint process based on feedback received. Forms and process developed and shared with faculty and staff. Informal complaint resolution was effective; no formal complaints filed.
3.2.3: Improve student recruitment in new and underserved areas.	Hired a half-time recruiter/advisor for the Rolla area. Increased high school visits and online counselor communication. Held Career & Technical Showcases and high school visits for dual technical credit courses. Held free evening workshops in financial aid and the college-going process. Increased Warrenton offerings. Hosted MO Young Achievers events for middle school and high student students.
4.2.2: Redesign ECC website.	New website deployed and working on process to evaluate and approve changes to site.

Category Four Valuing People

East Central College (ECC) organizes its human resources in an efficient model. The College is governed by a six-member elected Board of Trustees, serving three sub-districts and elected to six-year terms. The Board is statutorily required to employ a CEO (President); in October 2011, the Board hired Dr. Jon Bauer to serve as the sixth President of ECC, filling a position that was vacated on June 30, 2012, by a retirement. The President hires the College administrators (four Vice Presidents), around which the College is organized. The College’s 2012-2013 Organizational Chart is Appendix 1.

The College employs faculty, professional staff and hourly staff. Faculty are organized into seven academic divisions, each led by a Division Chair.

In this category, the processes are highly systematic and aligned. Many of the processes are well-integrated and supported institutionally. Some recent improvements include:

- **Surveys**
Great Colleges to Work For Survey (a tool from the Chronicle for Higher Education) and Workplace Dynamics are now administered regularly. The results are used institutionally for planning and improvement in the area of Valuing People.
- **Improved Evaluation Processes**
A review and systemic improvement in the employee form and review process was completed in 2010.
- **Faculty Rank and Promotion System**
A faculty-initiated and developed Rank and Promotion system was implemented in 2011.
- **Wellness Events**
The College continues to support health and wellness activities, including an annual health screening, a walking program and other events as warranted.
- In fall 2012, the College began a comprehensive review all personnel policies.

Position descriptions are maintained and managed through the Human Resources (HR) Department; classification, updates to position descriptions and the evaluation process and system are all managed by HR with support from the area supervisors and College administrators.

Employees are supported at the College through professional development opportunities, in-service activities, wellness events and activities, opportunities to evaluate the institution and rewards and recognition.

2009 Systems Appraisal	
Strategic Initiatives Response Category 4	
Improve data collection and dissemination <ul style="list-style-type: none"> • Surveys related to workplace quality are regularly administered and reviewed 	Improve Strategic Planning processes <ul style="list-style-type: none"> • See information at the end of Improvement section on Strategic Plan updates
Improve process descriptions and implementation <ul style="list-style-type: none"> • Clearer processes related to employee evaluations • Job description process has been improved 	Improve distance learning systems <ul style="list-style-type: none"> • College staff are using technology to participate in meetings from the satellite locations

Category 4 Valuing People - Important Links	
<i>Board Policy Manual</i>	<i>Human Resources Page</i>
<i>Employee Surveys</i>	<i>Faculty Evaluations: Results or Questions</i>
<i>College Catalog</i>	

Processes

4P1 - How do you identify the specific credentials, skills and values required for faculty, staff and administrators?

The specific credentials, skills and values of employees are based on the position requirements, including but not limited to job responsibilities, qualifications, national and local certifications, licensure and/or program accreditation. Newly created positions are reviewed and compared to other positions within the campus, community and comparable community colleges. Job descriptions are updated annually as part of the employee review process, and when a position becomes vacant to ensure currency.

The process for identifying credentials, skills and values for all College employees is clear and well-communicated. Staff in HR are available to supervisors and administrators to assist with the hiring process and the job descriptions and classification as needed.

In 2007, ECC participated in a classification study; to date, the information learned has been used to assist staff in determining position classification and level. College administrators, as part of grant writing and implementation, develop the required credential level for newly added grant-funded positions.

4P2 - How do your hiring processes make certain that the people you employ possess the credentials, skills and values you require? (3.C)

The College uses a Board-approved hiring policy that outlines the procedures for hiring full-time, part-time and temporary employees. HR is the department responsible for ensuring that hiring policies and employment laws are followed.

Full-time faculty, administrators and professional staff are screened, reviewed and recommended by a committee made up of employees within that division and other faculty and staff. The job description is used to create the job posting for open positions; each current job description clearly identifies the responsibilities, skills, knowledge and qualifications for the position.

A candidate evaluation sheet is completed by each committee member. The evaluation sheet allows committee members to rate the qualifications as part of the selection process. Reference checks are completed by the hiring committee chair with a recommendation to the division Vice President and College President.

All faculty and professional staff hiring decisions require Board approval. All faculty hiring decisions require a careful review of transcripts to confirm the instruction content area.

Faculty hiring is probationary, and frequent evaluations and observations of newly hired faculty are done to ensure that new faculty possess the requisite knowledge and teaching skills required by the College. All other new employees are required to undergo a six-month evaluation by their supervisor to assess their acclimation to the position, as well as the skills and values needed to be successful in the new job.

Figure 4A displays the years of service for current faculty. Nearly 40% of faculty have been at the college for less than 5 years.

Fig. 4A: Years of Service Summary

Years	0-4	5-9	10-14	15-19	20-24	>25
Number of Faculty	29	15	11	7	4	7

Address Core Component 3C under 4P2 and 4P10

3.C - The institution has the faculty and staff needed for effective, high-quality programs and student services.

- The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, e.g. oversight of the curriculum and expectations for student performance.
- All instructors are appropriately credentialed, including those in dual credit, contractual and consortial programs.
- Instructors are evaluated regularly in accordance with established institutional policies and procedures.

- *The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.*
- *Instructors are accessible for student inquiry.*
- *Staff members providing student support services, such as tutoring, financial aid advising, academic advising and co-curricular activities are appropriately qualified, trained and supported in their professional development.*

3.C - As part of the budgeting and staffing process, Division Chairs make requests for additional full-time faculty as needed. Information gathered and tracked as part of the program review process details the fluctuation in enrollments and use of adjuncts within each discipline. This longitudinal data helps inform the College as to faculty needs in certain areas. In response to enrollment changes, programming changes and regional workforce needs, as well as grants received, the College has added faculty as conditions warrant. Frequently, a temporary full-time faculty position can be created based on need.

Full-time and adjunct faculty teaching in the general education areas are required to have a master's degree in the discipline or a closely related field. For faculty in career technical fields, some work experience may be substituted for graduate coursework. Dual credit faculty, like adjuncts, must meet the same requirements as full-time faculty. Faculty credential requirements follow the guidelines of regional accrediting bodies, program accrediting agencies and the Missouri DHE.

Faculty are evaluated frequently and regularly by the CAO and the Division Chairs. Faculty are also evaluated each semester using a student evaluation tool.

ECC supports professional development in the following ways:

- All employees receive tuition reimbursement benefits.
- Faculty and staff participate in workshops and activities targeting specific subjects (e.g. hybrid course development).
- Faculty each have a faculty development account.
- Faculty can receive additional faculty development funding by participation in internal workshops and events.

Staff credentials are established based on the position being filled; job descriptions are created and maintained by the supervisor and HR. Staff also participate in local development opportunities and have funding to participate in conferences, meetings and workshops. Tuition reimbursement for advanced study is also available to staff.

4P3 - How do you recruit, hire and retain employees?

ECC recruits, hires and retains employees following the processes described above and contained in the Board Policy manual.

Available positions are posted both internally and externally, and for a minimum of ten days. Recruitment includes ECC web postings, newspaper and online job board postings. The College also uses industry- and academic-specific sources for certain positions.

ECC retains employees by maintaining a competitive salary scale, a generous benefits and leave package, educational assistance, the opportunity for internal advancement, employee workshops and training and the student-friendly and family-oriented work environment.

4P4 - How do you orient all employees to your organization's history, mission and values?

All new employees participate in a new employee orientation conducted by HR within their first week, which includes a review of the College mission, policies and procedures. In addition, during In-Service Week, new employees participate in a luncheon that includes presentations by the College President and Vice Presidents, and covers the organization and functional overview and targets to new faculty and staff.

Employee supervisors are responsible for providing on-the-job training and department-specific training. All new faculty attend the nine-month New Faculty Seminar, which includes monthly training sessions to discuss instructional-specific items, address concerns and questions and provide feedback. A week-long in-service program for all employees, with

workshops geared toward faculty, is held each fall and spring. The week includes a luncheon meeting where the College goals and state of the College are shared. Each spring and fall, Adjunct Orientation is held for new and returning adjunct faculty. These orientations include a review of mission, values and purpose and an overview of changes and updates at the College. Training opportunities are included. The website contains the College's mission statement.

4P5 - How do you plan for changes in personnel?

Board Policy details the processes for change in the College President position; the Board of Trustees is responsible for the selection and termination of the College President.

Other changes in personnel are addressed annually in the staffing plan and budget process. Each spring the College administrators develop a staffing plan that includes full-time, part-time and grant positions. Each administrator makes recommendations based on input from their respective units of the College. The staffing plan is developed based on the Strategic Plan priorities, enrollment, grants, work load and retirements, and any other factors impacting staffing levels. The President makes a staffing and budget recommendation to the Board each spring for their approval.

Planning for changes in personnel is captured in unit planning; for faculty, this planning includes department- and program-level planning as well as the program review process.

As the strategic planning process matures, and the new version is developed, the use of short- and long-term planning in staffing will be included.

4P6 - How do you design your work processes and activities so they contribute both to organizational productivity and employee satisfaction?

At ECC, employees have the opportunity to provide input to the processes that lead to employee satisfaction. The College participated in the Great Colleges to Work For Survey and were recognized the first year in two areas. The standing committees within the academic division, employee associations and ad hoc committees are another avenue for employees to provide feedback.

One example is the work of the Faculty Development committee – each academic year they design both a fall and spring workshop for faculty and staff. Faculty work with other staff on the workshop topics and the overall agenda for the activity, which is communicated to all the faculty.

The Action Project committees have also improved participation and satisfaction, such as the Going Green committee. Professional and support staff employees have the opportunity to serve as adjunct instructors for our Foundation Seminar classes, which helps keep staff in touch with students. Departments hold regular meetings.

Some other examples:

- Employee associations present each month to the governing board at the monthly public meetings.
- Walking and other health and well-being programs have been started by the HR department.
- Employees participate in a committee established to review the employee insurance package.
- An employee group administers a Biggest Loser weight-loss competition each year.
- The College has several activities each year to appreciate employees – the Christmas party, Service Awards dinner and Back to School lunch.

As part of the evaluation process, each employee is given the opportunity to identify a specific goal associated with the Strategic Plan and have input on updating their job description.

4P7 - How do you ensure the ethical practices of all of your employees? (2.A, 2.E)

The governing board operates under statutory rules regarding its conduct and ethical practices. The first section of the Board Policy manual is directed toward the rules for the governing body; much of it flows from state statutes that govern public school board activities.

ECC has written policies that outline acceptable behavior and conduct for all employees, including, but not limited to, policies on sexual harassment, drug and alcohol use, gifts, conflict of interest, behavior, supplemental employment and technology use. The policies and procedures manual has undergone some revision and updates; Chapter 5, the section on personnel policies, is undergoing a year-long review and updates which began in fall of 2012.

A committee has been working on developing a social media policy that is more detailed than our current technology policy. An AQIP Action Project on assessing the CLO Ethics and Social Responsibility (Assessing Ethics and Social Responsibility) took on the project, in AY 12, to develop a campus Ethics Policy. A draft has been prepared and the policy will be under review this year, with a goal of adoption in spring 2013.

College administrators and supervisors are responsible for monitoring the policies and procedures within their departments and have responsibility to oversee employee conduct in their areas.

Address Core Component 2A under 4P7

2.A. *The institution operates with integrity in its financial, academic, personnel and auxiliary functions; it establishes and follows fair and ethical policies and processes for its governing board, administration, faculty and staff.*

2.A The Board Policy manual outlines specific ethical guidelines and policies for the governing board and the CEO. Chapter 5, the personnel policies section, is undergoing a review during AY 2013, with the anticipation of final review and approval in spring 2013.

The College is reviewing a draft Ethics Policy, with the expectation of adopting a policy during the AY 2013.

The College undergoes an annual audit and the results are reported publicly to the governing board.

Address Core Component 2E under 4P7

2.E. *The institution ensures that faculty, students and staff acquire, discover and apply knowledge responsibly.*

- *The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff and students.*
- *Students are offered guidance in the ethical use of information resources.*
- *The institution has and enforces policies on academic honesty and integrity.*

2.E - The Academic Honesty Policy (“Three Strikes”) – a new policy – allows faculty to report incidents of academic honor code violations. A student record is created, students meet with an appropriate College official, then after a reported incident the student first gets a warning, next an ultimatum and then is suspended from the College.

Staff in the Library and Instructional Design provide staff and student training in the ethical use of information resources on a regular basis and are available as a resource for faculty, staff and students.

4P8 - How do you determine training needs? How do you align employee training with shorthand long-range organizational plans, and how does it strengthen your instructional and non-instructional programs and services?

Supervisors conduct annual performance appraisals for each employee in order to assess job performance and adaptability to changes in workflow. Based on these evaluations and employee input, training needs are identified.

Employees have the option to participate in training workshops geared toward those needs. The performance appraisal will identify training needs. In addition, the College offers an educational assistance program for all employees.

For example, the College regularly conducts a technology use survey. This survey is designed to assess both the specific technologies being used and the level of usage. Staff use this information to plan fall and spring technology workshops during Back to School Week. Recent technology trainings have included: use of classroom technology, eCentral and Moodle.

Currently, each faculty member, through a meeting with the Division Chair, produces an annual faculty development plan. Using feedback from the Division Chairs, this development planning assists in the design and scheduling of workshops, targeting specific areas of pedagogy. Recently, the College conducted workshops in the use of active learning techniques and tips for teaching critical thinking.

In 2011, the Emergency Preparedness Action Project helped develop an updated training manual and process that include a first responder phone number. In addition, targeted training in emergency planning is conducted as identified. For example, in spring 2012 faculty and staff participated in training to handle a chemical spill on campus. Training was conducted by the appropriate staff as well as local first responders.

Basic first aid training and CPR/AED training are conducted periodically throughout the year for faculty and staff. Some positions at the College require basic first aid and CPR/AED training certification; others have the opportunity to participate as interested.

4P9 - How do you train and develop all faculty, staff and administrators to contribute fully and effectively throughout their careers with your organization? How do you reinforce this training?

Using a variety of tools listed below, the College provides for the ongoing training and development of faculty and staff.

- Sabbatical leave policy – for all faculty and professional staff
- Rank and Promotion – newly adopted
- Faculty Development Plan
- Tuition reimbursement
- Tuition waivers
- Development funding for workshops, conferences and other training
- In-service activities and events
- Faculty development workshops
- New Faculty Seminar

Training for faculty and staff is reinforced through the evaluation system. For faculty, additional reinforcement of training is included as part of the annual faculty development planning process.

Full-time faculty and professional staff have the opportunity to take a sabbatical leave in order to advance their education or for other training or projects, if approved. The College offers an educational assistance program that pays for a degree higher than the current degree. In-service training is held two times a year, during the spring and fall, and various workshops are conducted throughout the year. In 2010, the College implemented a revised Academic Rank and Promotion Policy; advancement in rank is determined through the promotion process; recognition is given for advanced education, ongoing development, participation in activities at the College and in the community and overall contribution to the College.

4P10 - How do you design and use your personnel evaluation system? How do you align this system with your objectives for both instructional and non-instructional programs and services? [3.C]

The staff evaluation process is designed around key performance categories, which include professional and team relationships, customer service, job knowledge and skills, communication skills, initiative and problem solving, work results/productivity, attendance/punctuality/dependability and work habits. These key areas were identified by the unit managers and administrators as the prioritized job performance categories. The evaluation identifies strengths and opportunities in each category. For all staff at the College, the evaluation process is intended to support each employee's efforts in providing for student and other stakeholder needs.

The evaluation process was updated for 2011, with a new form and process; goals tied to the Strategic Plan (as identified by each employee) and supervisor training. The evaluation process at the College identifies targeted time frames for employee evaluations by category and as related to recommendations for rehire.

In 2010, the revised Academic Rank and Promotion Policy was implemented. The new policy identifies specific categories for faculty participation and improvement accompanied by continuing education as requirements for advancement in rank.

Faculty evaluation is conducted using a variety of tools: online student evaluations (long and short forms), classroom observations, a comprehensive evaluation and maintenance of a faculty evaluation portfolio.

See 4P2 for Core Component 3.C

4P11. How do you design your employee recognition, reward, compensation and benefit systems to align with your objectives for both instructional and non-instructional programs and services?

Compensation and Benefits

The compensation package offered by the College is designed to attract and retain well-qualified faculty and staff to the semi-rural community of ECC. Staff in HR use several processes to review compensation:

- Membership in M-CUPA (Missouri – College and University Personnel Association- Human Resources), an organization of college and university personnel staff
- Market demand and penetration
- Applicant pool
- Online resources

Board approval, for contract positions, is key to the compensation awarded to employees at the College; their approval is the end piece of the staffing and budget process.

A compensation study was conducted in 2008 to compare our position classifications and salary schedule. Changes from this study were implemented in 2008 and recommendations from this study continue. The College annually reviews the compensation package and job descriptions.

The benefits package offered by the College is designed with input from an employee group that meets regularly to review the benefits offered and any potential changes in the benefits package. The College uses an insurance broker that provides industry comparisons to other community college benefits packages, and the Board approves the benefits package as part of the overall budget and staffing process.

Recognition and Reward

The College utilizes several strategies for employee recognition and reward.

- Faculty rank and promotion
- Annual Christmas party
- Years of service, service awards and recognition - An annual banquet with the governing board and family members honors faculty and staff based on years of service
- Additional vacation time is granted after increments in years of service
- External organization recognition (by nomination)

For example, the Missouri Community College Association (MCCA) offers several opportunities to recognize outstanding employees in a variety of categories at their fall conference. In the spring, the Governor recognizes an outstanding faculty member. Another example is the Emerson Award, given each fall to an outstanding faculty member.

4P12 - How do you determine key issues related to the motivation of your faculty, staff and administrators? How do you analyze these issues and select courses of action? [4P8]

Key issues related to motivation of college employees are identified using a variety of processes:

- Employee groups meet regularly (faculty, classified and support staff organizations) and representatives meet with the College President and make presentation to the governing board.
- The President's Cabinet meets weekly and agenda items include such things as reviewing employee surveys, hot topics on campus and other items relevant to employee motivation and satisfaction.
- In-Service Week presentations and workgroups are held regularly.
- Action Projects – for example, a newly proposed Action Project (in response to the employee survey results) will focus on the development of an Employee Recognition and Reward System.

Analysis of the key issues identified in the employee surveys is being conducted by the Cabinet group and will be reviewed with employees during upcoming development days.

4P13 - How do you provide for and evaluate employee satisfaction, health and safety and well-being?

Employee satisfaction, health and safety and well-being are developed, addressed and provided for using various processes and programs:

- Faculty Rank and Promotion
- Health, safety and well-being
 - » Health screenings
 - » Walking program
 - » Biggest Loser weight-loss contest
- ECC Tobacco-Free Campus Action Project
- The Emergency Preparedness Action Project
 - » Resulted in a training program for campus safety and emergency planning
- Senior Health Fair
- Fitness center
- Walking trail on campus

Results

4R1. What measures of valuing people do you collect and analyze regularly? [4P1]

Instrument Used	Measures Collected
Great Colleges to Work For (A survey of the Chronicle of Higher Education)	Key measures in Valuing People: <ul style="list-style-type: none"> • Job Satisfaction • Teaching Environment • Professional Development • Compensation, Benefits and Work/Life Balance • Facilities • Policies, Resources and Efficiency • Shared Governance • Pride • Supervisors/Department Chairs • Senior Leadership • Faculty, Administration and Staff Relations • Communication • Collaboration • Fairness • Respect and Appreciation
Workplace Dynamics	Key measures in Valuing People: <ul style="list-style-type: none"> • Direction • Conditions • Career • Execution • Managers • Pay and Benefits

4R2. What are your performance results in valuing people?

From the Great Colleges to Work For Survey

Overall results as compared to other participating community colleges (peer group) from throughout the country are shown in Figure 4B:

Fig. 4B: Great Colleges Key Measures

Key Measure Top Three	Key Measure Bottom Three
Facilities	Communication
Job Satisfaction/Support	Faculty, Administration and Staff Relations
Pride	Shared Governance

From the Workplace Dynamics Survey

Overall results as compared to other participating organizations, peer group determined by size of the organization, based on employee numbers (See Figure 4C):

Fig. 4C: Workplace Dynamics Key Measures

Key Measure Top Factor	Key Measure Bottom Factor
Conditions (16th out of 30 peer institutions)	Direction (25th out of 30 peer institutions)

4R3. What evidence indicates the productivity and effectiveness of your faculty, staff and administrators in helping your achieve your goals?

In addition to their participation in surveys administered to all employees, faculty productivity and effectiveness is measured through the use of two evaluation tools completed by students (see Faculty Evaluation Link), observations and feedback from the division chairs and the CAO. In addition, the data template used for program review (see Appendix 5) provides faculty information on faculty to student ratios, class size, graduates and other measures of productivity.

4R4. How do your results for the performance of your processes for Valuing People compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

Fig. 4D: Great Colleges Comparison

Key Measure Top Three	Results vs. Other Organizations
Facilities	Above the 50th percentile and improved since 2010 survey results
Job Satisfaction/Support	Above the 50th percentile but a decline of 5 points since 2010 survey results
Pride	Above the 50th percentile but a decline of 10 points since 2010 survey results
Key Measure Bottom Three	Results vs. Other Organizations
Communication	Above the 50th percentile but a decline of 6 points since 2010 survey results
Faculty, Administration and Staff Relations	Below the 50th percentile and a decline of 12 points since 2010 survey results
Shared Governance	Below the 50th percentile and a decline of 14 points since 2010 survey results

In analyzing the results in Figure 4D and 4E, the Cabinet plans several immediate steps to address these issues:

- Improving communication, using a variety of strategies
- Using the fall 2012 Quality Improvement Day to get some additional feedback on several of these categories, including some specific strategies that can be employed
- Establish a regular rotation of the two surveys, to be administered in alternating years

- Use the information to form strategies within the Strategic Plan focused on Community, Employee Relations and Shared Governance

Fig. 4E: Workplace Dynamics Comparison

Key Measure	Results v. Other Organizations
Conditions	Top rated – 16th in rank order of the 30 comparable organizations. First administration therefore no longitudinal data.
Direction	Lowest rated – 25th in rank order of the 30 comparable organizations. First administration therefore no longitudinal data.

In analyzing the results in Figure 4E, the Cabinet plans several immediate steps to address these issues:

- Improved communication from the administration regarding institutional direction; development of shared ownership of the direction of the College.
- Use the fall 2012 Quality Improvement Day to get some additional feedback on several of these categories, including some specific strategies that can be employed to improve employee satisfaction in targeted areas.

Improvements

4I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Valuing People?

Some of the recent improvements in Valuing People include:

- Implemented the faculty rank and promotion process
- Emergency Preparedness Action Project resulted in the first targeted training in spring 2012 on handling chemical or other pollutant spills on campus.
- Campus-wide work on the Ethics Policy
- Health screening on campus
- Walking challenge and program, employee Zumba classes, continuation of the Biggest Loser activities

Processes and performance results in Valuing People are in need of continued improvement and attention. The new College President recognizes the deficits in this area and is committed to improvements. In the upcoming academic year, the College intends to:

- Develop at least one Action Project in this category
- Continue the analysis of the employee survey results
- Use various employee events to get additional information on improvements in Valuing People
- Commit to improved communication at all levels of the institution

4I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Valuing People?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 4F shows the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan associated with Category 4.

Fig. 4F: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
5.2.1: Regularly conduct an employee satisfaction survey.	Administered the Chronicle for Higher Educations Best Places to Work for survey in 2009 and 2010, trends and results under review. Actions being developed. Will be continuing with this survey in 2012.
5.2.2: Review compensation and benefits for all employees to ensure the institution is competitive.	Benefit package is reviewed in the fall each year by the broker, insurance committee, HR and Vice President of Finance and Administration. Based on these findings, carrier changes in medical and dental insurance will take place in upcoming years. Continue to offer three insurance plans
5.2.3: Recruit and retain high quality faculty and staff.	Continue to recruit and retain quality staff. Continue to advertise for anticipated openings in the spring and fall, including discipline and career specific journals. Moved to more online postings versus print postings. Hired staffed for grant positions in the past three years.
5.2.4: Improve the effectiveness of new employee programs.	Implemented the walking challenge in the fall of 2010. Reviewed the success and advertised to increase in order to have healthier employees and reduce claims. Developed a new benefits brochure. Added Sneakers Day to Denim Day. Continue to request employee feedback/suggestions. In 2011, recognized as a Fit Friendly Company through AHA.
5.2.5: Review and update personnel policies and procedures.	Have up-to-date policies that reflect changes in the procedures. The timeline is to start fall 2012 to review and solicit input from VPs and supervisors.
5.2.6: Review the effectiveness of the performance appraisal process.	Reviewed the process and gathered feedback from supervisors. Also researched other colleges' plans. A new plan was introduced in spring 2011 with much success. Plan to implement the same review process and form for 2012.
5.2.7: Increase participation in training and development opportunities.	Offered our CARE 24 workshops for employees throughout the year. Continue to offer webinars and conducted performance appraisal training for supervisors in the spring 2011. CHC Wellness online workshops were available to employees. Offered a Supervisory Leadership Series in 2011 with several participants. Workshops were half days and included participants from other companies. Continue to offer In-service training in fall and spring. Continue to offer educational assistance for full-time employees.

Category Five

Leading and Communicating

Introduction

East Central College (ECC) finds itself at a point of transition in its priorities and processes for leading and communicating. Under the leadership of a new President, emphasis has been placed on sharing information, improving communication, structured decision making, better utilization of data and renewing the institution’s Strategic Plan. These priorities will enable the College to move from being systematic in its approach to leading and communicating, and will start the process of having these processes be aligned and eventually integrated into its daily operations.

Certain components of the College’s work in this area have already moved down this path. The Strategic Initiative Progress Report has continued to evolve and is systematic in its approach to connecting the vision and mission of the institution to its daily operations. The Strategic Initiative Progress Report has been useful in providing direction for decision-making. The Strategic Report enables the institution to regularly measure progress on strategies that support the plan’s objectives.

Use of Action Projects is aligned with the Strategic Report and has allowed the College to focus on specific priorities and involve a wide array of employees in their development and implementation. One of the campus Common Learning Objectives (CLOs), Ethics and Social Responsibility, is in process as an Action Project; the project is considering a campus-wide Ethics Policy and a review of the campus’s commitment to social responsibility. Likewise, activities conducted during In-Service Week are aligned with the AQIP categories and have provided valuable information for the institution throughout its Quality Improvement journey.

Administrators at the institution align strategies and processes within respective divisions, yet the College has an opportunity to ensure that this work crosses organizational divisions and results in better coordination and collaboration. The reconstitution of the President’s Cabinet is one example of the emphasis placed on this issue.

Communication, however, is reactive; the College is presented with an opportunity to communicate more effectively with constituents, particularly employees, and engage them in the process of leading the institution.

2009 Systems Appraisal	
Strategic Initiatives Response Category 5	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • Data inventory process under development • Assessment reporting processes are fully implemented • Program review process is well developed and has been improved 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • Annual update • Connection to the AQIP categories
<p>Improve process descriptions and implementation</p> <ul style="list-style-type: none"> • Data inventory work • Annual Assessment Report • Program review process 	<p>Improve distance learning systems</p> <ul style="list-style-type: none"> • Implement the use of Adobe Connect to improve communication

Category 5 Leading and Communicating - Important Links	
<p><i>Board Policy Manual</i></p> <p><i>Employee Surveys</i></p> <p><i>College Catalog</i></p>	<p><i>Human Resources Page</i></p> <p><i>Faculty Evaluations: Results or Questions</i></p>

Processes

5P1 - How are your organization's mission and values defined and reviewed? When and by whom? (1A)

The College mission is established by Board Policy, and was developed by the Strategic Planning committee and approved by the Board of Trustees in 2003. Board policies were revised in 2007 but the College mission was left unchanged. The Strategic Plan builds upon the mission and vision statements and sets overarching objectives for the institution. The plan is consistent with the College's academic programs and student services. The plan is regularly reviewed by the Strategic Planning committee, which includes the senior administration of the College.

In 2011, the institution began an Action Project to establish an Ethics Policy that will include a statement of values to guide the institution. When complete, the proposed policy will be presented to the Board of Trustees for approval.

Address Core Component 1A under 5P1

1.A - The institution's mission is broadly understood within the institution and guides its operations.

- *The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.*
- *The institution's academic programs, student support services and enrollment profiles are consistent with its stated mission.*
- *The institution's planning and budgeting priorities align with and support the mission (this sub-component may be addressed by reference to the response to Criterion 5.C1).*

1A - The College mission, adopted by the governing board, has been in place for many years, reflects the activities of the institution and is aligned with its Strategic Plan.

5P2. How do your leaders set directions in alignment with your mission, vision, values and commitment to high performance? (1A, 2C, 5C)

Institutional direction is aligned with mission, vision, values and a commitment to high performance at a number of levels.

At the highest organizational level, the College is governed by an elected Board of Trustees. Sub-districting ensures representation from across the College district. By approving policies, adopting the annual budget and staffing plan, and authorizing significant expenditures, the Board ensures accountability to the College's stakeholders. The Board is responsible for selecting the College President, and exercised that authority in September 2011 with the appointment of a new President, who assumed office July 1, 2012. The Board delegates daily management of the institution to the President.

The Strategic Plan identifies institutional goals and specific objectives intended to implement those goals. The Strategic Initiative Progress Report provides an opportunity for senior administrators to review annual progress on the goals and objectives established by the institution and to set direction for their respective areas of responsibilities. With the change in administration, work began in the fall of 2012 on the development of a new Strategic Plan that will guide the institution for the next several years. At the outset of this work, the College conducted a SWOT (strengths, weaknesses, opportunities and threats) analysis involving all interested employees, and specifically related to recruitment, retention and completion, which emerged from the summer Cabinet retreat as a priority for the institution. This was followed by campus-wide participation in activities designed to develop strategies pertaining to these strengths, weaknesses, opportunities and threats. The environmental scan was complemented by information about the new realities facing the institution, including economic conditions, funding trends and policy issues such as the completion agenda and state performance funding. This work served as a foundation for beginning the development of a new Strategic Plan.

The budget and staffing plan reflect institutional priorities, although the College has an opportunity to more closely align the planning process and the budgeting and staffing decisions that occur annually.

Action Projects are adopted because they are consistent with the institution's mission, vision and values; these projects provide specific illustrations of the institution's commitment to high performance. Examples include projects that led to the adoption of CLOs and the assessment process.

At the individual level, the annual performance appraisals for each employee include reviews of previous goals and development of new goals, with an expectation that these goals are tied specifically to the Strategic Plan. This fosters a deeper understanding of the Strategic Plan by College personnel, and enables each supervisor and/or employee to tie the objectives of the plan to his or her portfolio of responsibility.

See 5P1 for Core Component 1.A

Address Core Component 2C under 5P2

2.C - The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

- *The governing board’s deliberations reflect priorities to preserve and enhance the institution.*
- *The governing board reviews and considers the reasonable and relevant interest of the institution’s internal and external constituencies during its decision making deliberations.*
- *The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interest or other external parties when such influence would not be in the best interest of the institution.*
- *The governing board delegates day to day management of the institution to the administration and expects the faculty to oversee academic matters.*

2.C - The Board sets direction for the College, most notably through the adoption of the annual budget and staffing plan, approval of institutional policies, approval of the hiring of all salaried personnel, including faculty, and the selection of the College President. Academic matters are delegated appropriately to the faculty through the Academic Council, the institution’s curriculum, program and academic policy review committee, comprised primarily of faculty.

Address Core Component 5C under 5P2

5.C - The institution engages in systematic and integrated planning.

- *The institution allocates its resources in alignment with its mission and priorities.*
- *The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.*
- *The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*
- *The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution’s sources of revenue, such as enrollment, the economy and state support.*
- *Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization.*

5.C - The College engages in systematic planning and allocates resources in alignment with its mission and priorities. The mission guides decisions of the Board and administration. Planning occurs in the units of the College with the appropriate personnel, on regular cycles.

5P3 - How do these directions take into account the needs and expectations of current and potential students and key stakeholder groups? [1B]

As defined by the taxing district created by voters in 1968, the College serves students in a geographic area that covers part of six counties. At the direction of the Missouri DHE, the College also serves students in an expanded service region that takes in all or most of 10 counties, including the taxing district. In addition to prospective students defined largely by geography, the Strategic Plan identifies some specific constituents and stakeholder groups, with strategies intended to serve those populations. These include students who are at-risk or have disabilities.

The College utilizes a number of means to assess the needs of these students and other stakeholders. Surveys of current students, such as the Noel-Levitz, are administered and the results are used to formulate goals for the strategic plans. Other examples of the institution assessing needs and expectations of key stakeholders include the robust use of career advisory committees; the active participation of individuals associated with the East Central College Foundation, which has undergone its own strategic planning process; and planning efforts with a group of stakeholders associated with the College's site in Rolla. Finally, the College has been able to access grant funding intended to meet needs of specific stakeholder groups identified at the state and federal level.

In the spring of 2013, the institution will conduct a comprehensive community survey. This survey is intended to begin a process of regularly surveying external stakeholders and using the data to help guide the College's planning and decision-making.

Address Core Component 1B under 5P3 and 5P8

1.B - The mission is articulated publicly.

- *The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans or institutional priorities.*
- *The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose*
- *The mission document or documents identify the nature, scope and intended constituents of the higher education programs and services the institution provides.*

1.B - The institution's mission, vision and value are conveyed by leaders in a variety of settings. The mission statement encompasses the nature, scope and purpose of the institution and its programs, is articulated in Board Policy, on the website, in the catalog and other documents of the college, and is shared in other venues.

5P4. How do your leaders guide your organization in seeking future opportunities while enhancing a strong focus on students and learning?

The College's commitment to planning enables the institution's leaders to identify needs and opportunities, and then work collaboratively to implement plans to address those needs. A recent example involves the renovation of George H. Buescher Hall, which houses student support services, academic support services, classrooms, faculty offices and administrative offices. The guiding principles for the renovation included improving access to and quality of student and academic support services. Student services were organized around a Student Service Center, and the facility was designed to accommodate that model. The Library and Learning Center were renovated to allow for improved access to the facilities, and to enable students to move freely between the two areas. Other recent examples include collaborative programming and grant writing, educational partnerships with career centers in Washington and Rolla, expanded satellite offerings and expanded efforts related to worker training and workforce development. Each of these examples illustrates the College's ability to identify opportunities for enhancing credit and non-credit learning within the region.

5P5. How do you make decisions in your organization? How do you use teams, task forces, groups or committees to recommend or make decisions and carry them out? 5B

The approval of the budget, staffing plan, institutional policies, significant expenditures and hiring of personnel rests with the Board of Trustees. The Board of Trustees comprises six locally elected individuals. Terms of service on the Board range from 18 years to less than one year, with the average length of service being approximately 10 years. The experience of the Board enables trustees to provide effective oversight and meet its legal and fiduciary responsibilities.

The Board delegates the administration of the College to the President, and this is carried out through an administrative team comprising four Vice Presidents. The President has reconstituted the Cabinet (consisting of Vice Presidents and other direct reports) as a forum for making decisions and sharing information across the organizational structure of the institution. Others participate in Cabinet meetings on specific topics or issues as appropriate. An administrative retreat held in the summer led to an emphasis on recruitment, retention and completion. Those areas of focus then served as a foundation for the development of a new Strategic Plan.

The College makes extensive use of standing and ad hoc committees to guide its decision-making. Examples include Academic Council, regular staff and departmental meetings and Action Project committees. A specific example involves the establishment of the FAC. The committee identified a detailed list of campus projects, developed a rubric to evaluate and score those projects and produced a prioritized list of work that can be used to guide capital improvements on campus. Participation includes representatives from the faculty, professional staff and support staff. Policy 1.34 recognizes the importance of employee associations for communication and in conducting the business of the College. Employee associations regularly report to the Board on activities or issues affecting the respective groups.

Address Core Component 5B under 5P5 and 5P9

5.B - The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- *The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff and students—in the institution's governance.*
- *The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.*
- *The institution enables the involvement of its administration, faculty, staff and students in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.*

5.B - The College actively engages its internal constituencies, has a Board that is knowledgeable about the institution and meets its legal and fiduciary responsibilities.

5P6 - How do you use data, information and your own performance results in your decision-making processes? [5C]

Participation in AQIP has assisted the College in making better use of data and performance results in decision-making.

The committees cited above make use of data to guide their decisions and recommendations. These data come from a variety of sources, including the National Community College Benchmark Program, Survey of Student Engagement, Department of Higher Education program reviews, performance indicators, an assessment of the College's use of its student information system (Colleague), faculty evaluations, institutional financial statements and reports and data from the assessment committee. Data sources are captured in the institutional data inventory.

The Strategic Initiative Progress Report provides a mechanism through which administrators and other responsible parties are accountable for the results of plans germane to their respective areas. These performance results then guide future plans and decisions.

The planning and decision-making processes involve a wide array of stakeholders, particularly employees from the various staff classifications (faculty, administrative/professional, support staff). This ensures a variety of points of view and leads to good decision-making.

To better assess needs and expectations of external stakeholders, and include those in institutional planning, the College has committed to a regularly conducted community survey. Similar surveys in years past have been conducted in association with specific needs, such as a pending ballot issue. Similar to its use of employee and student surveys, regularly conducted surveys of the community will provide longitudinal data that will be critical to the institution's future planning and decision-making.

The budget process anticipates future changes in funding from state and local resources, as well as anticipated changes in enrollment. These factors form the parameters of the annual budget; resources (human, financial and physical) are then allocated within these limits. The institution would benefit from a more integrated approach to planning and resource allocation. As a new Strategic Plan is developed, focus will be placed on ensuring that the objectives of the plan more directly guide decisions related to staffing, budgeting and development of physical facilities.

Address Core Component 5C under 5P6

5.C - *The institution engages in systematic and integrated planning.*

- *The institution allocates its resources in alignment with its mission and priorities.*
- *The institution links its processes for assessment of student learning, evaluation of operations, planning and budgeting.*
- *The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.*
- *The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy and state support.*
- *Institutional planning anticipates emerging factors, such as technology, demographic shifts and globalization.*

5.C - The institution engages in planning and benefits from wide participation from various stakeholders. Plans, including the budget and staffing plan, anticipate changes in factors that affect the operation of the College. These factors include enrollment trends, economic conditions and the impact on state and local tax revenue, federal and/or state policy decisions or legislative changes affecting the College's sources of revenue. The college's resources are aligned with its mission and priorities. The development of the budget and staffing plan, which originates with proposals developed by department heads and is then refined by administrators and the president, ensures that a variety of perspectives and priorities are considered as resources are allocated.

5P7 - How does communication occur between and among the levels and units of your organization?

The College has a variety of opportunities for communication, including regular meetings within divisions and departments; extensive use of campus email, including specific listservs for employee groups; standing committees such as Technology Users Group; printed or online publications such as the Outreach Newsletter for satellite locations; Academic Council, which includes representation from Student Services; In-Service Week, which provides opportunities for all-staff meetings and workshops and Action Projects that involve participation from all employee groups and multiple departments or divisions of the institution.

The President's Cabinet includes administrators and other direct reports, and provides a regular opportunity for communication across the organizational structure.

However, despite numerous means of communication, the College can benefit from improving the quality of communication within the organization. Results from employee surveys, detailed below, illustrate that the effectiveness of the College's internal communication can be improved.

5P8 - How do your leaders communicate a shared mission, vision and values that deepen and reinforce the characteristics of high performance organizations? [1B]

College leaders have multiple opportunities to communicate the shared mission and values of the institution, including In-Service Week prior to the fall and spring semesters, workshops held throughout the year and regular involvement and interaction with employees.

Administrators have standing committees, regular meetings and other structures in place to enable them to communicate shared mission, vision and values. One example involved strategy sessions held with individual departments that comprise Finance and Administration. The Vice President met with department heads, and then with individual departments, to review and discuss the College's Strategic Plan, with a focus on aligning or identifying departmental goals and operations with the Strategic Plan.

Address Core Component 1B under 5P3 and 5P8

1.B - The mission is articulated publicly.

- The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans or institutional priorities.
- The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development and religious or cultural purpose
- The mission document or documents identify the nature, scope and intended constituents of the higher education programs and services the institution provides.

1.B - The institution's mission, vision and values are conveyed by leaders in a variety of settings.

5P9 - How are leadership abilities encouraged, developed and strengthened among your faculty, staff and administrators? How do you communicate and share leadership knowledge, skills and best practices throughout your organization? [5B]

The College has a history of encouraging and developing leadership abilities among faculty, staff and administrators. A number of means are utilized to accomplish this goal, including opportunities for employees to lead projects and/or committees, providing resources for professional development, tuition waivers and/or assistance to enable employees to earn advanced degrees and promoting employees to higher levels of responsibility. Four of the five current administrators, for example, have progressed within the institution to their respective positions of President or Vice President.

Through the wide use of committees, individuals throughout the organization have the opportunity to participate directly in the planning and decision-making that go on in the institution. This not only engages internal constituencies in decision-making, but also allows leadership abilities to develop and strengthen among individuals.

Address Core Component 5B under 5P5 and 5P9

5.B - The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

- The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff and students—in the institution's governance.
- The governing board is knowledgeable about the institution; it provides oversight for the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
- The institution enables the involvement of its administration, faculty, staff and students in setting academic requirements, policy and processes through effective structures for contribution and collaborative effort.

5.B - The institution engages internal constituencies in governance, involves a wide array of stakeholders in this process and provides an effective structure for contribution and collaborative effort.

5P10 - How do your leaders and board members ensure that your organization maintains and preserves its mission, vision, values and commitment to high performance during leadership succession? How do you develop and implement your leadership succession plans?

The College trustees and administrators have a long history with the organization, providing stability and institutional memory that serves to maintain and preserve its mission, vision, values and commitment to high performance. Moreover, the College has a history of providing opportunities for promotion. At all levels, there are many examples of employees who have worked their way up to positions of increased responsibility. By providing opportunities for advancement, the College is able to retain and develop highly effective employees and retain and preserve the institution's mission, vision, values and commitment to high performance, including periods of leadership transition. Specifically, the College provides an incentive for employees to pursue advanced degrees, which often qualify them for advancement. At the same time, the institution recruits widely when hiring and uses committees with diverse representation to select highly qualified employees, as outlined in Board Policies and Procedures.

The College underwent a presidential succession in July 2012. The Board of Trustees selected Dr. Jon Bauer, Vice President of Finance and Administration, to succeed Dr. Ed Jackson upon his retirement. The selection was made and announced well in advance of Dr. Jackson’s retirement, providing for a smooth transition into the presidency. The incoming President’s long history with the institution (he has been employed at the College since 1995) serves to ensure that its mission, vision, values and commitment to high performance are maintained through the transition and into the new administration.

Results

5R1 - What performance measures of Leading and Communicating do you collect and analyze regularly?

The Strategic Planning process includes regularly measuring progress on the institution’s strategies. This is indicative of the institution’s effectiveness in leading and communicating.

The institution participates in the Chronicle of Higher Education’s Great Colleges to Work For survey, which includes categories related to confidence in senior administration, employee-supervisor relations and other criteria related to leading and communicating. In 2012, the College expanded participation in the survey to ensure even broader sampling of all employee groups. The College also participates in an employee survey conducted by Workplace Dynamics, which compares the institution to similar employers in the region.

5R2 - What are your results for leading and communicating processes and systems?

The results in the Strategic Initiative Progress Report reflect the progress that the institution has made on its most important objectives. An organization’s ability to meet key goals and objectives is a function of effective leadership and communication.

Regarding development of leadership abilities and ensuring continuity of shared mission and values, the College has a number of individuals who have advanced to higher levels of responsibility. With the exception of the newly hired Chief Financial Officer, the present senior administration at the College (President and Vice Presidents) has an average of 22 years of service with the institution, an indication of the continuity of the institution’s shared mission and values.

The Great Colleges to Work For survey provided 2009, 2010 and 2012 data regarding 15 categories or themes. Five of these relate to leadership and communication (See Figure 5A):

Fig. 5A: Leadership and Communication Results

Category	2009 ECC “Strongly Agree” or “Agree”	2009 Benchmark Associate Degree Institutions	2010 ECC “Strongly Agree” or “Agree”	2010 Benchmark Associate Degree Institutions	2012 ECC “Strongly Agree” or “Agree”	2012 Benchmark Associate Degree Institutions
Confidence in Senior Leadership	71%	68%	62%	69%	54%	63%
Supervisor/ Department Chair Relationship	77%	77%	73%	77%	65%	74%
Faculty, Administration & Staff Relations	68%	67%	59%	68%	45%	59%
Internal Communications	63%	66%	57%	62%	51%	57%
Shared Governance	60%	67%	61%	67%	47%	61%

Source: Great Colleges to Work For, 2009, 2010, 2012 Surveys, East Central College

The trend lines illustrate that the College has an opportunity to improve on measures related to leadership and communication. The College also took part in a survey conducted by Workplace Dynamics. While there is only one year of data at present, the survey did indicate an opportunity for the institution to improve in areas of setting direction. Compared to other mid-size employers, the College’s results compiled under the category of “Direction” were low: 25th out of 30 peer organizations.

The results measure the degree to which employees agreed with the following statements: “East Central College operates by strong values and ethics,” “I believe East Central College is going in the right direction” and “I have confidence in the leader of East Central College.” The institution is evaluating the results and will compare the data to that collected in the Great Colleges survey in order to develop strategies for improvement.

5R3 - How do your results for the performance of your processes for Leading and Communicating compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The Great Colleges to Work For survey includes comparisons to other institutions (see Figure 5A). When compared to mean responses from other associate degree institutions, the results identify opportunities for improvement in categories related to leading and communicating such as shared governance, communication and senior leadership.

Another indicator of the College’s results relative to other institutions is its rate of tuition and fees. One of the strategies in the 2009-2012 Strategic Plan is for the institution to be among the most affordable institutions in the state. This goal has been widely communicated to faculty, staff and other stakeholders. In 2011-2012, the College had the lowest tuition of any college or university in Missouri, a position it has held for a number of years. See Figure 5B.

Fig. 5B: Tuition and Required Fees For Typical FT Students - FY 2012*

Missouri Community Colleges	In-District Resident	Missouri Resident	Non-Resident
Crowder College	\$2,550	\$3,360	\$4,200
East Central College	\$2,280	\$3,120	\$4,530
Jefferson College	\$2,700	\$4,050	\$5,400
Linn State College	na	\$5,550	\$10,020
Metro Community College	\$2,630	\$4,700	\$6,320
Mineral Area Community College	\$2,610	\$3,450	\$4,290
Missouri State - West Plains	na	\$3,504	\$6,714
Moberly Area Community College	\$2,430	\$3,360	\$4,860
North Central	\$2,700	\$3,660	\$4,800
Ozarks Technical College	\$3,180	\$4,245	\$5,370
St. Charles Community College	\$2,550	\$3,840	\$5,730
St. Louis Community College	\$2,640	\$4,020	\$5,370
State Fair Community College	\$2,700	\$3,600	\$5,370
Three Rivers Community College	\$2,610	\$3,960	\$4,770
Comparable 4-Year Institutions			
Missouri Southern (Lowest Public)	na	\$5,416	\$10,306
Columbia College (Lowest Private)	na	\$7,016	\$7,016

*Does not include room and board charges

Improvements

5I1 - What recent improvements have you made in this category? How systematic and comprehensive are your process and performance results for Leading and Communicating?

Several improvements have been made, although the College recognizes that continuous improvement is particularly important in areas related to leading and communicating.

A change in administration provides an opportunity to revise processes for leading and communicating. The President has communicated a priority on shared information throughout the institution. One example includes the college-wide circulation of weekly enrollment reports, which are now available on the website. Board agendas and minutes will now

be posted on the website, thereby improving the ability to communicate with internal and external constituents about the decision-making process of the governing board. The President’s Cabinet has been reconstituted, providing a regular venue for sharing information and making decisions. Finally, the institution’s focus on recruitment, retention and completion was widely communicated prior to the start of the current academic year. All employees had the opportunity to participate in processes that identified strengths, weaknesses, opportunities and threats related to these objectives, and began to identify strategies to improve the institution’s performance. This work will lay the foundation for the development of a new Strategic Plan to guide the institution.

Another recent improvement is the establishment of the FAC, which has provided a vehicle for gathering, evaluating and acting on information related to the institution’s physical facilities. The committee’s efforts began with a focus on the main campus, and will now be expanded to include issues associated with off-campus locations.

The College has redesigned its process for awarding professional development funds for faculty. In the past, faculty members were awarded a base amount to use for professional development. The improved process provides a smaller base amount, with the opportunity to earn additional funds by participating in various workshops and other professional development activities on campus.

The College’s continued participation in AQIP provides a foundation for its leadership and communication structure. AQIP promotes characteristics of high performance organizations, and the College’s maturity as an AQIP institution has allowed these characteristics to permeate many of its ongoing processes and structures.

The College’s redesigned website is more effective at providing news and information about the institution, both to internal and external stakeholders. The website includes a section specifically for faculty and staff, which provides in one place a variety of resources important to employees. However, the redesign continues to evolve and the College recognizes this as an opportunity for further improvement.

5I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Leading and Communicating?

The College has made extensive use of the AQIP Action Projects to identify specific areas of improvement. These projects inherently provide an opportunity for leadership and communication, both for those directly involved in the project and for the wider campus community. All employees have the opportunity to propose ideas for Action Projects and/or be involved with the development and implementation of those initiatives.

Beyond the use of Action Projects, the institution’s culture and infrastructure do not present bureaucratic barriers to improvement. As operational issues or concerns are identified, the institution has demonstrated that it can and will take steps to improve performance. Examples include a new approach to managing off-campus locations, improved organizational structure and processes for delivering student support services, and an improved process for developing the schedule of classes. These projects reflect both effective leadership and communication to achieve the desired results, and the opportunity for employees to take leadership roles on issues of institutional importance.

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 5C shows the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan associated with Category 5.

Fig. 5C: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.4.1: Remain among the most affordable community colleges in Missouri.	Board of Trustees raised tuition by \$5 per credit hour effective with 2011 fall term. College continues to have the lowest tuition and required fees in the state of Missouri.
2.3.2: Improve communication between instructional administration and student advising.	During the AD building remodel (now Buescher Hall), advising staff were embedded within some of the academic departments, which greatly improved communication.

Fig. 5C: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
3.1.1: Maintain institutional accreditation.	ECC achieved Reaffirmation of Accreditation in 2011. The institution is currently working on several Action Projects and has begun the chartering process for a new round of Action Projects. Additional program accreditation is under way in Early Childhood, the Learning Center, Music, Art, and Health Information Management.
4.2.1: Identify and improve all modes of institutional communication.	A short video was created showcasing ECC students and faculty to be used for marketing. New 30 second commercials were created to air on local cable channels. The new website provides flexibility in creating/updating information. Monitors in the BH lobby dispense information about events, campus organization meetings and reminders for students about deadlines, etc. in an eye-catching manner.
4.3.4: Conduct a regular assessment of community opinion regarding ECC.	Currently under development, with a plan to administer in spring 2013
5.1.1: Demonstrate effective management of resources.	College financial position continues to be positive, and careful monitoring of expenditures and revenues will continue. Completed the Buescher Hall remodel. Despite cuts, tuition has remained the lowest in the state.
5.1.3: Advocate for improved public funding for community college education.	Continue to work with legislators on community college funding. Strong membership in MCCA.
6.3.3: Improve campus emergency communication.	Emergency Planning Committee has updated emergency plan and established subcommittees, including one for emergency communication. Options have been identified. Preliminary exploration of existing resources to provide text messaging to staff and/or students. An ECC designated first responder is assigned to each day of the week.

Category Six

Supporting Institutional Operations

Processes in Category 6 are aligned and near full integration. The institutional support processes at East Central College (ECC) are clearly identified and systematically used by faculty, staff and students. The institution's mission, vision and purposes are reinforced by the organizational support processes and resources, all of which provide an environment in which learning thrives.

A recent Action Project, Emergency Preparedness, is an example of the College's commitment to processes that support learning. The Action Project has resulted in a campus-wide (and satellite locations) first responder system and process, an updated and well-publicized emergency planning document, a connection with the community first responders and planned emergency drills and preparedness workshops. These activities have served to increase awareness of emergency planning on campus and provided opportunity for feedback from a variety of stakeholders.

Since the last portfolio, significant improvements in Supporting Organizational Operations have occurred.

Student Service Processes

- A Student Service Center opened, providing efficient services to students at entry to the College
- A reorganization of staff at the satellite centers, to provide a broader range of services to students
- Newly remodeled Library and Learning Center with improved and expanded services and support for students
- Improved incoming student assessment processes
- Additional student activities and organizations
- Grant funding that has improved student access to scholarships

Administrative and Organizational Processes

- Emergency Preparedness
- Budget planning that has maintained the lowest tuition in the state
- A new FAC, to improve processes related to campus improvements
- An improved strategic planning reporting process
- A new Foundation strategic planning process
- A new website
- Funding for additional and appropriate use of survey instruments

Facilities

- In January 2009, opened the new Health Science building, housing Allied Health Programs and the Science Department
- In July 2011, opened the remodeled BH building, housing the Student Service Center, Library, Learning Center, classrooms, faculty offices and administrative offices

Students evaluate their level of satisfaction with support services as part of the Student Development Assessment processes; using the CCSSE and the Noel-Levitz, results are gathered and reviewed and strategies for improvement are developed.

From entry to the College (at Campus Orientation), students are given tools to evaluate and provide feedback on their satisfaction. Each student completes an evaluation of Orientation before the event ends; results are used to continuously improve the Orientation program. Additional student feedback on support services is sought as students complete various surveys and faculty evaluations; these provide frequent feedback on their range of experiences at ECC.

The College has also implemented processes related to gathering feedback from all employees (see Category 4) and the community.

2009 Systems Appraisal	
Strategic Initiatives Response Category 6	
Improve data collection and dissemination <ul style="list-style-type: none"> • Data gathering improvements in Student Development, including student survey tools • Use of survey tools in the Library and Learning Center 	Improve Strategic Planning processes <ul style="list-style-type: none"> • Annual update • Alignment to the AQIP categories • FAC to assist in planning
Improve process descriptions and implementation <ul style="list-style-type: none"> • Emergency planning processes are improved • FAC has developed processes used to prioritize facilities needs 	Improve distance learning systems <ul style="list-style-type: none"> • Added ITV capabilities on the main campus and at satellite locations • Added Adobe Connect as a distance learning tool

Category 6 Supporting Institutional Operations - Important Links	
<i>Board Policy Manual</i>	<i>Master Plan 2009-2012</i>
<i>Employee Surveys</i>	<i>Data Inventory</i>
<i>College Catalog</i>	<i>Fact Book</i>

Processes

6P1 - How do you identify the support service needs of your students and other key stakeholder groups (e.g., oversight board, alumni, etc.)?

ECC uses a variety of methods to identify the support service needs of our students and other key stakeholders.

Stakeholder Group	Method/Process
Current Students	CCSSE, Noel-Levitz, Accuplacer, Orientation survey
Employees	Great Colleges survey, Workplace Dynamics survey, internal survey instruments and evaluations, meetings
Community Members (attending events)	Surveys used at various events; participation at events, advisory groups
Former Students/Alumni	Employer Surveys, 180-Day Follow-Up survey, graduating student surveys (programmatic), the Foundation
Regulatory or Accrediting Agencies	DHE reports, NCCBP, self-studies and other required documentation
Education Partners	Events and activities on campus (e.g. Counselor’s Luncheon), dual credit meetings, transfer and articulation meetings and results
Prospective Students	Career and college fairs, recruiting visits

Other informal processes also promote interactions that lead to identification of support service needs and creative processes to resolve those needs. Some examples:

- **Scheduling Meetings**
A new approach to the development of a comprehensive schedule of course offerings, meetings are held as the schedule is being developed and include staff from the satellite locations.
- **Student Service Center Staff Meetings**
Meetings continue to be held as the Student Service Center was developed and participants continue to review processes and make improvements based on feedback from students.

6P2 - How do you identify the administrative support service needs of your faculty, staff, and administrators?

Employee Group	Method/Process
Faculty	Technology surveys, Faculty evaluations, division meetings, Library and Learning Center surveys, Great Colleges survey, Faculty Association, evaluation and observation tools, FAC, Emergency Planning Committee
Support Staff	Technology surveys, departmental meetings (based on job type), Classified Staff Association, employee evaluations, Great Colleges survey, FAC
Professional Staff	Technology surveys, departmental meetings (based on job type), Professional Staff Association, employee evaluations, Great Colleges survey, FAC
Administrators	Technology surveys, staff and Cabinet meetings, Great Colleges survey, employee evaluations

An example of newly developed processes is the work of the Going Green Action Project. The work resulted in a campus recycling program, improved awareness of the environment, Earth Day activities and a campus-wide printing policy for students.

6P3 - How do you design, maintain and communicate the key support processes that contribute to everyone’s physical safety and security?

Using the information gained from the tools listed above, the College uses a variety of mechanisms to design, maintain and communicate the support processes used. The key support processes are maintained by the unit or division of the support area and communicated based on the process.

Three recent examples of processes related to physical safety and security:

- **Facilities Advisory Committee (FAC)**
A cross-functional group that gathers, reviews, amends, updates and promotes facilities work needed or requested on campus. A rubric is used to evaluate and prioritize the projects; anyone can submit a project for consideration. Projects are given priority based on a variety of factors; safety and security matters are weighted and the projects are immediately reviewed and acted on. Actions of the committee are communicated campus wide.
- **The Emergency Preparedness Action Project**
In order to ensure physical safety and security for all students, employees and community members, the Action Project addressed several key characteristics of emergency planning. Some of the outcomes of the Action Project include: a first responder system, regular planning on emergency and safety issues, improved communication and a training program. Regular activities associated with emergency preparedness are planned and scheduled; information is shared campus-wide.
- **Union Police Campus Substation**
Through a collaboration of the campus Facilities Director and the Union Police Department, a police substation was established on campus to provide convenient access to areas near the campus and a presence on campus.

In addition to the examples cited, other committees and work groups regularly address processes associated with physical safety and security. Another important ongoing example is the Behavioral Intervention Team (BIT); this group meets weekly and reviews student cases and referrals, paying particular attention to those that could impact safety or security. Appropriate interventions are identified and student referrals to services are an important part of the process.

The College uses In-Service Week workshops to communicate these processes, and also, as needed, both design and maintain processes. Action Projects are another mechanism to achieve the design, maintenance and communication of the institutional support processes.

6P4 - How do you manage your key student, administrative and organizational support service processes on a day-to-day basis to ensure that they are addressing the needs you intended them to meet?

Support service processes are managed on a day-to-day basis by the division of the College responsible for the process. As part of its Assessment Planning, these divisions and departments determine assessment needs based on the goals and objectives outlined as part of the process being managed.

The Student Development Assessment Planning includes various surveys and assessment tools to measure the newly implemented Student Service Center processes. The Learning Center assesses not only its day-to-day operations but also its effectiveness as part of its Assessment Planning and reporting.

An example of an improved process is the Web Help Desk system; formerly the process involved the use of a different system, which did not meet the intended needs. The Information Technology Department (IT) improved the system and the supporting processes.

6P5 - How do you document your support processes to encourage knowledge sharing, innovation and empowerment?

The College’s support processes are documented in a variety of locations and publications: the College website, the catalog, the Student Handbook, the Faculty Handbook, the Adjunct Faculty Handbook, student program-specific handbooks, Board Policy Manual and Emergency Preparedness documents.

As an example, each classroom on campus has posted information on the emergency plan and contact information for the on-duty first responder. This improved communication was the result of the Emergency Preparedness Action Project.

Results

6R1 - What measures of student, administrative and organizational support service processes do you collect and analyze regularly?

6R2 What are your performance results for student support service processes?

6R3 What are your performance results for administrative support service processes?

Figures 6A and 6B describe the processes and measures for student support and administrative support services that are collected and analyzed regularly.

Fig. 6A: Student Support Processes

Process	User Need	Measure/Results
Access and Affordability	<ul style="list-style-type: none"> Affordable tuition Scholarship and grant opportunities ABE Program Developmental studies program 	<ul style="list-style-type: none"> Enrollment data (Fact Book) Financial aid and scholarship awards Lowest tuition rate in Missouri Graduates (DHE data) Success of the developmental students (NCCBP indicators)
Admission and Enrollment	<ul style="list-style-type: none"> Student Service Center Assessment and placement testing Flexible and full schedule of offerings Convenient location of classes Campus Orientation program 	<ul style="list-style-type: none"> Surveys Placement information (Fact Book) Orientation survey (Assessment Report) Assessment Report Data
Retention/Graduation	<ul style="list-style-type: none"> Program effectiveness Success rates of students Workplace preparedness 	<ul style="list-style-type: none"> Retention rates (Fact Book) NCCBP indicators on student success Workkeys (Assessment Report) Advisory committees (Program Reviews)

Fig. 6A: Student Support Processes

Academic Support Services	<ul style="list-style-type: none"> • Academic support services • Tutoring • Counseling services 	<ul style="list-style-type: none"> • Learning Center surveys (Assessment Report) • Library surveys (Assessment Report)
Activities and Engagement	<ul style="list-style-type: none"> • Student activities 	<ul style="list-style-type: none"> • Student attendance at activities and events • Number of student organizations

Fig. 6B: Administrative and Organizational Processes

Process	User Need	Measure/Results
Budget and Staffing	<ul style="list-style-type: none"> • Flexible staffing options for changing enrollment patterns • Staffing to support new program development • Grant participation 	<ul style="list-style-type: none"> • Annual audit (Document Repository) • Staffing numbers • Grant audits and reviews (Document Repository)
Facilities	<ul style="list-style-type: none"> • Input on facility needs and requirements • Responsiveness to program changes 	<ul style="list-style-type: none"> • FAC documents and results
Official Communication/PR	<ul style="list-style-type: none"> • Campus documents • News releases • Website accuracy 	<ul style="list-style-type: none"> • Web Help Desk reports on website issues
Fundraising and the Patrons	<ul style="list-style-type: none"> • Scholarship funding • Support for the arts programming 	<ul style="list-style-type: none"> • See 9R2 for results of scholarship awards and fundraising • Participation and attendance at various events

Figure 6C includes the total fiscal year instructional expenditures per Full-Time Equivalent (FTE) credit hour and FTE student, as reported to the NCCBP. Expenditures per credit hour and FTE have steadily risen over the last six years. Until 2012, the College’s costs have remained below the 50th percentile of the national and Missouri community college cohorts.

Fig 6C: Cost Per Credit Hour and FTE Student Comparison

Cost Per Credit Hour				Cost per FTE Student			
Fiscal Year	ECC Value	National Percentile Rank	Missouri Percentile Rank	Fiscal Year	ECC Value	National Percentile Rank	Missouri Percentile Rank
2012	\$146	61%	75%	2012	\$4,379	61%	75%
2011	\$118	44%	42%	2011	\$3,545	44%	42%
2010	\$124	43%	38%	2010	\$3,735	43%	38%
2009	\$118	32%	--	2009	\$3,552	32%	--
2008	\$113	28%	--	2008	\$3,386	28%	--
2007	\$91	15%	--	2007	\$2,723	15%	--

The College has implemented attendance reporting as well as programming in Foundation Seminar on managing finances to address the escalating default rate, seen in Figure 6D.

Fig. 6D: Community College Default Rate Comparison

College Name	2009 3-Year Rate	2010 2-Year Rate
Linn State Technical College	11.6	7.3
St. Louis Community College	11.8	8.4
St. Charles Community College	12.3	9.3
Jefferson College	15.7	16.2
North Central Missouri College	16.5	16.9
Metropolitan Community College	16.8	13.9
Mineral Area College	17.7	17.5
Moberly Area Community College	19.8	13.4
State Fair Community College	19.9	17.3
East Central College	20.5	15.1
Missouri State University-West Plains	20.8	14.7
Ozarks Technical Community College	21.1	15.1
Three Rivers Community College	21.6	18.1
Crowder College	22.3	16.4

6R4 - How do your key student, administrative and organizational support areas use information and results to improve their services?

Departments and divisions regularly use the results from tools, surveys and other measures to inform decision-making. Some examples:

- Campus Orientation Survey
Staff planning Campus Orientation review the survey results immediately; often the next iteration of Orientation will be improved based on comments in the surveys. Campus Orientation is regularly and frequently updated to reflect students' collective thoughts and suggestions on improving the program.
- Learning Center
Staff in the Learning Center meet weekly to discuss activities, services and students; survey results are made available to all and shared regularly (they are published in the annual Assessment Report). With the new Learning Center space, staff have reviewed their processes and made improvements based on student feedback.
- Student Service Center
A result from the Noel-Levitz survey demonstrated the need for one-stop services. The newly remodeled facility has improved student satisfaction in this area.

6R5 - How do your results for the performance of your processes for Supporting Organizational Operations compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The Noel-Levitz and CCSSE are given on a rotating basis to a sample of students. These results are used in several capacities to evaluate the institution's organizational processes.

Figure 6E provides satisfaction levels for many of the organizational processes at ECC.

Fig. 6E: SSI Support Services Satisfaction

SSI Item	2009			2012		
	ECC	National	Midwestern	ECC	National	Midwestern
My academic advisor is knowledgeable about my program requirements.	5.66	5.51 *	5.50 *	5.77	5.60 **	5.64 *
My advisor helps me apply my program of study to career goals.	5.47	5.27 **	5.22 ***	5.41	5.35	5.34
Library resources and services are adequate.	5.89	5.66 ***	5.60 ***	5.97	5.71 ***	5.67 ***
Computer labs are adequate and accessible.	5.66	5.73	5.70	5.91	5.76 **	5.75 **
The equipment in the lab facilities is kept up to date.	5.74	5.53 ***	5.50 ***	5.76	5.63 *	5.68
Tutoring services are readily available.	5.76	5.54 ***	5.48 ***	5.73	5.57 **	5.55 **
This campus provides online access to services I need.	6.15	5.85 ***	5.82 ***	6.02	5.89 **	5.90 *

* Statistically significant at .05 level; ** Statistically significant at .01 level; *** Statistically significant at .001 level

The Learning Center conducts regular student surveys and compiles data on student performance as related to use of assistance. Figure 6F also shares data on the importance and satisfaction with tutoring and other organizational support services. ECC students place a higher importance on these support services, when compared to other small colleges and the entire CCSSE cohort; but students seem to utilize these services less than students at other institutions. For the students who have used the services, most feel more satisfied or nearly as satisfied with support services when compared to other students.

Fig. 6F: CCSSE Support Services Importance, Use and Satisfaction

CCSSE Item	Importance (Somewhat or Very)			Frequency (Sometimes or Often)			Satisfaction (Somewhat or Very)		
	ECC	Small Colleges	Cohort	ECC	Small Colleges	Cohort	ECC	Small Colleges	Cohort
Academic advising/planning	94.6	91.3	90.9	66.9	61.3	57.8	82.9	76.3	72.6
Computer lab	90.1	86.4	85.2	71.2	65.2	62.6	82.8	75.1	72.6
Career counseling	81.5	79.6	80.1	25.9	28.5	28.5	42.5	46.3	45.1
Skill labs (writing, math, etc.)	78.8	76.6	76.5	34.8	42.1	40.3	53.3	53.2	51.6
Peer or other tutoring	74.8	72.2	72.6	24.7	27.0	27.5	41.6	42.6	42.3
Services for people with disabilities	63.3	60.4	60.0	7.5	9.2	8.7	20.3	19.4	18.1

Improvement

6I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Supporting Organizational Operations?

Some recent examples of improvements:

- Opening of the Student Service Center; updated processes associated with one-stop services
- Implemented the use of Maxient software to consolidate the reporting of student behavior, academic or personal problems.
- Emergency Preparedness Action Project update to the emergency plan and the development of a program of workshops to improve responsiveness to emergencies on campus led to a first responder program on campus, used throughout the past academic year.
- Faculty workshops on active learning based on the results from faculty evaluations and the CCSSE.

The College processes in Category 6 are comprehensive (see 6R1,2,3) and becoming more systematic. The use of Action Projects in this category has helped improve processes related to emergency preparedness and safety on campus.

6I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Supporting Organizational Operations?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 6G shows the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan and associated with Category 6.

Fig. 6G: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.4.2: Identify and improve accommodations and equal opportunities for students with disabilities.	Improved communication with new and current students regarding the availability of Access Services. Additional technology for Adaptive Lab was purchased. The number of Access students served has increased.
2.2.1: Align advisement practices to ease success in transfer to baccalaureate institutions.	The grant-funded Transfer Advisor developed a web-site for transfer information and links. Division managers contacted university peers to update transfer agreements.
2.2.2: Improve communication of available job opportunities.	Improved online job board and postings.
2.3.1: Organize student support services in order to increase the effectiveness of services and resources.	After piloting a one-stop service in temporary facilities, the Student Service Center moved back to a renovated building in August 2011. Staff have successfully transitioned to a Student Service Center. New attendance reporting cut back on disbursement of unearned financial aid.
2.3.3: Coordinate regular consultation between student support services and IT.	Conducted a Datatel Road Mapping process to evaluate usage of currently owned student information software and plan for additional software purchases. Direct deposit for students was implemented.
2.4.1: Enhance web-based tools to better facilitate the admissions, registration, advisement and financial aid process.	Automated several financial aid processes. Implemented the Maxient behavioral intervention software. Gained a better understanding of Datatel capacity and resources available.
2.4.2: Promote and improve print and web-based support service materials.	Began development of online student admission application. College catalog now available online.
2.4.4: Identify and promote support services to new students through the Foundation Seminar.	Foundation Seminar program continues to improve based on student and faculty feedback.

Fig. 6G: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
5.1.4: Pursue alternative funding sources to enhance the College's financial position.	College has secured several state and federal grants for a variety of programs.
6.2.1: Extend the life and functionality of existing buildings and grounds through preventive maintenance.	Project list developed by FAC includes some maintenance/repair projects. Will continue to address preventive and deferred maintenance as funds are available.
6.3.1: Review and update the emergency plan and comply with campus safety requirements.	Completing the Action Project, but plan is ongoing. Plan updated with contact information, new facilities. Initial training provided (first aid and chemical spills).
6.3.2: Ensure all campus areas comply with ADA regulations.	Compliance is ongoing and access issues are an important component of the FAC considerations.
6.4.1: Develop a signage plan for all facilities.	Some signage improvements based on recommendations from First Responders; will continue to be a strategic goal.
6.4.2: Implement a digital signage system.	Digital signs in use in Buescher Hall. Digital sign and content software in place and being utilized as of September 2011.
6.4.3: Develop a process for modifications to signage.	Not started.

Category Seven

Measuring Effectiveness

Category 7, Measuring Effectiveness, has seen significant improvements. Many processes related to Measuring Effectiveness have shifted from mostly systematic to fully aligned processes. Since the last portfolio, the Assessment Committee has established clear processes that are well-defined, aligned to the College mission and Strategic Plan and integrated in most areas of the College. The committee has developed a program review process that provides meaningful feedback and is highly regarded by each program that has participated. Throughout the process, the committee solicited feedback and made recommended modifications to improve the scope and depth of the reviews. Additionally, the committee sought to further develop non-instructional Assessment Plans and tools, develop an institutional data inventory and create a process to better educate students on assessment practices at ECC. All instructional and non-instructional assessment practices and results are reported annually in the ECC Assessment Report.

Data collection and reporting processes are fully aligned throughout the institution. The Institutional Research, Assessment and Planning (IRAP) department is central to meeting data reporting deadlines and fulfilling requests of all stakeholders. Processes are in place to ensure data and information is collected in a secure and consistent manor. The IRAP office maintains a website that ensures information and reports are made available at all times. Reports that were previously only published for select staff are now available to the entire campus on a weekly basis and a publication highlighting services, activities and information provided by IRAP is released four times a year.

Measuring the effectiveness of the College’s planning efforts has been primarily a systematic approach. The College’s plan has a very broad strategic focus. Goals and strategies for short- and long-term planning are established and evaluated, but the College never fully identified key strategic measures of performance. Under new leadership, the College has begun a new planning process. The focus for the future plan has a much more concentrated focus - Recruitment, Retention and Completion. As the plan is developed, the College will identify and focus on the establishment of performance indicators as they relate to the new strategic focus.

The College’s technology infrastructure is aligned in that it is stable, consciously managed and evaluated for improvements. Users of the student system, Datatel, have regular user group meetings, the system is continually upgraded and enhanced, College staff have received additional training and the College has outlined and initiated implementation of a three-year process to improve the utilization and efficiency of Datatel.

2009 Systems Appraisal	
Strategic Initiatives Response Category 7	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • Assessment Committee created the first Data Inventory for the institution. Inventory includes who, what, where and when data is collected, maintained and shared. • Third annual Assessment Report is available on the ECC Document Repository. • Fully integrated process for assessing each CLO; results shared with faculty and staff; further analysis planned. • Systemic and use of student and employee surveys. • Increased transparency. 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • Updates provided annually. • New Strategic Plan development and new strategic focus. • Improved use of data and information to focus planning efforts.
<p>Improve process descriptions and implementation</p> <ul style="list-style-type: none"> • The strategic plan process is fully implemented and continues to improve. • The Strategic Plan includes an annual update and report on progress. • Improved program review process. 	<p>Improve distance learning systems</p> <ul style="list-style-type: none"> • ITV use has increased scope of satellite offerings.

Category 7 Measuring Effectiveness - Important Links

<i>Board Policy Manual</i>	<i>Fact Book</i>
<i>Student Consumer Information</i>	<i>Strategic Plan</i>
<i>Employee Surveys</i>	<i>IRAP Website</i>
<i>Data Inventory</i>	<i>Employee Goal Form</i>
<i>Assessment Report</i>	

Processes**7P1 - How do you select, manage and distribute data and performance information to support your instructional and non-instructional programs and services?**

ECC data and performance information supports all areas of the College and directly supports the needs of all stakeholders. It is the primary responsibility of the IRAP office to collect, store and distribute data and information to most stakeholders. The selection of data is typically determined according to federal, state and local reporting requirements; internal needs for faculty, staff and students; and community needs. Data needs at ECC fall into two categories: internal needs and external needs and requirements. Internal data, listed below, is gathered or reported throughout the institution. External reporting is conducted through nationally recognized agencies and organizations and is also shared with administrative leaders and other stakeholders.

Internal Sources

- Annual Assessment Report
- Program review
- Budgets
- Strategic Plan
- Quality Improvement efforts
- Public information sharing
- Enrollment reports
- ECC Fact Book
- Data Inventory
- Graduate Satisfaction results
- Datatel/Colleague
- Moodle
- Survey tools

External Sources

- National Community College Benchmark Project (NCCBP)
- Missouri Department of Higher Education (DHE)
- Missouri Department of Elementary and Secondary Education (DESE)
- Accreditation Reports – Higher Learning Commission (HLC), Higher Education Arts Data Survey (HEADS)
- Integrated Post-Secondary Education Data System (IPEDS)
- Student consumer information (federal disclosures)
- Grant support
- General education assessments
- Satisfaction surveys – student and employee
- Program-level assessments
- National Student Clearinghouse

The last portfolio identified the need to implement a process to measure the College's CLOs. In fall 2010, the College launched the CLO Action Project, A Fresh Perspective on the Common Learning Objective (see Category 1P1). The first phase included in-service activities focused on creating and implementing a common rubric to assess the Communication CLO in a wide variety of courses from different disciplines. The rubric evaluated assignments from five to six departments. Faculty analyzed results and made suggestions for improving the reporting process. Results from the Communication CLO were published in the annual Assessment Report.

The second phase of the project included faculty and staff who reviewed nationally normed testing options to evaluate the Critical Thinking CLO. Faculty recommended the CAAP exam as the right tool to evaluate Critical Thinking. Additionally, the College wanted to measure students' progress in their ability to think critically, so the exam is also given to incoming students in Foundation Seminar. Results have been reviewed and the College is seeing improvements in students' ability to think critically (see Category 1, 1R2). The Assessment Committee has established a goal for AY 2013 to further analyze and improve the reporting of CAAP results.

Due to the complexities of assessing Ethics and Social Responsibility, the third CLO, the College has launched a new Action Project (Assessing Ethics and Social Responsibility) to focus on a process to measure this area. An assessment sub-committee is further developing the Ethics Policy and will begin work on how to assess the policy’s components in AY 2013.

7P2 - How do you select, manage, and distribute data and performance information to support your planning and improvement efforts? [5D]

The College’s Strategic Plan has six goals that focus on student success, student support services, academic affairs, community leadership and collaboration, institutional environment and facilities and grounds. Data and information that is selected, directly or indirectly, supports each of these areas. The most recent update on the Strategic Plan goals can be found at the end of each category, indexed to the Strategic Plan.

Figure 7A depicts a few key processes for selecting, managing and distributing information for ECC programs and services and how they support each area of the College’s Strategic Plan.

Fig. 7A: Key Processes

Information Collected	Process	Primary Stakeholders	Strategic Support Area
Institutional Assessment Plan			
Assessment strategies and learning outcomes	Units of the College adopt and maintain Assessment Plans appropriate to their program of study, curriculum, academic discipline or function. Not all units report each cycle; some units report annually. Reporting schedules are developed through the Office of Instruction and approved by the Assessment Committee. Collectively, these plans are included in the annual ECC Assessment Report and guide the efforts of faculty and staff in measuring student learning, analyzing effectiveness and improving College operations.	Vice President of Instruction (CAO), Division Chairs, faculty and staff	Academic affairs, student support services
Program Review Process			
Program learning outcomes, program SWOT analysis, advisory committee feedback, Assessment Plan, facility changes and needs and quality improvement efforts	Annual process with each program on a three- to five-year rotation. Each review includes a self-study document prepared by the program review coordinator. The self-study includes program data provided through a data template. Additional information can be requested and included in the report. Evaluation of faculty and courses are obtained through student evaluations, plus Division Chair observations and other comprehensive evaluations of faculty are conducted by the CAO. The process concludes with a comprehensive review by a designated review team. Each review team provides a program review report.	Vice President of Instruction (CAO), program review coordinator (a faculty member in the discipline/ program); Assessment Committee	Academic affairs
Student Surveys			
Student satisfaction with faculty, staff and services; assessment of institutional practices and student behaviors	As part of the Student Service Assessment Plan, nationally recognized surveys of student satisfaction and engagement are administered on a rotating schedule. Data are collected, analyzed by President’s Cabinet, made available on the College website and shared with faculty and staff. Comparative results are analyzed and used as part of the planning and goal setting process.	Faculty, staff, College Trustees, NCCBP, DHE	Student success, student support services, academic affairs, facilities and grounds

Enrollment Reports			
Comparison of term-to-term enrollment patterns	Enrollment reports are produced weekly. User feedback has resulted in additional data points, an improved format and making the report available online. A site enrollment report, which focuses on enrollment patterns at each ECC site, has also been created. Data from these reports are analyzed weekly by the President's Cabinet.	Faculty and staff	Academic affairs, student support services, facilities and grounds
ECC Fact Book			
Longitudinal trends in enrollment, staffing, financial aid, retention, etc.	Efforts to reduce reporting burden and inform the College and community about enrollment trends led to the ECC Fact Book. Now in its fourth edition, the Fact Book has developed into a comprehensive document providing extensive data on the College. As new information becomes available, the IRAP office updates information and releases a new version yearly. User feedback has led to additional information being collected and reported.	All stakeholders	Student success, academic affairs, community leadership and collaboration
Employee Surveys			
Employee satisfaction and perception of employer's flexibility, encouragement, support, leadership and direction.	Human Resources reviewed survey options and selected the Chronicle of Higher Education survey due to the ability of comparing ECC to colleges of similar size and its affordability. The College chose to oversample to include our support staff in order to get a better picture of employee satisfaction. The College also selected a second employee survey, Workplace Dynamics, because of the ability to compare the College to other local colleges and businesses. Results were analyzed by President's Cabinet and shared with faculty and staff. Additional feedback from the survey results are to be used as part of the next Strategic Plan.	Faculty and staff	Institutional environment
Datatel Road Map Process			
Datatel usage and needs	Datatel staff conducted a usage study on campus to align the College's strategic goals with technology solutions to increase productivity and resource savings. A three-year plan was recommended with progress being made on several initiatives.	ECC Datatel users	Institutional environment
ECC Foundation Annual Report			
Development activities, scholarships, alumni information, community support and event information	Data is utilized throughout the year to both assist with and report on the Foundation Strategic Plan. An annual report is presented to Foundation Board at an annual meeting and posted on the website. Trends are reviewed and analyzed for future plans.	College Trustees, Administration, Foundation Board, Community	Community leadership and collaboration

Address Core Component 5D under 7P2 and 7P4

5.D - *The institution works systematically to improve its performance.*

- *The institution develops and documents evidence of performance in its operations.*
- *The institutions learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities and sustainability, overall and in its component parts.*

5.D - The 2009-2012 Strategic Plan was the institutional blueprint for improvement. In 2010 and 2011, departments and divisions were required to provide updates on the strategic initiatives. This information on updates can be found at the end of each improvement section for each category.

The Assessment Report contains information on the evidence of student learning, and is reported by the departments and divisions based on the specific Assessment Plan. Other areas that document performance include the Business office (annual audit and budgeting), the Information Technology Department (IT), Student Services, the Foundation and other departments on campus.

Evidence of performance is used by the appropriate department, and campus-wide, to assist in planning for improvement.

7P3 - How do you determine the needs of your departments and units related to the collection, storage and accessibility of data and performance information? [7P2]

Departments and units determine the data and information that is needed. Some requests are due to planning or improvement efforts within the department or unit, other requests come from accrediting agencies or other external stakeholders. In any case, the IRAP office assists all members of the College and community in determining the appropriate data needed. The IRAP office requests that all data needs are made in writing and each request is reviewed by a member of the IRAP department. The request is documented and a timeline is developed. A response to the requestor is made and the data request goes into the queue. When necessary, a review with the department/individual is made to finalize the specifics of the request. IRAP maintains and stores the data once the request has been filled.

In an effort to better manage data and information, the IRAP office maintains an intranet that can easily access live information from the College's student system. The intranet was built around common data needs and requests provided to the IRAP department. It provides easy access to individual students' courses, programs, degrees, assessment scores and financial aid awards. Other commonly requested information, such as live enrollment figures, all student programs, all degrees granted and student demographics, is available on the intranet.

One example is the program review process; the Assessment Committee recommended that each program provide a common set of data and information to be included in the review package. The Vice President of Instruction and faculty identified key data, such as course frequencies, course completions and department costs, needed for an effective review process. A common data template was established and eventually revised to include additional years of data. Each year, the data for each academic department are created by request through the IRAP office. The data is published in the annual assessment report and maintained by the IRAP office.

7P4 - How, at the organizational level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the organization? [7P4]

With guidance and feedback from the Strategic Plan Steering Committee, the College developed the annual Strategic Initiative Progress Report. Members of the steering committee assisted in the development of a reporting tool, the Strategic Plan Update, to assist users in providing feedback for each strategic initiative. During the first cycle, staff was asked to identify completed strategic actions steps, outcomes of the initiative and identify any changes to the strategy. In some cases, feedback was minimal or non-existent. Some users found the reporting tool to be confusing. The following year, the process was reviewed and the form was simplified. Response rates and overall feedback improved.

Feedback from the Strategic Plan Update is compiled by the IRAP office and provided in the Strategic Initiative Progress Report. The report is shared with College staff and is available on the College website. The report is directly tied to the College's Strategic Plan and indexed to the nine AQIP categories, and provides stakeholders with updated strategic progress on a yearly basis.

In an effort to better support the ECC community, the IRAP office launched a publication called Falcon Facts. Falcon Facts is designed to inform readers of the activities, information and services provided by and available to the IRAP office. Prior Falcon Facts contained information related to student performance, student outcomes and college-wide planning efforts. Each issue provides data and information that is pertinent to the current activities of the College (e.g. ECC graduation rates in the spring, faculty and staff counts in the fall, etc.). The publication is released four times a year.

One example of the use and analysis of data would be the review of the employee surveys. The President’s Cabinet has taken time to carefully review and analyze the results and plan (a) how to share the information and (b) how to use the information to plan improvements. Several activities are already planned to address the results.

See 7P2 for Core Component 5.D

7P5 - How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?

ECC establishes needs for comparative data and information through collaboration with the stakeholder. Needs are prioritized according to the usefulness of the data and information to strategic decision-making efforts. For instance, the Missouri DHE requests that all Missouri public community colleges participate in the NCCBP. Through this project, the College is able to receive a comparative report for all participating institutions and an additional report for all Missouri institutions. Participation in the statewide NCCBP consortium also allowed Missouri community colleges to easily define statewide key performance measures that could be compared within and outside of the state.

The College also identifies sources for comparative data through participation in federal- and state-mandated surveys as well as participation in other nationally recognized initiatives. In most circumstances, the College compares itself with similar community colleges within the state. Data sources such as IPEDS, NCCBP and CCSSE, allow the College to compare results with other colleges outside of the state.

Recently, the College participated in the Workplace Dynamics employee satisfaction survey. One of the deciding factors for participation in Workplace Dynamics was the ability to compare our results with companies outside higher education. This was the first time the College has engaged in a comparative analysis outside of higher education.

Figure 7B depicts some of the comparative data sources in which the College participates.

Fig. 7B: Comparative Data Sources

Comparative Data Source	Examples of Comparative Data Sources
National Data Initiatives	IPEDS, NCCBP, Equity in Athletics, Student Right-to-Know (campus crime, graduation rates)
Statewide Data Initiatives	Complete College America, KPIs, Missouri Statistical Summary, MOHealthWINS, MOManufacturingWINS, Perkins Accountability
Program Accreditation	HEADS
General Education Assessment	Accuplacer, CAAP, Workkeys, CBASE
Program Level Assessment	NOCTI, NCLEX-RN, Cisco Networking, COTA
Student Surveys	CCSSE, Noel-Levitz SSI
Employee Surveys	The Chronicle Survey, Workplace Dynamics

Figure 7C represents the institutions commonly used as sources for comparative data and information.

Fig. 7C: Comparison Institutions

College	Statewide Comparison	National Comparison
John Wood Community College		√
Iowa Lakes Community College		√
Allen County Community College		√

Fig. 7C: Comparison Institutions

College	Statewide Comparison	National Comparison
Crowder College	√	√
Ozarks Technical College	√	√
Jefferson College	√	√
Mineral Area College	√	√
Moberly Area College	√	√
State Fair Community College	√	√
Three Rivers Community College	√	√
North Central Missouri College	√	√
St. Charles Community College	√	√

7P6 - How do you ensure department and unit analysis of data and information aligns with your organizational goals for instructional and non-instructional programs and services? How is this analysis shared?

The College is continually working toward aligning its data collection and analysis to organizational goal alignment. Through activities such as in-service, assessment and strategic planning, the College regularly encourages individuals to align data and processes to the overall strategic goals. One example is the annual employee review process. Every employee is asked to complete the Employee Annual Goal form where they develop three personal goals that align to one of the six college-wide strategic goals. Employees are asked to establish SMART (Specific, Measurable, Realistic and Time-bound) goals. Employees are also asked to identify the expected outcomes and strategic action steps expected with each goal. The following review year, each employee provides the outcomes and results for each of their strategic goals. This information is shared with their immediate supervisor.

The Institutional Assessment Plan has aligned college-wide assessment activities to each of the College's strategic goals. It further provides each process, tool, measurement and results and how they support each goal of the College. The plan provides an easy linkage of assessment and related activities to organizational goals.

The program review process includes an early SWOT analysis that is conducted by the program review committee, which includes relevant faculty, a Division Chair and the appropriate Vice President. The SWOT results are analyzed and shared in the program's self-study document. The self-study document is provided to a review team that is comprised of faculty (inside and outside of the College), a Division Chair from outside the department, community members and a representative from a four-year institution. Due to the perspectives and backgrounds of review team members, some departments have engaged in an additional SWOT analysis with the review team. As part of this process, program-level quality improvement efforts and ideas are identified. Program review results are provided in the annual Assessment Report.

7P7 - How do you ensure the timeliness, accuracy, reliability and security of your information system(s) and related processes?

The Datatel system provides timely access to data for all authorized ECC users. All data and transactions from Colleague are physically backed up onto a storage area network. This disk-based backup further enables fast access and fast restore.

Accuracy is achieved through testing and on-going monitoring by both the IT staff and end users. Prior to deployment to the production/live system, any patches, changes or upgrades are first installed on ECC's test environment, a system that mirrors the production system. Department and unit heads must approve that the patch, change or upgrade worked in the test system prior to official deployment.

User security is maintained through Datatel's password system. Each authorized user is required to have his/her own account and use only that account when accessing information in the Datatel system. The system requires that users change their passwords at least once every 90 days.

The actual server that runs the Datatel system is further protected behind a firewall. Additionally, ECC works with Datatel to conduct an annual audit of its modules, patch levels and to ensure it remains on track for future system and software upgrades.

Data created, mined and used by the Institutional Research office is stored on the secure server and backed up daily. Data and information that is accessed on the IRAP intranet is only available to select users, and is password protected.

Results

7R1 - What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

Category	Measures
Information Technology	<ul style="list-style-type: none"> • Usage audit • Help Desk requests • Web traffic
Student Learning	<ul style="list-style-type: none"> • Assessment Report • Program review • CLO results
Strategic Initiative Update	<ul style="list-style-type: none"> • Reported annually by division and unit • Completion and progress measures are included
Student Opinion Surveys	<ul style="list-style-type: none"> • Noel-Levitz • CCSSE
Student Enrollment	<ul style="list-style-type: none"> • Enrollment reports • IPEDS
Employee Surveys	<ul style="list-style-type: none"> • Great Colleges to Work For by The Chronicle • Workplace Dynamics

7R2 - What is the evidence that your system for Measuring Effectiveness meets your organization’s needs in accomplishing its mission and goals?

The Strategic Plan reporting process provided feedback and data on the measures used in meeting the goals and objectives identified in the plan. Each goal area and its related objectives have been reported on the last two years and the related measures have been collected. As evidenced by the results at the end of each category in this report, significant progress has been made. Measures used have been those gathered by the institution (see Data Inventory) and when necessary other measures were sought out or created.

One example would be the progress in achieving the goals of the previous Building Master Plan; several facility improvements and enhancements, including the renovation of the old Administration building (now Buescher Hall), have been addressed. A new, state-of-the-art building was finished in summer 2011. The renovation also included the addition of another parking lot and the completed loop road. Around the same time, the College also implemented the Emergency Preparedness Action Project. The project included a revision to the ECC Emergency Plan, the establishment of a Public Safety Committee, improved signage (Strategic Plan Objective 6.4), yearly first aid/CPR training sessions, and meetings and drills conducted with and by local police agencies. Due to efforts to improve the facilities and the College’s commitment to campus safety and security, the results from the spring 2012 SSI showed significant improvement (Figure 7D). Campus Safety and Security was the only scaled item that improved from the last SSI administration.

Fig. 7D: SSI Mean Satisfaction Results

Safety and Security Items	2009	2012
Security staff respond quickly to calls for assistance	4.90	5.06
Parking lots are well-lighted and secure	5.39	5.36
The campus is safe and secure for all students	6.04	6.12
The amount of student parking space on campus is adequate	3.71	4.55
Overall Satisfaction – Safety and Security	5.01	5.28

7R3 - How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education organizations and, if appropriate, of organizations outside of higher education?

During AY 2011, the community college presidents adopted system-wide key performance measures. Members of the College participated in a statewide research council and assisted in developing the five key performance measures. The measures fall under three categories: student success and progress, quality of student learning, and responsibility and efficiency. Some measure of the College’s funding will be allocated based on performance in each KPI. In fall 2012, the College will submit its first round of performance data to be used for state level budget recommendations. Figure 7E shows results of each KPI.

Fig. 7E: Key Performance Measures Comparison

Student Success and Progress			
KPI 1 - Three-year graduation/transfer rate (as reported to the NCCBP). The percentage of first-time, full-time entering students who successfully complete a certificate or degree, or transfer to a four-year institution. Success in this measure is to be above the NCCBP 66th percentile or institutional performance improvement over the previous year.			
NCCBP Report Year	ECC Value	Missouri Percentile Rank	National Percentile Rank
2010	39%	44%	56%
2011	35%	47%	41%
2012	38%	70%	50%
KPI 2 - Math developmental success (see Category 1, 1R1). The percentage of developmental students who successfully complete their last developmental math course, who then successfully complete their first college-level math course. Success in this measure is to be above the NCCBP 66th percentile or institutional performance improvement over the previous year.			
KPI 3 - English developmental success (see Category 1, 1R1). The percentage of developmental students who successfully complete their last developmental English course, who then successfully complete their first college-level English course. Success in this measure is to be above the NCCBP 66th percentile or institutional performance improvement over the previous year.			
Quality of Student Learning			
KPI 4 - Licensure/certification exam. The percentage of career and technical graduates who pass their required licensure exam. Success in this measure is to be above the 90% benchmark established by Missouri DHE.			
Fiscal Year	ECC Value	Missouri Average	
2010	97%	93%	
2011	97%	94%	
Responsibility and Efficiency			
KPI 5 - Education & general expenditures per credit hour completed. KPI 5 is an institutional specific measure and therefore has no comparable results. Success in this measure is considered a reduction in the ratio.			
Fiscal Year	ECC Value		
2008	\$324.73		
2009	\$305.56		
2010	\$302.38		

Improvement

7I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Several improvements have been made based on the feedback from the first Portfolio. Results have become more systematic and aligned to the College’s mission and strategic goals. The College has identified needs for improved data collection and improved data sharing. In fall 2011, a project was launched through the Assessment Committee to complete an institutional Data Inventory. The task was to develop an inventory system for all data collected and needed for campus operations,

analysis and reporting. The inventory was to include data sources, frequency of collection, who uses the data, timeline for data collection and review, where the data is stored and why we collect the data. The final inventory was completed and placed on the website in fall 2012.

Several newsletters have been established in order to promote data and information sharing across the College. Newsletters include The Eyas (from the Learning Center), ECC Satellite News (from the Office of Career and Education Outreach) and Falcon Facts (from the IRAP office).

ECC no longer uses Track-It!; the system was replaced in November 2011 with the far more robust and customer-friendly Web Help Desk product by Solar Winds. Among the many features of Web Help Desk, there is a complete suite of built-in performance reporting tools. These tools allow the IT department and the institution to gain direct insight into everything from technician performance to identification of bottlenecks and other areas for improvement in customer service through customizable reports and real-time dashboards.

7I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Measuring Effectiveness?

With a recent change in leadership, the College has seen a shift in its organizational culture. An administration team, the President’s Cabinet, has been established and meets regularly to discuss data, review policies and procedures and review important activities and information related to the College. After assuming the office, the new President held a leadership retreat to discuss the future of the College. At this retreat, a new strategic focus – Recruit, Retain and Complete – was identified. Details regarding the new strategic focus were shared with faculty and staff and everyone was given the opportunity to provide input into these three areas. As a new Strategic Plan is developed, the College will be focusing on improved performance in each of these areas.

Figure 7F includes strategic initiatives and activities that occurred related to Category 7. This information comes from the last Strategic Initiative Progress Report.

Fig. 7F: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.1.3: Administer survey tools to current and former students to measure satisfaction and gather feedback on instruction and curriculum.	A variety of tools are administered regularly to gather satisfaction data from students; plan to use the IDEA system (faculty evaluation) in academic year 2013 to gain some nationally normed data on teaching and learning.
1.2.1: Seek alignment of placement testing and cut-off scores to peer institutions.	Community College Readiness Standards adopted in January 2011; all community colleges aligned. Implemented standards in fall 2011.
1.3.2: Conduct a comprehensive review and prepare an annual report on ECC developmental education.	Developmental Education Advisory Committee formed in spring 2011; annual report developed and reviewed.
3.1.5: Implement a comprehensive program review process.	Fully implemented in AY 11-12; data and reports part of the Assessment Report; a five-year rotation schedule is available.
3.3.1: Maintain and improve the college-wide Assessment Plan.	See strategy 3.3.2 and 3.3.4.
3.3.2: Develop a model for assessing Common Learning Objectives.	ECC has created a process for assessing the CLO Communication, several rounds of results available. CLO Critical Thinking is assessed by embedding the critical thinking portion of the CAAP test into selected sections. The CLO Ethics and Social Responsibility is the subject of a new Action Project.
3.3.4: Investigate and communicate effective assessment practices.	Assessment Committee continues to review, update and modify the Institutional Assessment Plan; annual goals are established. Hold annual assessment workshops. Report is prepared each year. Faculty regularly review assessment results and make improvements.

Category Eight

Planning Continuous Improvement

Introduction

At East Central College (ECC), the processes associated with Planning Continuous Improvement, and planning in general, have improved since the last portfolio.

Planning for improvement has become much more aligned. The role of the Strategic Plan, the reporting associated with the Strategic Plan, the use of Action Projects and the overall climate of planning have matured. While previous planning efforts were at the very least systematic, overall the improvements in planning have created a climate where employees understand and participate in planning activities.

Two primary processes are used:

First, the College In-Service Week workshops and events focused on planning for improvement continue. Activities and emphasis vary, but the campus uses the time at the beginning of each semester to focus on planning. While the start of each semester may have a theme or priority, the schedule typically includes Assessment Planning, Quality Improvement workshops, technology planning and much more.

Second, staff at the College use one Friday a semester for Quality Improvement workshops (Quality Improvement Fridays). Again, activities vary, but most recently they have included development of a campus-wide Ethics Policy and Assessment Planning.

Over the next cycle of the Strategic Plan, due for an update in 2012-2013, the focus will continue to be on measurable outcomes and accountability. Additional work on aligning the various planning processes will continue.

At the fall 2012 In-Service Week, workshops focused on the development of objectives themed around the institutional priorities of Recruitment, Retention and Completion, identified by the College President at the start of the academic year.

2009 Systems Appraisal	
Strategic Initiatives Response Category 8	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • The Assessment Committee created the first Data Inventory for the institution. Inventory includes who, what, where and when data is collected, maintained and shared. • The third annual Assessment Report is available at www.eastcentral.edu/assessment. • The first annual Developmental Education Report is available on the website. 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • See Figure 8C. • The Strategic Plan Progress Reports are maintained annually and available on the website.
<p>Improve process descriptions and implementation</p> <ul style="list-style-type: none"> • The strategic planning process is fully implemented and continues to improve. • The Strategic Plan includes an annual update and report on progress. 	<p>Improve distance learning systems.</p> <ul style="list-style-type: none"> • The Instructional Technology Plan continues to be updated.

Category 8 Planning Continuous Improvement - Important Links	
<i>Board Policy Manual</i>	<i>Master Plan 2009-2012</i>
<i>Strategic Plan</i>	<i>Data Inventory</i>
<i>Assessment Report</i>	<i>Fact Book</i>

8P1 - What are your key planning processes?

Since the submission of the last portfolio, the College's focus has been the implementation of the Strategic Plan as the key planning process. In this portfolio, at the end of the improvement questions in each category, are charts with indexed objectives and goals from the 2009-2012 Strategic Plan and an update on progress by objective.

Reporting and updating on goals identified from the Strategic Plan is a key new process in aligning the objectives throughout the institution and in keeping all employees informed regarding progress. As the Strategic Plan is updated, responsible departments/divisions can align their efforts in achieving the goals and objectives in their area as prioritized.

Other planning processes include:

- Assessment Plan and related departmental/division plans
- Program review process
- Instructional Technology plan
- Budget and staffing plan
- Fine and Performing Arts planning
- Academic division/department planning
- Student Development planning
- The Foundation strategic planning
- Facilities planning/Campus Master Plan

Priorities for the next cycle of planning have been identified: Recruitment, Retention and Completion. With the work already completed and as the new Strategic Plan is developed, the reporting cycle will continue.

Staff working on the new Strategic Plan recognize that its improvement will require:

- Continuation of the reporting cycle
- Alignment and integration of other planning efforts
- Goals and benchmarking
- Integration of other planning activities
- Alignment of the key priorities for the next cycle (Recruitment, Retention and Completion)

8P2 - How do you select short- and long-term strategies?

As the Strategic Plan has matured, departments at the College regularly report progress toward achieving the goals and objectives. The short- and long-term nature of the strategies is determined by the strategic planning process, other planning activities and the unit head assigned to a particular goal or objective.

Generally speaking, both internal and external entities play a role in the selection of both short- and long-term strategies. Local, regional and statewide economic factors, accrediting bodies, legislation, grant availability, identified student needs and other important factors play a role as short- and long-term strategies are identified. The process for selecting a strategy is closely tied to the entity involved.

Within the Strategic Plan, progress in each strategy or goal area is reviewed regularly and the responsible unit (assigned in the Strategic Plan) works on action plans to achieve these goals and objectives. The alignment of the Strategic Plan goals and objectives to unit-level planning is essential to completing the work associated with the plan. This alignment is also the responsibility of the unit head assigned to the Strategic Plan goal or objective.

One example of this alignment is the Fine and Performing Arts planning work. Faculty and key staff participate in an annual planning activity. The previous year's document is reviewed and updated. Unmet objectives are moved to a next year, if deemed important, and other goals and objectives are categorized and prioritized. This planning effort has resulted in growth in programming and enrollment, additional offerings in music and art, and a cohesive approach amongst the faculty in the use and allocation of resources. This planning has resulted in the College seeking voluntary external accreditation from the National Association of Schools of Music (NASM) and the National Association of Schools of Art and Design (NASAD).

8P3 - How do you develop key action plans to support your organizational strategies?

Using the Strategic Plan as a guide, action plans are developed within the other planning processes, as related to the Strategic Plan. Aligning the various planning activities on campus is important and increases the level of involved parties.

The improvements in strategic planning made since the last portfolio submission include the use of regular updates to the Strategic Plan. With these regular updates, staff members are able to focus efforts on remaining actionable areas.

One example is the development of the Facilities Advisory Committee (FAC). The purpose and goals of this group are to guide resources and budget in aligning facility needs with the needs of various divisions and departments on campus. Using a rubric, they are able to prioritize projects and align the work of the Facilities Department with the work in academics, student affairs, athletics and other facility needs. The need to develop such a group was identified in the Strategic Plan and in other activities. This group aligns planning in the Strategic Plan (program development), budget (where will the funding come from) and facilities (how does this work align with the institution's Master Plan).

8P4 - How do you coordinate and align your planning processes, organizational strategies and action plans across your organization's various levels?

While planning and the use and integration of the Strategic Plan have improved dramatically at ECC, much work remains to be done on the full alignment of the planning processes.

Departmental and unit plans involve a diverse group of faculty and staff, with explicit and strategic knowledge in those areas. This unit-level planning provides an opportunity for input from a larger and more knowledgeable group. Using these plans, the unit heads are able to integrate planning efforts at the institutional level.

An example is the alignment of Fine and Performing Arts planning to the staff and budget planning process. Through connections created by the Division Chair and the appropriate Vice President, the planning done in the Fine and Performing Arts unit fed into the planning for staff and budget in those academic departments. These planning efforts continue to strengthen programming and other activities in the Fine and Performing Arts.

8P5 - How you define objectives, select measures and set performance targets for your organizational strategies and action plans?

With the use of regular updates on the Strategic Plan objectives and goals, the unit heads responsible for those goals define the objectives, select appropriate measures and set performance targets for the goals and objectives.

Regulatory and oversight bodies, accreditors and other organizations often are party to the measures and performance targets.

For example, in Missouri, many of the community colleges are participants in the National Community College Benchmark Project (NCCBP). The public community colleges are using three of the reported standards from NCCBP (success and progress in developmental education coursework, math and English) and three-year graduation transfer rate as benchmarks for performance funding measures(See 7R3). These measures and their associated performance targets, soon to be formally part of funding legislation, will establish the objectives, measures and performance goals for students taking development coursework.

In addition, with the use of data gathered as surveys results are examined, the College is able to identify key objectives and set targets for improvement. This benchmark and trend data will assist department and unit heads in setting appropriate performance goals. With the completion of the Data Inventory in fall of 2012, all College staff will have access to the scope and breadth of data gathered annually or regularly at the College and examine how it best fits and aligns with the measures and performance goals of the institution.

8P6 - How do you link strategy selection and action plans, taking into account levels of current resources and future needs? (5A)

The planning process requires the participation of unit heads; the same individuals working through the strategies and action plans are those charged with resource management in the area. With the start of planning at the division/department level, input from varied sources is both welcome and important. As the plans solidify and start their alignment with the Strategic Plan, resource allocation, academic programming needs and considerations of external agencies and accreditors become part of the planning cycle completion.

One example is the planning done as part of the FAC; academic and other programming needs are an important part of the consideration and these needs are weighed against all other institutional needs. Funding is allocated as these projects are prioritized.

Address Core Component 5A under 8P6

5.A - The institution's resources base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

- *The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.*
- *The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.*
- *The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources and opportunities.*
- *The institution's staff in all areas are appropriately qualified and trained.*
- *The institution has a well-developed process in place for budgeting and for monitoring expense.*

5.A - ECC aligns its resource base with its mission through a variety of planning processes. The strategic planning, staffing and budget processes and other planning processes are designed to support the College's mission in the present and into the future and include resource allocation.

Staffing and budgeting processes are aligned and are conducted openly and involve all departments. Even in the current budget decline, ECC has maintained the lowest tuition in the state of Missouri and continues to offer high-quality programming.

The institution's mission, vision and purpose have remained consistent in spite of major budget cuts. Resource allocation at ECC continues to be in the normal and ordinary ways typical of a public two-year community college (i.e. we pay our bills, we pay our people). In support of its mission and purposes, the College allocates resources to support its primary purposes, all related to student learning. No superordinate entity is considered in the process.

The Human Resources (HR) at the College meet all necessary and required qualifications; each position is clearly detailed in the HR office job descriptions (see Category 4 for more information).

The College produces a budget through the appropriate planning and budget processes and it is approved by the governing board; the College has an annual audit reviewed by the governing board. To achieve particular and related goals, the College has sought and received grant funding to add programming and hire staff to support the programming. As warranted and based on the success of the grant initiatives, the College will transition programming and staff to the institutional budget.

On its website, ECC provides students a link to Student Consumer Information, a set of transparent institutional disclosures on many issues important to students (www.eastcentral.edu/studentconsumerinformation).

8P7 - How do you assess and address risk in your planning processes?

Risk assessment is addressed through emergency planning and other planning processes based on the particular "risk" being assessed. The responsibility for the risk assessment and appropriate planning belongs to the unit head in the area where the risk is identified.

Some of the risks reviewed and assessed, formally or informally, include:

Risk	Assessed and addressed by:
Student recruitment/changes in enrollment	Student Development staff and Assessment Planning; recruitment planning; academic division/department planning
Student college preparedness levels	Developmental Studies Coordinator; Mathematics division; English division; Learning Center staff ; Retention Committee planning; Learning Center planning
Classroom behavior/conduct/safety	Student Development staff; all faculty; Behavior Intervention Team
Facilities/classroom safety/evacuation circumstances	Emergency Preparedness (Action Project); FAC; master planning process
Satellite campus planning/facility availability	Career and Outreach Division; site directors and staff at satellite locations; FAC
Fiscal crisis; reduction in state or local funding	CFO (Vice President, Finance and Administration); Business Office; state legislative representatives; governing board
Legislation and other agency requirements	Appropriate office on campus
Rising cost of health care and other benefits	Vice President, Finance and Administration; Insurance and Benefits Committee; the governing board and the College President
Employee accidents/accident-free workplace	HR and Facilities departments

Identified risks are assessed, prioritized and addressed within the appropriate unit.

8P8 - How do you ensure that you will develop and nurture faculty, staff and administrator capabilities to address changing requirements demanded by your organizational strategies and action plans?

Every staff and faculty member undergoes regular and comprehensive employee evaluations. Employees are asked to identify a strategic goal or objective that aligns with their current position and their strengths. A review of this goal or objective is part of the evaluation meeting with their supervisor.

The College also provides comprehensive employee professional development opportunities including funding to work on an advanced degree or specialized training, funding to participate in conferences and workshops in their fields and the opportunity to assume leaderships roles internally through various committees and task forces.

Ongoing Quality Improvement efforts are another opportunity for employees to address specialized projects aligned with the Strategic Plan goals and objectives.

Faculty complete an annual development plan where they are asked to identify target areas for improvement and the specific activities targeted to address these skill areas. Faculty are also evaluated annually and maintain a Faculty Development and Evaluation Portfolio.

See Category 4 for more information on employee development and evaluation.

Results

8R1 - What measures of the effectiveness of your planning processes and systems do you collect and analyze regularly?

Assessment planning, whether at the individual division/department level or at the committee level, has identified specific measures to be collected and analyzed regularly. Each iteration of the Assessment Report includes measures deemed important at the department, division or institutional level. These measures are reviewed and analyzed.

Some specific examples:

- The Student Development Assessment Plan has produced processes that provide feedback on student satisfaction (Noel-Levitz) and student engagement (CCSSE). Data from these surveys has been used to inform the College on a wide variety of student needs and concerns. A review of these surveys will guide the planning in Student Development and other areas of the College related to identified areas of student concern.
- The program review process continues to provide the departments and program faculty and staff valuable feedback on program effectiveness, stakeholder feedback and student skill acquisition for the workplace. Results and feedback assist the departments in their planning related to the academic programs and disciplines.
- The Developmental Education Advisory Group has produced its first annual report on developmental education at the College. This accumulation of benchmark data has been reviewed and analyzed and will form the basis for future comparison. Coupled with the nationally normed data from the NCCBP report, the advisory group will continue to review institutional practices related to developmental education. Data and results related to performance in our development education areas will guide planning within the advisory group.

Strategic Plan updates have been used to inform the campus of progress on the strategic goals and objectives. The results have helped formulate a basis for the next cycle of strategic planning.

8R2 - What are your performance results for accomplishing your organizational strategies and action plans?

Two cycles of reporting on Strategic Plan goals and objectives have been completed. Those updates are included in the improvement section of each of the categories and organized around the Strategic Plan.

The use of these reports on actions to date on key strategies helps the institution identify progress and identify areas still in need of attention.

8R3 - What are your projections or targets for performance of your strategies and action plans over the next one to three years?

The current Strategic Plan is at the end of its cycle. The results will be used as the new plan, for 2013-2016, is developed. With the new President, the creation of the new Strategic Plan will be a priority and will contain the performance goals for the next several years.

Other planning activities also include projections and specific targets. One example is the Fine and Performing Arts planning document, which targets external program accreditation in both music and art and design. The music program has completed the self-study process for its NASM accreditation and the art/design work on the self-study is under way for NASAD accreditation.

8R4 - How do your results for the performance of your processes for Planning Continuous Improvement compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The NCCBP project has indexed results from comparable institutions that have components of many of our processes. See Category 7, 7R3.

Figures 8A and 8B indicate a comparison of ECC's results in retention and completion as compared to other Missouri community colleges.

Fig. 8A: Full-Time & Part-Time Retention

Institution	2008		2009		2010	
	FT %	PT %	FT %	PT %	FT %	PT %
ECC	61	40	61	37	61	48
Crowder	73	68	55	40	59	32
Jefferson	61	41	57	42	60	41
Metropolitan*	52	35	51	33	51	32
Mineral Area	67	44	63	44	68	39
Moberly	35	97	38	77	34	76
North Central	59	20	63	74	64	44
Ozarks Tech	57	40	55	43	55	39
St. Charles	62	35	64	38	62	33
St. Louis*	57	42	59	41	60	37
State Fair	58	31	61	35	58	37
Three Rivers	57	28	55	40	56	28

* Average of all campuses

Fig 8B: Three-Year Cohort Graduation & Transfer Rates

Institution	2008		2009		2010	
	Graduation	Transfer	Graduation	Transfer	Graduation	Transfer
ECC	23	25	23	23	20	20
Crowder	31	14	25	17	22	16
Jefferson	30	18	32	15	27	17
Metropolitan*	24	11	21	9	26	9
Mineral Area	32	15	32	11	34	8
Moberly	30	6	29	25	32	21
North Central	45	22	45	16	27	22
Ozarks Tech	16	15	15	18	16	18
St. Charles	17	30	16	32	16	29
St. Louis*	13	29	10	20	11	34
State Fair	26	19	23	24	23	23
Three Rivers	20	8	21	9	19	19

*Average of all campuses

These results point to a need to improve our recruiting and retention processes. For AY 13, because of these results, the College has reorganized its efforts and appointed a Retention Coordinator to work on targeted strategies for improved retention, and placed a strategic focus on Recruitment, Retention and Completion (the next Strategic Plan).

8R5 - What is the evidence that your system for Planning Continuous Improvement is effective? How do you measure and evaluate your planning processes and activities?

The updates to the Strategic Plan have demonstrated both the effectiveness of planning efforts and the comprehensive nature of the goals and objectives within the Strategic Plan.

Other planning efforts have also produced results. Some examples include:

- Assessment Planning – planning by the Assessment Committee led to the program review process. This process has produced not just program reviews but also program improvements. In addition, the process has already undergone one iteration of improvement of the process itself. Another indicator would be the Assessment Committee’s development of the Data Inventory.
- FAC – planning and prioritizing projects has created tangible results. The completion of specific facilities projects and planning for additional projects has helped the FAC recognize the need for an updated Strategic Plan and an improved rubric to review facilities projects. The FAC reviewed the first cycle of submitted projects and sought input on how to improve the process and implement facilities planning.
- Foundation Strategic Planning – the Foundation Board participated in a planning workshop conducted by an external facilitator. The outcome focused planning within the foundation in the areas of communication, alumni and development. A committee was formed, which led to the creation of a Foundation strategic plan, including goals and critical needs aligned with the areas identified through the process and aligned with the Institutional Strategic Plan.

Improvement

8I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Planning Continuous Improvement?

Some examples of recent improvements:

- The use of progress reports for the current Strategic Plan have improved communication and activity associated with the Strategic Plan. Further, the progress reports will help involved staff to create an improved Strategic Plan in the next iteration. Many of the goals and objectives, when the annual reports were submitted, were found to be “ongoing” and therefore never to be fully realized. This awareness led to the most recent report, allowing staff to designate a goal or objective as a long-term strategy, and therefore ongoing.
- The schedule planning process has improved. Utilizing a single event, with one follow-up, staff from the satellites participate fully in schedule development, along with the faculty and division chairs.
- Quality Improvement Fridays, together with in-service activities and workshops, continue to be themed around the nine categories and focused on timely and relevant prioritized activities.
- The FAC has integrated both facilities planning and budget and academic department facility needs. This group meets periodically to prioritize, budget and plan for much-needed facility projects.
- The Emergency Preparedness Action Project started its planned series of emergency planning workshops; the first workshop, held in spring 2012, focused attention on what to do in case of a chemical spill on campus. Faculty and staff in targeted areas worked with first responders and grounds staff on protocols and safety activities.

ECC has fully integrated Quality Improvement events into its culture. Using pre-semester workshops in both fall and spring, as well as Quality Improvement Fridays each semester, faculty and staff are fully involved in Quality Improvement efforts.

Improvements in reporting on the Strategic Plan have made the processes comprehensive and systematic; more individuals are involved and the work and results are more thoroughly communicated.

8I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Planning Continuous Improvement?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 8C includes the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan and associated with Category 8.

Fig. 8C: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
1.4.4: Identify future needs of satellite campus locations, develop a plan for each site addressing future growth as aligned to College Strategic Plan and mission.	Held specific planning sessions for satellite locations. Held community outreach sessions. Worked with the Warrenton Higher Education Committee to develop a plan for a satellite location, including rent abatement and partnership with Warrenton High School and Lindenwood University. Reorganized and aligned the management of two satellite locations and combine efforts for scheduling offerings and student services. Realigned CWD Director as Site Director to ECC Washington.
3.2.4: Increase enrollment in credit and non-credit offerings.	Offering new programs directly related to workforce, (i.e. Certified Nursing Assistant, CMT) and have increased enrollment in these areas. Held more recruiting events for Career and Technical programs and have updated website. Offered free College 101 and Career Planning workshops in the evening to prospective students and parents. Reorganized Dual Technical Credit high school contacts. Increased outreach activities in the fine and performing arts.
5.1.2: Ensure financial viability through short- and long-term budgeting.	Annual budget process begins in January and carries through to Board adoption in May.
6.1.1: Review and maintain a current Building Master Plan.	FAC has been formed and has developed list of projects and prioritized them. Committee will be a standing group and will examine the FAC model for satellite facilities.
6.1.2: Develop and implement an annual process to identify construction, renovation and campus improvement needs.	FAC established. Initial assessment/identification of facility needs. Criteria established for evaluating needs.

Category Nine Collaborative Relationships

Introduction

East Central College (ECC) maintains a wide and diverse range of relationships and frequently embraces opportunities to develop new relationships. The processes associated with Category 9 are fully aligned and moving toward being integrated. The variation in the types of collaborative relationships requires flexible processes to build and strengthen key relationships.

Three new processes have improved collaborative relationship building; these are grant efforts, the College Readiness Partnership Action Project (“High School Bridge Project”), and external voluntary program accreditation.

- Since the last portfolio, a key process for building collaborative relationships has become the grant process. The College has been involved with several consortia groups to develop, write and submit grants. These activities have created new collaborative relationships with partner institutions, new students, local and regional economic development centers, regional Workforce Investment Boards (WIBs), new business and industry in the region, career centers and strengthened internal collaborations.
- In addition, and targeting the partner K-12 school districts, an Action Project called the College Readiness Partnership was launched to develop processes for early student placement testing and a summer mathematics class to help students at particular placement levels improve their college mathematics readiness. The project piloted several sessions in summer 2012 with great success and the activities will be fully launched this fall.
- Also, since the last portfolio, the College has established a priority of external voluntary program accreditation. Those efforts have led to new levels of collaboration with partner and transfer institutions, accrediting agencies, other colleges and universities and internally among faculty and staff. Each of these accreditation processes are slightly different, but the collaborations lead to program improvement and strengthened relationships.

2009 Systems Appraisal	
Strategic Initiatives Response Category 9	
<p>Improve data collection and dissemination</p> <ul style="list-style-type: none"> • Grant activities require gathering of new data points and measures of student progress. • The Assessment Committee will help the Center for Workforce Development develop useful assessment tools for their activities. 	<p>Improve Strategic Planning processes</p> <ul style="list-style-type: none"> • See information at the end of introduction on Strategic Plan updates related to this category.
<p>Improve process descriptions and implementation</p> <ul style="list-style-type: none"> • The recent reorganization of the Center for Workforce Development will improve the process of relationship building within the workforce community. 	<p>Improve distance learning systems.</p> <ul style="list-style-type: none"> • The College is using its distance learning systems to deliver coursework in a new program, supported by a grant. • The College is exploring new consortia opportunities supported by distance learning in other academic disciplines (i.e. pre-engineering).

Category 9 Building Collaborative Relationships - Important Links

Accreditation

Assessment Report

Strategic Plan

Data Inventory

Processes

9P1 - How do you create, prioritize and build relationships with the educational organizations and other organizations from which you receive your students?

The College’s collaborative relationships with educational organizations and other organizations from which we receive students fall into several broad categories:

Regional Career Centers

The College collaborates with the two regional Career Centers (post-secondary, non-degree granting centers offering career technical programs and awarding diplomas to secondary and adult students) in its service area to provide partner programs, degrees and other course offerings where appropriate. These partnerships provide an additional avenue to students in the region to complete degree programs and avoid unnecessary and costly program duplication.

Partner K-12 School Districts

The College has developed strong dual credit and dual technical credit partnerships with the local school districts. Relationship building occurs through the admissions office (recruiting processes), high school visits by faculty and staff (discipline level recruiting processes), and campus programming for students in K-12 (on campus recruiting processes). A current Action Project, the College Readiness Partnership Project, is designed to help students bridge the preparation gap from high school to college.

Local Agencies

The recent economic downturn has created an opportunity for relationship building with several local and regional agencies that support displaced workers and the unemployed. These partner organizations have supported grant efforts and helped many students find their way to the College. Processes include college representation on local boards, regular meetings and opportunities to partner.

In addition, funding through several grants (Graduate! St. Louis, MOHealthWINs and MOManufacturingWINs has reinforced the collaborations with the career centers and local agencies. These grants have provided training opportunities and supported scholarships for displaced and underemployed workers in the region interested in careers in health fields.

The College also has in place processes that help staff examine and review feasibility in creating satellite locations for course and/or program offerings. Recently, the Career and Outreach Office established a course location in Warrenton, a community on the northern edge of our service area, in partnership with a local university. This underserved region now has a higher education center in its community; this has led to new collaborations with the City of Warrenton and local business and industry.

The table below represents a non-inclusive list of the educational organizations and the way in which the College creates, prioritizes and builds its relationship with each.

Organization – Sending Students	Create	Prioritize	Build
Career Technical Centers	<ul style="list-style-type: none"> • Program offerings • The creation of articulation agreements • Program partnerships/ joint programs • Course offerings • Shared faculty and staff 	<ul style="list-style-type: none"> • Student needs • Student demand • Employment opportunities 	<ul style="list-style-type: none"> • Partnership agreements • Articulation agreements • Shared resources • Open house events • Career nights • Campus visits
Comprehensive High Schools	<ul style="list-style-type: none"> • The creation of dual tech credit articulation agreements • Dual credit offerings • Counselors’ lunch 	<ul style="list-style-type: none"> • Enrollment patterns • Career and college night events, feedback 	<ul style="list-style-type: none"> • High school visits • K-12 programming • Current programs • Regular dual credit meetings

Organization – Sending Students	Create	Prioritize	Build
Career Centers and Other Local and Regional Agencies	<ul style="list-style-type: none"> • Shared staff • Grant programs • Programs targeting returning learners 	<ul style="list-style-type: none"> • Employment trends • New business and industry needs 	<ul style="list-style-type: none"> • Partnerships agreements • Shared staff

9P2 - How do you create, prioritize, and build relationships with the educational organizations and employers that depend on the supply of your students and graduates that meet those organizations’ requirements?

The College’s collaborative relationships with educational organizations and employers that depend on the College supplying students fall into several categories:

Partner Higher Education Bodies

The College maintains a variety of articulation agreements with a diverse body of higher education institutions, ranging from an AFA agreement for studio art articulation to an AS agreement for transfer engineering students. Agreements are developed as warranted by student interest, faculty collaboration with colleagues at transfer institutions, or relationships developed through discipline based activities. New degrees trigger a review of articulation options for student transfer.

Local Employers

Through the Center for Workforce Development, College program advisory committees, program review team visits and employment of our graduates, the College invites the business and industry community to be part of creating, planning and delivering the training and education required for students to enter the workforce. These efforts and collaborations are an important process in creating and maintaining the important and necessary relationships with local business and industry.

Through a recent grant, the College created a position of Health Careers Outreach Coordinator; this position works to create new relationships with the health care industry in the region and build upon the existing relationships through opportunities for graduates from the Allied Health programs.

Organization – Receiving Students	Create	Prioritize	Build
Transfer Institutions	<ul style="list-style-type: none"> • The creation of articulation agreements • Program partnerships/ joint programs • Course offerings • Statewide initiatives 	<ul style="list-style-type: none"> • Student needs/ programming • Student demand • Location and accessibility • Number of students transferring 	<ul style="list-style-type: none"> • Articulation agreements • Local and regional meetings • COTA meetings
Local Employers	<ul style="list-style-type: none"> • Local and regional contacts • Advisory board membership • Program review participation 	<ul style="list-style-type: none"> • MERIC employment data • Local and regional employer demand 	<ul style="list-style-type: none"> • Regular meetings • Number of graduates hired • Programming needs and partnership opportunities

An example of relationship building with higher education partners is the process used to create a collaboration that will provide graduate level science coursework at ECC through a partner university; this collaboration was created in response to the local high schools seeking opportunity for graduate level science coursework for middle and high school science teachers. Science faculty at ECC worked with the university to create a graduate level course, to be offered locally; the Science Department sought funding from the College Foundation to provide the course to the high school faculty at little or no cost.

An example of relationship building with business and industry is the partnership developed with a local aerospace manufacturer/supplier, Valent Aerostructures. The College worked closely with the company as it constructed a new plant in the district, and assisted the firm with a job fair to fill newly created positions at the facility. The College and state are working cooperatively to make training available for employees, specifically through the Missouri New Jobs Training Program. The company will be able to utilize the College’s manufacturing-related programs as a source for qualified employees, as well as enhancing skills of existing workers.

9P3 - How do you create, prioritize and build relationships with the organizations that provide services to your students?

The College’s collaborative relationship building with organizations that provide services to our students fall into several broad categories:

Grant Organizations

The College participates in a variety of grants; each of these grants has resulted in new or strengthened collaborations with partner institutions, local and regional business and industry and the statewide community college association. Grant processes include regular grant meetings, both here on campus and with the consortium partners, and regular review of grant efforts for effectiveness.

Local Service Providers

The College works closely with local and regional agencies that support students through various services and funding. Work with these service providers is usually managed through the Student Development or Student Activities office, as part of the processes used to support students.

Financial Aid and Scholarship Providers

Through the College’s Foundation and other state and federal agencies, the Financial Aid office builds and maintains close relationships to ensure funding for students to attend college. Processes include participation in meetings, conducting workshops and scholarship selection processes.

Organization – Serving Students	Create	Prioritize	Build
Grant Organizations and Entities	<ul style="list-style-type: none"> • Consortium grant activities 	<ul style="list-style-type: none"> • Student need • Business and industry training and education needs 	<ul style="list-style-type: none"> • Regular meetings • Formal agreements • Regular meetings, local membership
Local Service Providers	<ul style="list-style-type: none"> • Local and regional contacts • Student needs 	<ul style="list-style-type: none"> • Student needs 	<ul style="list-style-type: none"> • Regular meetings • Formal agreements • Regular meetings, local membership
Financial Aid and Scholarship Providers	<ul style="list-style-type: none"> • Federal financial aid organizations • Student needs • Scholarship needs, through the Foundation 	<ul style="list-style-type: none"> • Student needs 	<ul style="list-style-type: none"> • Compliance rules and reporting • Formal agreements • Regular meetings

An example of relationship building with an organization providing services to our students is the strengthened relationship with local and regional WIB agencies. The support of the WIBs was key in the award of recent grants. In addition, work with the WIBs has benefited students who have entered the College programs through first contact with the agencies.

9P4 - How do you create, prioritize, and build relationships with the organizations that supply materials and services to your organization?

The College follows all Board and other governmental rules and policies on bidding and purchasing.

Organization serving the College	Create	Prioritize	Build
Local and Regional Businesses and Organizations	<ul style="list-style-type: none"> • Bidding process • RFP/RFQ, as needed • MUSIC – sector need • Local first responders • Auditors • Advisory boards • Clinical, internship and professional practice 	<ul style="list-style-type: none"> • Student needs • Student demand • Location • Training needs 	<ul style="list-style-type: none"> • RFIs, as needed • RFPs, as needed • Emergency planning processes • Program development and support • Meetings • Annual audit
Contract Providers	<ul style="list-style-type: none"> • Bidding process • Campus visits 	<ul style="list-style-type: none"> • Campus or student needs 	<ul style="list-style-type: none"> • Meetings • Partnership agreements

An example of relationship building with an organization providing services to the College would be the regional first responders. ECC provides facilities for training and other activities for the local and regional first responder groups (EMS services and the police departments). The College also recently developed an agreement to provide a campus location for the local police department to operate a substation.

9P5 - How do you create, prioritize and build relationships with the education associations, external agencies, consortia partners and the general community with whom you interact?

The College uses several processes to create, prioritize and build relationships with the variety of association, consortia and the general community with whom interactions occur.

Accrediting and Regulatory Organizations

The College has set a goal of increasing the number of voluntary external accreditations as a means of program improvement and as an opportunity to create new collaborative and consultative relationships. These voluntary program accreditations are part of the planning process; other processes include department and division meetings, budget process, faculty development and the collaboration on preparation for accreditation.

Education Associations

Membership in MCCA, the College Board and other various statewide groups and organizations provide networking and collaboration opportunity. In addition, many College employees serve in various capacities on community, regional and other agency boards and service groups.

Consortia Partners

The College is a participant in a variety of consortia that were created to provide program delivery for students. These relationships are maintained through regular meetings and addressed at the departmental level.

Relationship Building	Create	Prioritize	Build
Education Associations	<ul style="list-style-type: none"> • Institutional or individual memberships • Statewide initiatives 	<ul style="list-style-type: none"> • Student needs • Student demand • Location • Number of students transferring 	<ul style="list-style-type: none"> • Articulation agreements • Local and regional meeting • COTA meetings
Consortia Partners	<ul style="list-style-type: none"> • Local and regional contacts • Advisory board membership • Grant opportunities 	<ul style="list-style-type: none"> • MERIC employment data • Grant goals and purposes 	<ul style="list-style-type: none"> • Regular meetings • Number of graduates hired • Grant initiatives and collaborative programming

Relationship Building	Create	Prioritize	Build
Other Accreditors	<ul style="list-style-type: none"> • Program status • Articulation agreements 	<ul style="list-style-type: none"> • Need and demand • Industry recognized and needed credentials • Market demand 	<ul style="list-style-type: none"> • Regular meetings • Program reviews • Site Visits
General Community	<ul style="list-style-type: none"> • Membership in various organizations • Fine and Performing Arts events • Campus activities 	<ul style="list-style-type: none"> • Community needs and demands 	<ul style="list-style-type: none"> • Attendance at events • Participation in meetings

Several examples of relationship building with other agencies and partners with whom the College interacts:

The College is a member of the Missouri Health Professions Consortium; this partner agreement provides programming in Occupation Therapy Assistant (OTA) for students at ECC. The partnership includes five other community colleges and the University of Missouri School of Allied Health. This model program has delivered OTA to rural Missouri community colleges.

The Music Department at the College has hosted a visit by NASM accreditors in fall 2012; the work in preparing for NASM accreditation has led to new relationships with colleagues at other institutions, an increased interest in music program articulation, discussions with faculty about the creation of an AFA, and interest from students in attending the College.

9P6 - How do you ensure that your partnership relationships are meeting the varying needs of those involved?

ECC uses a variety of processes to evaluate the effectiveness and value of its partner relationships. To some degree, the process is dependent upon the partner relationship.

Some examples include:

Warrenton Community Survey

Administered to assess the community interest and need in having a higher education center.

Employer Surveys as part of the Program Review:

A new tool, the survey will be used regularly to evaluate the preparedness of graduates for the workplace.

Advisory Committees

An important component of each program, the members provide valuable feedback regarding the program and the graduates.

Dual Credit Meetings

The College hosts an annual meeting of the dual credit partner schools and faculty; the meeting is an opportunity for participants to address concerns and make improvements.

Program Consortia

Meetings are held regularly to evaluate the partnership, student progress and address any concerns or issues raised. These meetings have led to improved program delivery.

Employee Groups

The College is regularly using two different employee surveys to determine levels of employee satisfaction; results are already being used and will lead to creation of an Action Project.

9P7 - How do you create and build relationships between and among departments and units within your organization? How do you assure integration and communication across these relationships?

The College’s process for creating and building internal relationships fall into several categories:

Accrediting and Regulatory Organizations

The College has set a goal of increasing the number of voluntary external accreditations as a means of program improvement and as an opportunity to create new collaborative and consultative relationships. Many of these improved relationships are internal as groups work toward program improvement.

Internal Employee Relationships

In addition, the College maintains important internal relationships that support operations. These include the three employee groups (faculty, professional and support staff), student clubs and organizations, ECC Foundation, Patrons of the Arts and many advisory boards and committees that support the programs.

The College uses the usual array of governance groups and committees to create and build relationships across the institution. Some examples include:

- Employee governance groups – leadership meet regularly with the College President and are invited to present informational items to the governing board at its regular meeting.
- Rolla advisory group – formed to assist in building relationships at our satellite location in Rolla and to improve communication within the satellite center and to the main campus.
- Academic Council – includes membership from all the academic departments plus many of the support areas and student services.

In recent employee surveys, communication was identified as an area in need of improvement. The College will use upcoming Quality Improvement days and other in-service activities to develop strategies targeting improvement of communication.

Results

9R1 - What measures of building collaborative relationships, external and internal, do you collect and analyze regularly?

Fig. 9A: External and Internal Collaborative Relationships

Collaborative Relationships – External	Measures
<ul style="list-style-type: none"> • Articulation agreements • CWD partner agencies • High school students • Accrediting bodies • Foundation endowment and Patron memberships • Grants awarded • The community 	<ul style="list-style-type: none"> • The College has increased the number of formal articulation agreements • CWD partner agencies • The College has added staff to maintain a frequent presence at the high schools in the region • The College has increased the number of voluntary external program accreditations • The Foundation endowment has grown • The number of grants received has increased in size and scope • Community members continue to attend events on campus in growing numbers
Collaborative Relationships – Internal	Measures
<ul style="list-style-type: none"> • An increase in the number of social activities on campus • Increase in the number of student organizations • Employee surveys 	<ul style="list-style-type: none"> • Activities for employees have seen growth in participation • The number and scope of student organizations has increased • The College regularly administers employee surveys

9R2 - What are your performance results in building your key collaborative relationships, external and internal?

One important result from our collaborative relationships is the performance of our students in transfer. The chart in Category 1, 1R4 (Figure 1H) shares results from one transfer institution (University of Missouri – St. Louis) and compares ECC student performance.

Data in Figures 9B and 9C show enrollment changes in dual credit and dual technical credit.

Fig. 9B: Dual Credit

	2010		2011		2012	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Spring	420	1,437	430	1,541	474	1,742
Fall	328	1,306	332	1,254	372	1,489

Fig. 9C: Dual Tech Credit

	2010		2011		2012	
	Headcount	Credit Hours	Headcount	Credit Hours	Headcount	Credit Hours
Spring	390	2,040	465	2,300	410	2,153
Fall	251	1,348	201	1,130	169	990

The College has several measures that are used to evaluate performance in the area of collaborative relationships:

Grant Awards

The resources listed in Figure 9D have been used to provide funding to establish new programs in key areas, fund student scholarships, fund entry and remediation services and provide students with other support as identified.

Fig. 9D: Grant Funding

Grant	Award Date	Term of Grant	Award Amount
Training for Tomorrow	3/4/2010	3	\$769,000.00
Graduate! St. Louis	7/1/2010	3	\$1,407,004.98
MOHealthWINS	10/1/2011	3	\$934,689.00
MOManufacturingWINS	10/1/2012	3	\$1,170,948.00

The Foundation

An important component of relationship building in the community is the College’s Foundation; the Foundation is a 501(c)3 organization that raises money for the College. Those funds are used for scholarships (awarded through a scholarship process), supporting the Fine and Performing Arts and other institutional needs. Figures 9E and 9F demonstrate the scholarship awards and the funds raised.

Fig. 9E: Foundation Scholarship Awards

	2009	2010	2011
Scholarship Amount Awarded	\$172,335	\$170,897	\$175,746
Number of Awards	163	158	155
Scholarship Amount Paid	\$162,888	\$150,903	\$148,338
Other Activities/Grants	\$97,184	\$89,327	\$82,003
Total Program Activities	\$260,072	\$240,230	\$230,341
Operational Expenses	\$149,929	\$152,868	\$154,552
Total Expenses	\$410,001	\$393,098	\$384,839
Foundation Assets	\$ 3,556,940	\$ 3,807,663	\$ 3,799,762

Fig. 9F: Foundation Revenue

	2009	2010	2011
General Revenue	\$410,853	\$294,379	\$35,735
Alumni Revenue	\$2,921	\$18,101	\$13,845
Patrons Revenue	\$37,978	\$36,850	\$41,394
Scholarships/Endowments	\$320,535	\$287,946	\$312,572
Total Revenue	\$772,287	\$637,276	\$403,546
Operational Expenses	\$149,929	\$152,868	\$154,552
Total Expenses	\$410,001	\$393,098	\$384,839
Foundation Assets	\$ 3,556,940	\$ 3,807,663	\$ 3,799,762

Employee Survey Results

Shared in Category 4 (see 4R2), the results from two different employee satisfaction surveys demonstrate specific areas of improvement. Results are compared to organizations of similar classification.

9R3 - How do your results for the performance of your processes for Building Collaborative Relationships compare with the performance results of other higher education organizations and, if appropriate, of organizations outside of higher education?

The College uses several methods to compare results in the area of building collaborative relationships with other organizations (See Figure 9G).

Fig. 9G: Comparison of Grant Awards to other Missouri Community Colleges

College Name	MOHealthWINS Grant Award	MOManufacturingWINS Grant Award
East Central College	\$1,170,948	\$1,170,948
Ozarks Technical Community College	\$1,000,454	\$1,000,454
Linn State Tech College	\$1,419,244	\$1,419,244
St. Charles Community College	\$1,885,668	\$1,442,729
Metropolitan Community College	\$995,785	\$1,885,668
State Fair Community College	\$1,243,028	\$995,785
Mineral Area College	\$1,243,028	\$1,243,028
St. Louis Community College	\$3,974,492	\$3,974,492
North Central Missouri College	\$876,417	\$876,417

The College also continues to explore opportunities to collaborate with community members by Continuing Education opportunities. Figure 9H illustrates continued growth in Continuing Education.

Fig. 9H: Continuing Education Enrollment

	2009-2010	2010-2011	2011-2012
Total Students	1,022	1,103	1,172
Summer	87	157	250
Fall	494	550	488
Spring	536	517	526

9I1 - What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Building Collaborative Relationships?

While the College has been successful in its development of collaborative relationships, it recognizes that no single process exists that captures the scope of these relationships. Many of the processes used are less structured but highly responsive to the changing environments of these collaborations. An important component to the processes in this area is the need to be flexible as opportunities present themselves.

The College Readiness Partnership Action Project is an example of an emerging process that has already improved the level and type of collaborations with a large sending school in the district. Once fully implemented, these processes will be applied to other high schools.

The grant process has expanded the College’s participation in consortia. These efforts have led to improved collaboration with partner community colleges not only in grant development but also in program and support delivery. While many of these processes are tied to particular grant efforts, the relationships that are built have the opportunity to grow beyond the grants.

The College has also expanded its voluntary program accreditations. The processes used by various departments and programs in seeking such accreditations have improved internal relationships and collaborations and introduced faculty and staff to the value of the consultant/accreditor process. In addition, external program accreditation provides faculty and staff opportunity to build relationships with partner and transfer institutions, local employers, the accrediting agency and other individuals involved in the process.

9I2 - How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results in Building Collaborative Relationships?

The Strategic Plan is the tool used to select processes and targets for improvement. Figure 9I shows the updates on progress in the strategic goals and objectives set in the 2009-2012 Strategic Plan and associated with Category 9.

Fig. 9I: Progress in Strategic Goals and Objectives

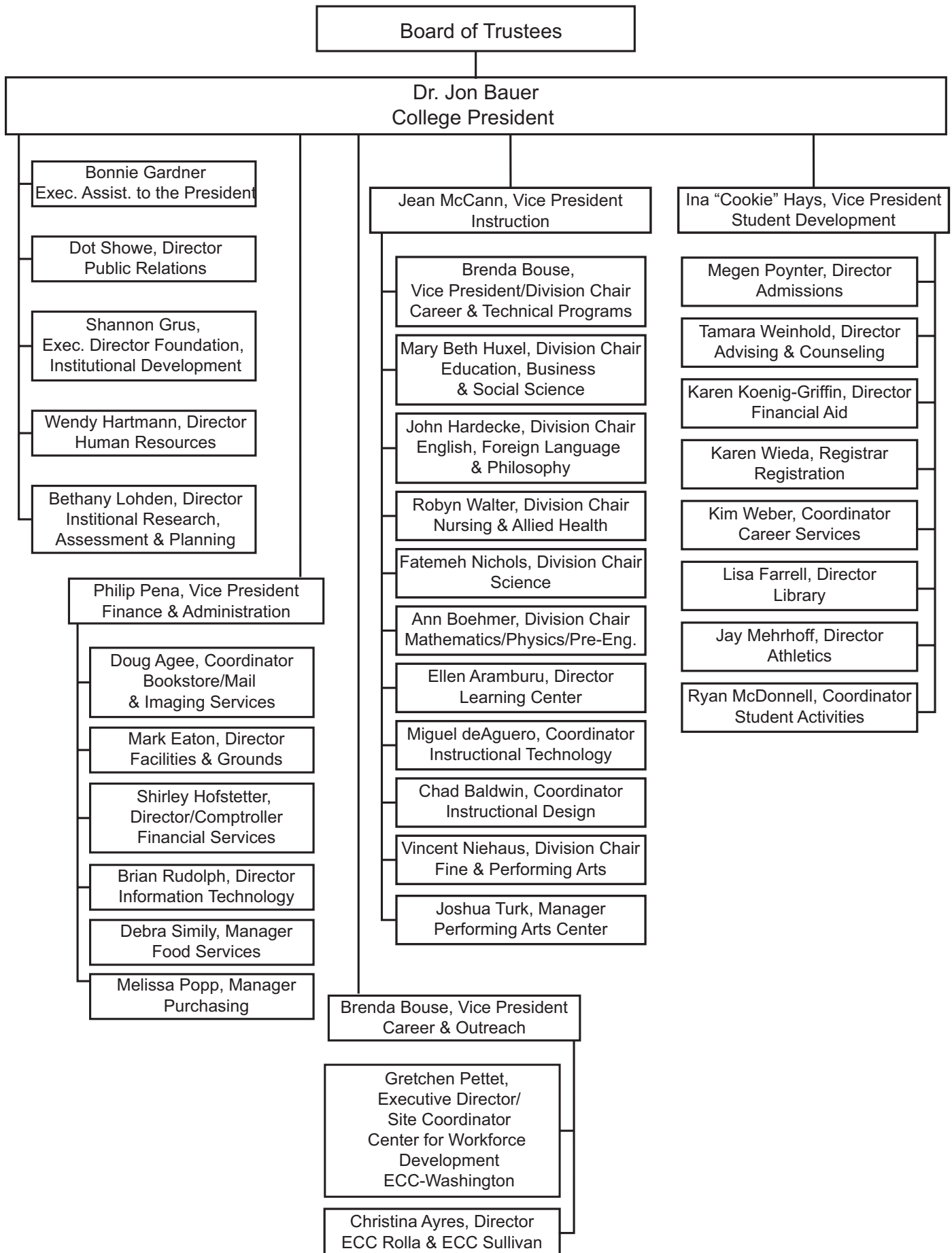
Strategy	Completed Actions
4.1.2: Promote the health and wellness of the community through educational, recreational and fitness opportunities.	Continuing to offer courses through Continuing Education.
4.3.1: Increase the scope of outreach and collaborative relationships through program advisory boards, representation on community civic organizations, business and industry training, grants and Foundation development opportunities.	Staff are members of various boards and agencies (e.g. Jefferson/Franklin County WIB Board, the Union Development Corporation, local chambers, other organizations). Received several grants for the development of programs and scholarships in the areas of IT, Green Remediation, HIT, BMT, Chem Tech, Culinary and Nursing Bridge program. Components of grant cover non-credit programs.
4.3.2: Assess employer satisfaction with ECC graduates as part of the Student Services Assessment Plan.	Process developed and will be implemented in alignment with program review.
4.4.1: Develop partnerships to provide diverse educational opportunities.	Have developed a partnership with Four Rivers and Rolla Technical Institute, and third party educational providers through Continuing Education. Regional partners for satellite operations (i.e. Warrenton High School and Lindenwood).

Fig. 9I: Progress in Strategic Goals and Objectives

Strategy	Completed Actions
4.4.2: Provide, through partnerships, on-site delivery of baccalaureate level coursework.	Partnership with Central Methodist continues; additional articulation agreements developed.
4.4.3: Create and maintain articulations to ensure seamless transfer to and from ECC.	Additional articulation agreements developed; program-specific planning for the AFA model in the arts.
4.4.4: Increase the use of distance education to build partnerships.	Adopted Adobe Connect to improve distance learning opportunities.

Glossary

CLO	Common Learning Objective
HLC	Higher Learning Commission
CAAP	ACT exam for assessing academic achievement in general education, generally at the end of the sophomore year
QI	Quality Improvement
Action Project	AQIP projects declared with annually reported progress updates
Noel-Levitz	Higher education consulting firm, creator of the Student Satisfaction Inventory (SSI)
CCSSE	Community College Survey of Student Engagement
NCCBP	National Community College Benchmark Project
DHE	Department of Higher Education
Access	ECC's disability services
EEOC	Equal Employment Opportunity Commission
Maxient	Conduct Manager (software) for receiving incident reports via the web, tracking and managing behavioral issues, and providing timely analytics to meet institutional needs
NCLEX	National Council Licensure Examination
OTA	Occupational Therapy Assistant
Workkeys®	ACT WorkKeys is a job skills assessment system for career technical students
NASM	National Association of Schools of Music, accrediting agency
NASAD	National Association of Schools of Art and Design
Accuplacer (College Board)	Placement test used for writing, reading and mathematics skills assessment for entering students
WIB	Workforce Investment Board
IPEDS	Integrated Postsecondary Education Data System
SGA	Student Government Association
DED	Missouri Department of Economic Development
MCCA	Missouri Community College Association
HEADS	Higher Education Arts Data Services
KPIs	Key Performance Indicators
NOCTI	National Occupational Competency Testing Institute
NCLEX-RN	National Council Licensure Examination for Registered Nurses
COTA	Licensure exam/agency for Certified Occupational Therapist Assistant programs
MERIC	Missouri Economic Research & Information Center
RFIs	Request for Information
RFPs	Request for Proposals
RFQs	Request for Qualifications
College Board	A not-for-profit membership organization committed to excellence and equity in education, creator of the SAT and Accuplacer
Back to School Week	Activities during the four days preceding the start of a fall or spring semester for students and College employees.
In-service	Training activities for College faculty and staff during Back to School Week
CAO	Chief Academic Officer (Vice President of Instruction at ECC)
CFO	Chief Financial Officer (Vice President of Finance and Administration at ECC)
CEO	Chief Executive Officer (President at ECC)



Category	Last Four Years - Improvements, by Category
1	Common Learning Objectives (CLOs) developed; an Assessment plan has been created. A new Action Project will complete the development phase of the CLOs and related assessments
	Academic assessment reports produced annually; divisions and departments maintain current plans with reporting schedule
	Program review process fully established and revised for AY 13; schedule and rotation through 2015
	New programs developed
	Grant funding has provided resources to support students in specific programs and populations
	Attendance reporting improvements in response to Financial Aid disbursement rules
	Definition of credit hours updated and revised
	College Readiness Standards developed by the Missouri community colleges and implemented in AY 13
	Priority established to increase voluntary external accreditations
	Increased use of instructional and distance learning technologies
	Developmental Education Report prepared
	Action Project: Assessing Ethics and Social Responsibility launched to complete the CLO development cycle
2	Online ticketing for theater activities made available beginning in fall 2012
3	Default rate reduction planning efforts under way
	New website; improvements to the new website
	Formation of Behavioral Intervention Team (BIT) with implementation of Maxient Conduct Manager software
	Satisfaction surveys, employees and students
	Action Project: Managing Student Complaints completed, process developed
4	Rank and Promotion system for faculty implemented in AY 12
	Comprehensive review of the Board Policy chapter on personnel policies
	Action Project: ECC Tobacco-Free Campus is under way
5	New President appointed by the Board of Trustees, July 2012
	Established a priority of improved communication
	Work on an Ethics Policy as part of an Action Project is well under way; draft developed
6	Reopening/renaming of Buescher Hall (BH) building with newly remodeled Library and Learning Center
	Opening of newly created Student Service Center in BH
	Facilities Advisory Committee (FAC) and related processes established
	Police substation on campus
	Web Help Desk implementation
	Action Project: Going Green fully implemented
	Health Science Building opened in January 2009 with new space for science laboratories and Allied Health programs
	Action Project: Emergency Preparedness, resulting in updated emergency procedures and training
7	Creation of the Data Inventory
8	Strategic Plan reports/updates now part of the strategic planning process
	Improvements in Assessment Planning and reporting
9	New Center for Workforce Development organization
	Warrenton, Lindenwood partnership to offer higher education in the region
	Action Project: College Readiness Partnership Project

Category 1

- Assessment at ECC:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/assessment_by_division/index.php
- Assessment Report (2011):
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Assessment%20Report%20Complete%202011with%20cover.pdf
- CLO Assessment Report:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/assessplan.pdf
- 180-Day Follow-Up Report:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/180%20EMPLOYMENT%20SUMMARY%20%202010-2011.pdf
- Missouri Department of Higher Education:
<http://www.dhe.mo.gov/>
- College Readiness Standards:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/collreadiness%20outlinefinwrevfall11.pdf
- Student Consumer Information:
http://www.eastcentral.edu/general/student_consumer_info.php

Category 2

- Assessment at ECC:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/assessment_by_division/index.php
- Assessment Report (2011):
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Assessment%20Report%20Complete%202011with%20cover.pdf
- Patrons of the Arts Schedule:
<http://www.eastcentral.edu/foundation/patrons/Patronsbook2012.pdf>
- Online Ticket System:
<https://www.vendini.com/ticket-software.html?w=305c24347eee0c15c4c0aeda8e625d42&t=tix>

Category 3

- Student Concern Reporting Form:
<https://publicdocs.maxient.com/incidentreport.php?EastCentralCollege>
- The Foundation:
<http://www.eastcentral.edu/foundation/>
- Student Handbook:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Student%20Handbook%202012.Updated%2008.31.12.pdf
- Document Repository:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/ECC_AQIP_Doc_Repository.php
- Assessment Web Page:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/assessment_by_division/index.php
- Fact Book:
http://www.eastcentral.edu/faculty/ldrship_initiatives/institutionalresearch/factbook.php
- College Catalog:
<http://www.eastcentral.edu/programs/catalog/>
- Faculty Evaluations:
 - » Results
<http://www.eastcentral.edu/general/directory.php?type=fac>
 - » Long Form Questions
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Student%20Evaluation%20of%20Faculty.pdf

Category 4 and 5

- Board Policy Manual:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/BoardPoliciesAndProcedures.pdf
- Employee Surveys:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/ECC_AQIP_Doc_Repository.php
- College Catalog:
<http://www.eastcentral.edu/programs/catalog/>
- Human Resources Page:
http://www.eastcentral.edu/faculty/human_resources/
- Faculty Evaluations:
 - » Results
<http://www.eastcentral.edu/general/directory.php?type=fac>
 - » Long Form Questions
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Student%20Evaluation%20of%20Faculty.pdf
- Data Inventory:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/ECC%20Data%20Inventory_Final_v1_DocRespository.xlsx
- Master Plan:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Master%20Plan%20Study%20091405.pdf
- Fact Book:
http://www.eastcentral.edu/faculty/ldrship_initiatives/institutionalresearch/factbook.php
- Assessment Report:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Assessment%20Report%20Complete%202011with%20cover.pdf

Category 6

- Board Policy Manual:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/BoardPoliciesAndProcedures.pdf
- Employee Surveys:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/ECC_AQIP_Doc_Repository.php
- College Catalog:
<http://www.eastcentral.edu/programs/catalog/>
- Data Inventory:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/ECC%20Data%20Inventory_Final_v1_DocRespository.xlsx
- Fact Book:
http://www.eastcentral.edu/faculty/ldrship_initiatives/institutionalresearch/factbook.php

Category 7

- Board Policy Manual:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/BoardPoliciesAndProcedures.pdf
- Student Consumer Information:
http://www.eastcentral.edu/general/student_consumer_info.php
- Employee Surveys:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/ECC_AQIP_Doc_Repository.php
- Data Inventory:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/ECC%20Data%20Inventory_Final_v1_DocRespository.xlsx
- Assessment Report:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Assessment%20Report%20Complete%202011with%20cover.pdf
- Fact Book:
http://www.eastcentral.edu/faculty/ldrship_initiatives/institutionalresearch/factbook.php
- Strategic Plan:
http://www.eastcentral.edu/faculty/ldrship_initiatives/strategicplanning.php
- IRAP:
http://www.eastcentral.edu/faculty/ldrship_initiatives/institutionalresearch/index.php

- Employee Goal Form:
<http://www.eastcentral.edu/common/assets/EmployeeAnnualGoals.docx>

Category 8

- Board Policy Manual:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/BoardPoliciesAndProcedures.pdf
- Strategic Plan:
http://www.eastcentral.edu/faculty/ldrship_initiatives/strategicplanning.php
- Assessment Report:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Assessment%20Report%20Complete%202011with%20cover.pdf
- Master Plan:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Master%20Plan%20Study%20091405.pdf
- Data Inventory:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/ECC%20Data%20Inventory_Final_v1_DocRespository.xlsx
- Fact Book:
http://www.eastcentral.edu/faculty/ldrship_initiatives/institutionalresearch/factbook.php

Category 9

- Accreditation Link:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/accreditation.php
- Strategic Plan:
http://www.eastcentral.edu/faculty/ldrship_initiatives/strategicplanning.php
- Assessment Report:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/Assessment%20Report%20Complete%202011with%20cover.pdf
- Data Inventory:
http://www.eastcentral.edu/faculty/ldrship_initiatives/academicimprove/aqip_docs/ECC%20Data%20Inventory_Final_v1_DocRespository.xlsx

FIVE YEAR PROGRAM REVIEW: Nursing

No dual credit or articulated data are used in this study

Enrollment: Headcount

Department	2008	2009	2010	2011	2012
NR	360	388	534	514	542

Note: Student count is duplicated.

Enrollment: FYE

Department	2008	2009	2010	2011	2012
NR	46.83	52.73	70.37	67.70	71.47

Note: FYE = Full Year Equivalency; calculated by dividing total credits by 30.

Course Frequencies

title	2008	2009	2010	2011	2012
# of Courses	12	12	12	12	12
# of Sections	18	21	30	29	32
# Enrolled	360	388	534	514	542
Average Section Size	20.00	18.48	17.80	17.72	16.94
# of Seats Offered	468	514	672	721	748
% Seats Filled	76.9%	75.5%	79.5%	71.3%	72.5%

Note: Arranged sections are excluded.

Class Size Distribution

class size	2008	2009	2010	2011	2012
1-10	0	4	2	7	5
11-15	5	4	12	2	12
16-20	2	5	4	11	4
21-30	11	8	12	9	8
31-40	0	0	0	0	3
Over 40					

Note: Arranged sections are excluded.

Course Completion & Withdrawals

	2008	2009	2010	2011	2012
Grades of A, B, C	338	373	509	488	510
Grades of D, F	12	14	4	6	10
Withdrawal	22	18	32	28	34
% Successful	0.91	0.92	0.93	0.93	0.92

Student/Faculty Ratio

	2008	2009	2010	2011	2012
Student FYE	46.83	52.73	70.37	67.70	71.47
Faculty FTE	2.12	2.68	3.83	3.73	4.17
Student/Faculty Ratio	22.09	19.68	18.37	18.15	17.14

Note: Faculty FTE = add each course section credit and divide the sum by 30.

Credits Taught by Faculty & Adjuncts

	2008	2009	2010	2011	2012
Credits Faculty	61.5	72.5	102.5	98	103.5
Credits Adjuncts	2	8	12.5	14	21.5
% Credits Faculty	96.9%	90.1%	89.1%	87.5%	82.8%
% Credits Adjuncts	3.1%	9.9%	10.9%	12.5%	17.2%

Department Costs

Cost Center	2008	2009	2010	2011	2012
10121 Nursing	646166	749776	776213	723164	710542
Cost per Student FYE	13798.12	14219.15	11030.45	10681.89	9941.82

Nursing Graduates

Total Credits

year	total students	total credits	average credits
2012	48	5396	112.42
2011	47	5404.5	114.99
2010	46	5265.5	114.47
2009	28	3181.5	113.63
2008	36	3692	102.56

Total Successful Credits (A, B or C)

year	total students	total successful credits	average successful credits	% of total credits
2012	48	4798.5	99.97	88.93%
2011	47	4684.5	99.67	86.68%
2010	46	4707.5	102.34	89.40%
2009	28	2707.5	96.70	85.10%
2008	36	3296.5	91.57	89.29%

Total Department Credits

year	total students	total dept credits	average dept credits	% of total credits
2012	48	2125	44.27	39.38%
2011	47	2091	44.49	38.69%
2010	46	2000	43.48	37.98%
2009	28	1195	42.68	37.56%
2008	36	1565	43.47	42.39%

Total Developmental Credits

year	total students	total dev credits	average dev credits	% of total credits
2012	18	96	5.33	1.78%
2011	15	54	3.60	1.00%
2010	13	64	4.92	1.22%
2009	7	27	3.86	0.85%
2008	16	83	5.19	2.25%

Total Semesters to Complete

year	total students	total semesters	average semesters
2012	48	480	10.00
2011	47	473	10.06
2010	46	438	9.52
2009	28	295	10.54
2008	36	361	10.03

Notes:

Only ECC semesters considered.

Dual credit terms included.

No distinction made between full-time and part-time enrollment

FIVE YEAR PROGRAM REVIEW: PSYCHOLOGY

No dual credit or articulated data are used in this study

Enrollment: Headcount

Department	2008	2009	2010	2011	2012
PY	1000	969	1217	1388	1257

Note: Student count is duplicated.

Enrollment: FTE

Department	2008	2009	2010	2011	2012
PY	101.83	97.20	123.00	138.80	125.70

Note: FTE = Full Year Equivalency; calculated by dividing total credits by 30.

Course Frequencies

title	2008	2009	2010	2011	2012
# of Courses	4	5	5	5	7
# of Sections	37	33	41	48	46
# Enrolled	1000	969	1217	1388	1257
Average Section Size	27.03	29.36	29.68	28.92	27.33
# of Seats Offered	1273	1033	1222	1516	1331
% Seats Filled	78.6%	93.8%	99.6%	91.6%	94.4%

Note: Arranged sections are excluded.

Class Size Distribution

class size	2008	2009	2010	2011	2012
1-10	1	0	0	0	0
11-15	9	2	0	4	3
16-20	3	5	3	4	2
21-30	10	12	18	21	30
31-40	9	10	20	13	9
Over 40	5	4	0	6	2

Note: Arranged sections are excluded.

Course Completion & Withdrawals

	2008	2009	2010	2011	2012
Grades of A, B, C	647	717	945	1020	956
Grades of D, F	113	111	146	188	148
Withdrawal	134	58	72	99	87
% Successful	0.72	0.81	0.81	0.78	0.80

Student/Faculty Ratio

	2008	2009	2010	2011	2012
Student FTE	101.83	97.20	123.00	138.80	125.70
Faculty FTE	3.70	3.30	4.10	4.80	4.60
Student/Faculty Ratio	27.52	29.45	30.00	28.92	27.33

Note: Faculty FTE = add each course section credit and divide the sum by 30.

Credits Taught by Faculty & Adjuncts

	2008	2009	2010	2011	2012
Credits Faculty	54	57	78	60	78
Credits Adjuncts	57	42	45	84	60
% Credits Faculty	48.6%	57.6%	63.4%	41.7%	56.5%
% Credits Adjuncts	51.4%	42.4%	36.6%	58.3%	43.5%

Faculty/Student Load

	2008	2009	2010	2011	2012
FT Faculty/Student Load	1.80	1.90	2.60	2.00	2.60

Department Costs

Cost Center	2008	2009	2010	2011	2012
10114 Psychology	143061	153001	177713	180243	137480
Cost per Student FTE	1404.90	1574.08	1444.82	1298.58	1093.72

Psychology Graduates

Total Credits

year	total students	total credits	average credits
2010	11	884.5	80.41
2011	13	993	76.38
2012	14	1223.5	87.39

Total Successful Credits (A, B or C)

year	total students	total successful credits	average successful credits	% of total credits
2010	11	741	67.36	83.78%
2011	13	857	65.92	86.30%
2012	14	1053	75.21	86.06%

Total Department Credits

year	total students	total dept credits	average dept credits	% of total credits
2010	11	144	13.09	16.28%
2011	13	171	13.15	17.22%
2012	14	156	11.14	12.75%

Total Developmental Credits

year	total students	total dev credits	average dev credits	% of total credits
2010	1	9	9.00	1.02%
2011	6	30	5.00	3.02%
2012	7	65	9.29	5.31%

Total Semesters to Complete

year	total students	total semesters	average semesters
2010	11	78	7.09
2011	13	94	7.23
2012	14	115	8.21

Notes:

Only ECC semesters considered.

Dual credit terms included.

No distinction made between full-time and part-time enrollment

Awards: AA.PYSCHOLOGY