



AQIP Systems Portfolio October 2008

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

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**Academic
Quality Improvement
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The Higher Learning Commission NCA

East Central College

AQIP Systems Portfolio October 2008

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EAST CENTRAL COLLEGE: SYSTEMS PORTFOLIO

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Institutional Overview

01 Distinctive Institutional Features

East Central College is a dynamic and maturing institution created during the community college movement of the 1960s. Since its creation, the institution has grown in tandem with the needs of the community it serves and continues to expand its facilities, programs and activities. The presentation of this overview and systems portfolio will correspond with the 40th anniversary of this institution.

The 1961 Missouri Junior College Enabling Act provided for the creation of a new system of state-monitored community and junior colleges to be organized and governed by local taxing districts. Voters created East Central Junior College on April 2, 1968 by a 73% majority. During the same election, voters chose six trustees. The State Board of Education declared the district formally organized on June 3, 1968, the tenth junior college organized in the Missouri under the enabling statute.

One year after voters created the East Central College district, the College held its first classes in September, 1969, in temporary facilities at Union Memorial Auditorium and other rented locations in Union. There were 476 students enrolled the first semester. That same year the Board of Trustees approved the purchase of land for what is now the main campus. A site was selected just east of Union, a 114-acre tract bordered on the north by Highway 50. Additional land was acquired in 1994, and the campus now encompasses 206 acres.

The Administration Building was the first facility built on campus, and it was completed in 1971. During the course of the next three decades, voters approved bond issues to fund construction of additional facilities. A \$15.8 million bond issue was approved in August of 2006 to fund construction of the seventh major campus building. The projected completion date for the facility to house the nursing, health and science programs is January 2009. ECC also has facilities in Washington, Rolla and Sullivan. As interest warrants, courses are also offered in other communities in the region.

The name of the College was changed in 1980 from East Central Junior College to East Central College to reflect the comprehensive nature of the institution, and its mission to provide not only the first two years of a baccalaureate education, but career and technical programs and other services to meet the needs of the region.

Today, the College serves around 5,000 students each year. While many are recent high school graduates, others are adults who have returned to school for a variety of reasons.

Since its inception, East Central College has become a dynamic entity within the region by offering excellent educational opportunities and program partnerships between the College, local business and industry. ECC provides summer camps for young people, customized training, and community seminars and programs that cover a variety of topics. The College has helped thousands of people prepare for jobs and careers, begin work on college degrees, and take part in enrichment programs and cultural activities.

In keeping with the College's Vision, Mission and Purpose statements, East Central College has a number of distinctive features that make it a unique place to work, teach and learn.

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 focus on the following:

- 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 work force.
- 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 opportunity to the community.

The numerous distinguishing features of the College include the following:

The Fine and Performing Arts programs

- The ECC Theatre, the oldest continuously operating theatre in the area, supports a year-round production schedule (which includes both musical and dramatic productions as well as a bonus series of staged readings). The Theatre is fortunate to enjoy tremendous support from the surrounding community. For the past two years, the spring musical productions have sold out a month before opening night. Students and community members collaborate to make this ambitious theatre thrive.
- The Art Department accomplishes its mission, both in the classroom and the ECC Art Gallery, by presenting a diverse line-up of work, ranging from traditional media (painting, photography, sculpture), to more contemporary formats and concepts, such as the Synesthesia Project and Two Girls Working. Last year the Blue exhibition featured emerging and established ceramic sculptors recognized nationally.
- The ECC Music Department provides outreach to the entire community through a vibrant concert schedule on campus and in area schools. The department has featured performances by the Arianna Quartet, members of the Chicago Symphony Orchestra and the St. Louis Symphony Orchestra as well as numerous performances by other university music faculty. In addition, ECC music faculty members gave more than 30 outreach concerts in area schools during the last few years. The collaborative jazz/bistro event (the Music Department and the Culinary Arts Department) has sold out since its inception.
- With the support of the Patrons of the Arts organization, the College has delivered an exemplary program of Fine and Performing arts events to the community. The importance of the Patrons organization was reflected in the early work of Action Project 7: Renewing the Campus Image; the Patrons adopted a common logo used to signify the events associated with the College Fine and Performing Arts Division.

Commitment to the natural environment

- ECC demonstrates a commitment to the natural environment through such efforts as its Prairie Restoration Project, created in collaboration with the Missouri Department of Conservation and Wildlife, and currently comprising 22.8 acres of ECC's 206-acre campus.

Instructional technology

- ECC provides faculty and students with the most current instructional technology, including the use of open-source software for on line instruction and integrated classroom technology. The College supports learning with the most applicable technology available for use by faculty and students. All students at orientation are introduced to the campus interface and participate during their first semester in online learning through their Foundation Seminar (formerly Student Success). All classrooms have instructional technology, and faculty use development opportunities to investigate best practice in the application of such technology to teaching and learning.

Lowest tuition in the state

- ECC is fiscally sound and emerged from the 1999-2003 budget cuts in Missouri with solid reserves. Today the College boasts the lowest tuition in the state (www.dhe.mo.gov/compeeschedulepub2.shtml), while continuing to give its employees raises and increase the number of full time faculty (see 6R3, 4C3, 4R1).

Community support

- ECC enjoys an exceptional level of community support for its operations. In two separate community surveys, the College heard evidence of the strong community support for its work and mission. See survey results in Category Two (2R3) and Category Five (5R1).

02 Scope of Educational Offerings

ECC offers the traditional array of community college degrees:

- Associate of Arts for transfer students
- Associate of Arts in Teaching for students transferring to a baccalaureate program in teacher education
- Associate of Science for transfer students in pre-engineering
- Associate of Applied Science for workforce preparation

In addition to the degree programs listed above and in 1C3, the College offers programming in Continuing Education, Customized Training and camps for children. The College also offers extensive programming in developmental studies for under-prepared students, dual credit and dual enrollment opportunities for high school students in the district and service area, and regional AEL/GED services to the community.

Several of the College’s degree programs are externally accredited or approved; these include Nursing, EMS/Paramedic, Culinary Arts and Teacher Preparation.

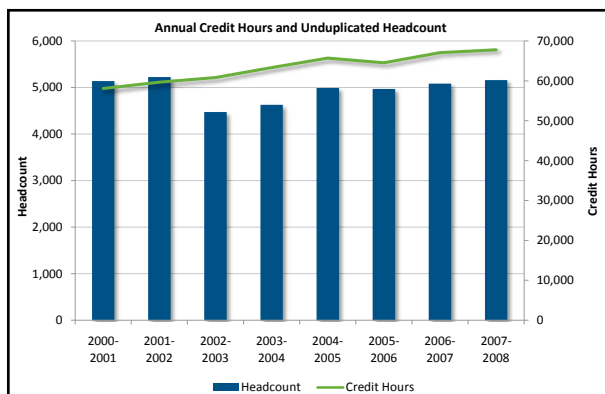
03 Student Base, Needs and Requirements

ECC enrolls a student base that in ethnicity reflects the community from which it comes. Like many similar institutions, ECC enrolls in its daytime programs a traditional college student, fresh from high school. In its evening programs, the College enrolls a largely adult population.

In a typical semester at ECC:

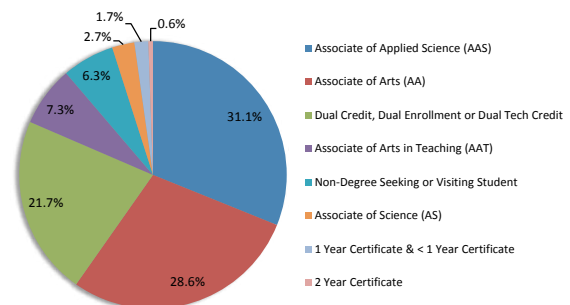
- The College enrolls 3,604 students in 32,677 credit hours, resulting in an FTE enrollment of 2,178
- 90% of the students are White, non-Hispanic; 1.4% Hispanic; 1% Black; <1% are Asian/Pacific Islander; <1% are American Indian/Alaska Native; and the remaining 6% are unknown
- 43% of the students are full-time; 57 % are part-time
- 48% enroll in day classes only; 16% in evening classes; 36% in both
- 50% of the College enrollment is on the main campus; 17% is at dual credit sites; 12% at our site in Rolla; 11% is online; 5% at the Southwest Area Center; 5% in Washington and <1% in Warrenton (our newest site)
- 50% of the students are 19 or younger; 30% are in their twenties
- Median age of the students is 19
- Over half of first-time (full-time and part-time) ECC students take at least one developmental course in their first semester
- Over a three year period, approximately 69% of first-time, full-time, degree-seeking students will take a developmental course at ECC.
- The ratio of females to males is 3:2
- The student to faculty ratio is 17:1
- 83% of the students receive financial aid of some type

Figure 0.1 - Enrollment Trends 2000-2008



Note: Chart from "2007-08 Fact Book"

Figure 0.2 - Fall 2008 Primary Declared Degree and Certificates



Note: Students primary active degree only

04 Partnerships and Collaborations

East Central College, as the primary higher education institution in a large taxing district and larger still service area, maintains a large number of partner relations to fulfill its mission. Many of those collaborations are listed in Figure 0.3.

Figure 0.3

Organization or Agency	Description of collaborative relationship
Higher Learning Commission	AQIP Accreditation Development programs and meetings Assessment programs
Missouri Department of Higher Education	Program approval Funding recommendations Coordination of activities within higher education in Missouri
Missouri Department of Elementary and Secondary Education	Perkins funding approval Career technical program partnerships Regulatory role Various curricular and legislative initiatives
U.S. Department of Education	Title III Grant Strengthening Institutions grant
Local K-12 School Districts	Dual credit and dual enrollment arrangements Senior Option students Recruitment efforts Career fairs College visits Facility and resource sharing Articulations of career technical programs Relationship with college teacher preparation programs
Four Rivers Career Center	Joint agreement for vocational-technical programs Shared space Articulations Cooperative programming for continuing education Shared resources
Central Methodist University	2 + 2 programs on ECC campus Articulation agreements
Missouri University of Science and Technology	Concurrent admissions program agreement Articulation agreements Cooperative assistance for students at our extension site in Rolla
Missouri Community College Association	Title VI A grant activities Missouri Consortium for Global Education Distance education/foreign language offerings Faculty Development Various joint efforts supporting community college students Legislative activities/lobbying
Other Missouri Baccalaureate Institutions	Articulation agreements Transfer students On-campus visits and information sharing
Local business and industry	Customized Training Opportunities New Jobs Training Program Displaced worker efforts and programming
Area hospitals, clinics, ambulance and fire districts	Student and programmatic clinical experiences Grant opportunities Donations
Alumni Association	Fundraising activities Community relationships

Figure 0.3 - Continued

Organization or Agency	Description of collaborative relationship
Franklin County Workforce Training	Adult re-entry programs Adult education opportunities
Franklin County Service Providers	Membership Networking; sharing of resources
Advisory Boards	Career technical program support Advisory role Recruiting
Cities of Union, Washington, Sullivan	Manufacturing expos Other collaborative efforts
Community Service Organizations	Membership opportunities Community building Support
The members of the community	Continuing education classes, Fine and Performing Arts events Open House, Senior Health Fair International Day, Foundation activities Fitness Trail
The ECC Foundation	The Patrons program Scholarship program

05 Faculty and Staff Base

East Central College organizes its human resources into the following categories:

Administrators: President, 2 Executive Deans, 2 Deans

Education: 2 doctorates, 3 Masters
 Ethnicity: White, non-Hispanic
 Gender: 3 males, 2 females
 Average length of service: 17 years (overall)
 Average Age: 55

Faculty: 68 Full-time Faculty (AY 09)

Education: 12 Doctorate, 43 Masters, 4 MFAs, 6 Bachelors, 2 Associates
 Ethnicity: 66 White, non-Hispanic, 1 Asian, 1 American Indian
 Gender: 30 male, 38 females
 Average length of service: 7.8 years
 Average Age: 44

Professional Staff: 12 Directors, 10 Coordinators, 2 Managers, 22 Other

Education: 2 Doctorate, 18 Masters, 18 Bachelors, 5 Associates, 4 Non-degreed
 Ethnicity: White, non-Hispanic
 Gender: 14 male, 32 female
 Average length of service: 7 years
 Average Age: 43

Support Staff: 73

Ethnicity: White, non-Hispanic
 Gender: 19 male, 54 female
 Average length of service: 6.9 years
 Average Age: 47

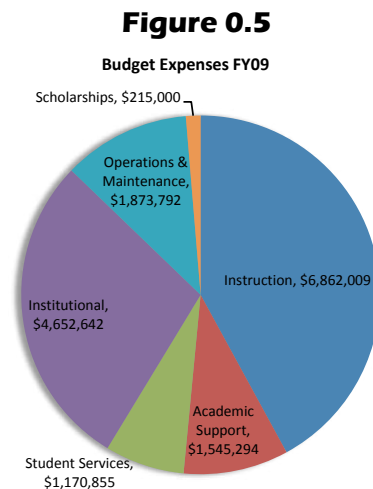
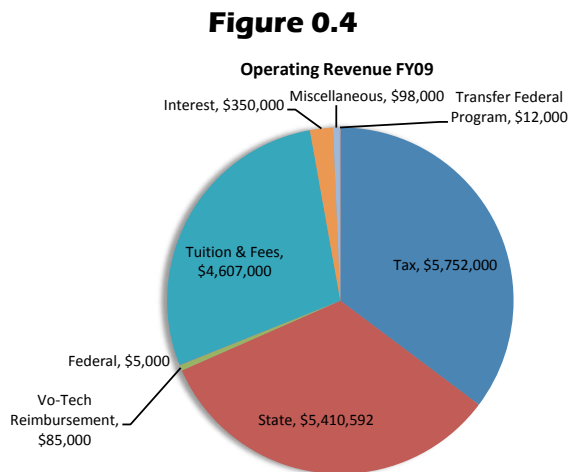
In fall 2008, the College employed 148 adjunct faculty, teaching at least one but no more than nine credit hours. During 2008, the College also employed 57 student workers.

06 Facilities, Technology, and Regulatory Environment

East Central College provides adequate funding, facilities, equipment and appropriate technology for student learning and learning support.

Funding

In fulfilling its mission and vision, the College relies on typical sources of revenue to support its operations. The two tables below (Figures 0.4 and 0.5) illustrate FY09 Revenues by Source and Expenditures by Type.



Facilities

East Central College is located in Union, Missouri, with leased, off-campus sites in Warrenton, Washington, Sullivan, and Rolla, Missouri. The main campus in Union comprises 206 acres of land. There have been seven phases of construction since work began on the main campus in 1970. Phase 1 included construction of the Administration Building, completed in 1972. This was followed by construction of the Multipurpose Building in 1973, three phases of construction (AC, BC, and CC wings) between 1978 and 1998 on what is now called the Classroom Building, construction of the Regional Training Center in 2000, and construction now under way on the Nursing, Health, and Science facility.

Campus buildings include approximately 270,000 square feet of space for classrooms, laboratories, computer facilities, library, gymnasium, fitness center, cafeteria, bookstore, lounges and offices. The outdoor campus includes a wetlands area, native prairie restoration project, athletic facilities, fitness trail, and observatory. The campus has approximately 1,100 paved parking spaces.

The campus will grow in 2009 with the completion of the Nursing, Health, and Science facility. Approved by voters in 2006, the \$15.8 million facility will include approximately 51,800 square feet of space. The building will include lecture halls, classrooms, labs, computer labs, and offices to support the nursing, EMT, and science programs.

ECC leases 11,000 square feet of space from the Washington School District at the Four Rivers Career Center, in Washington. The facility houses the College’s Precision Machining and Industrial Engineering programs, and includes classrooms, shop areas, computer labs, and offices.

The College leases space for the Southwest Area Center in Sullivan. This facility includes classrooms, computer lab, an interactive television (ITV) room, and office space. The center primarily serves residents in the southern part of the district.

In Rolla, the College leases space at two locations. Academic programs and offices—with the exception of the nursing program—are based at Rolla Technical Center. The college leases approximately 7,000 square feet of this facility from Rolla Public Schools. The space includes classrooms, a science laboratory, computer laboratories, an interactive television (ITV) room, a library/testing center, and office space. For evening classes, the College also has access to a

number of additional classrooms utilized by Rolla Technical Center during the day. In addition to the facility at Rolla Technical Center, the College sub-leases 3,000 square feet of space from Phelps County Regional Medical Center. This space is used exclusively for the nursing program, which includes a 1+1 (LPN to RN) program, and a two-year associate degree program.

In Warrenton, the newest satellite location, ECC is leasing classroom space from the local K-12 district.

Technology

The College has completed a three-year effort to equip all classrooms with instructional technology; the campus (and all satellite locations) is fully networked and wireless access is fully available on the main campus. Students have access to 155 workstations in The Learning Center, library, and open labs. An additional 280 classroom workstations are distributed among 18 classrooms and departmental labs. Forty-three classrooms across the campus are equipped with various forms of instructional technology. Title III grant money has provided opportunity to equip classrooms across campus with instructional technology.

It is noteworthy that ECC has maintained and improved its technology for student learning through a \$3.00 technology fee that has not increased in the eight years since its inception.

Furthermore, ECC has been offering online coursework for nearly a decade, ranging from Web-enhanced to fully online classes covering many academic disciplines. Over 1,000 students annually use the online learning system in some capacity.

Regulatory Environment

ECC's regulatory environment assures quality in its efforts. Some of its regulatory relationships include:

- Locally elected governing board
- The Higher Learning Commission through participation in AQIP
- Missouri Department of Higher Education and the Coordinating Board in Missouri
- Program approval through various agencies and organizations
- Program accreditation through appropriate accrediting bodies
- Employee safety through OSHA conformation
- Membership in the Missouri Community College Association (MCCA)
- Various local regulatory agencies

07 Institutional and Organizational Competitors

East Central College recognizes the following primary competition for its students:

- **Other colleges**

ECC provides higher education and related resources to a large geographic area; however, other institutions, public and private, have become direct competitors. A branch of the St. Louis Community College system recently opened at our northern district edge. Several private institutions offer courses in the region. On-line schools and proprietary schools are very real competitors. While these institutions all compete for local and regional students, ECC has a competitive edge in its much lower tuition rate.

- **Specific programming**

ECC provides many academic and career training options; it cannot, however, provide all possible programming. For students seeking particular training not offered at ECC, those schools, wherever their location, are a competitor.

- **The military**

The semi-rural nature of large portions of the taxing district and service area has a strong tradition of military service.

- **Jobs/Workforce**

For many students, the convenience of a full-time job near home is strong competition for attending college. Changes in the economy will bring many of these potential students to the College.

08 Key Opportunities and Vulnerabilities

Opportunities:

- Opening in Spring 2009 of a new Nursing, Health and Science facility
- Growing off campus enrollment, particularly at the Rolla site
- Strong community relationships and support
- Commitment to affordability
- Many new employees on campus
- Strong transfer success of graduating students
- AQIP

Vulnerabilities:

- Leveling of high school graduates throughout Missouri
- Aging facilities
- Purchasing and maintaining needed technology
- Many new employees on campus
- Maintaining current and cost effective career technical programming
- Weakening economy and its local impact on tax revenues

Category 1: Helping Students Learn

1C1 Common Learning Objectives

East Central College (ECC) has followed the general education requirements mandated by the State of Missouri Department of Higher Education (MDHE) in 1998. These requirements consist of a general education block that includes state-defined skill areas (Figure 1.2). Upon completion of the general education block, students can transfer at the junior level to any Missouri public baccalaureate institution. However, these standards only applied to Associate of Arts (AA) or Associate of Arts in Teaching (AAT) degree-seeking students. ECC did not have an integrated list of common learning objectives for all students until its recent creation (Figure 1.1). The ECC Common Learning Objectives, developed over a two-semester period beginning in January of 2007, reflect the pattern of knowledge and skills expected from all students upon completion of their specialized or generalized studies, regardless of program or status.

Figure 1.1

Demographic	Learning Objectives
All Students	Communicate effectively
	Work collaboratively as a participant and/or leader
	Apply creative thinking in exploration, discovery and research
	Use quantitative data and qualitative information to reason and solve problems
	Develop and apply a global perspective
	Critically analyze, reason and judge
	Manage information and its applications
	Understand the importance of personal and professional ethics

1C2 Aligning Expectations

In spring 2008, ECC adopted the Common Learning Objectives (Figure 1.1). These objectives align to the five general education skill areas approved by the Missouri Department of Higher Education. Figure 1.2 represents each skill area and the corresponding Common Learning Objective.

Figure 1.2

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>	<p>✓ Communicating Effectively</p>
<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>	<p>✓ Apply creative thinking in exploration, discovery and research ✓ Critically analyze, reason and judge</p>
<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>	<p>✓ Use quantitative data and qualitative information to reason and solve problems ✓ Manage information and its applications</p>

Figure 1.2 - Continued

Skill Area	Common Learning Objective
<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"> ✓ Work collaboratively as a participant and/or leader ✓ Understand the importance of personal and professional ethics
<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"> ✓ Develop and apply a global perspective

Our mission statement, "East Central College will provide an environment for lifelong learning," provides the foundation for student learning. Continuous examination of course work and objectives, from the student and faculty level to the administrative level, ensures that student learning expectations, practices and development goals are addressed and that our environment for lifelong learning is maintained.

The faculty at ECC primarily drives the process to create objectives for each course and presents these to students via course syllabi. Additionally, peers at the division level review these outcomes and all divisional work is under the guidance of the Executive Dean of Instruction. Examination of the Career and Technical Graduate Follow-up report, discussion at programmatic advisory committee meetings, professional development within academic disciplines at local, regional and national meetings, and attention to the MDHE general education competencies (which are currently undergoing review and revision), all provide information for analysis.

1C3 Key Programs, Delivery & Technology

East Central College awards the degrees of Associate of Arts, Associate of Science, Associate of Applied Science and an Associate of Arts in Teaching. One-Year and Two-Year Certificates, as well as a Certificate of Completion, are awarded in specific diploma programs. In total, East Central offers 27 associate degree programs and 23 certificate/diploma programs (Figure 1.3).

Figure 1.3

Degree	Program
Associate of Arts	Biology, Business, Communications, Computer Information Systems, English, Exercise Science, Fine Arts, General Studies, Health Science, History, Hospitality, Mathematics, Medical Science, Physical Science, Psychology and Social Science
Associate of Science	Pre-Engineering
Associate of Applied Science	Accounting, Accounting Clerk, Apprenticeship Training Communication Trades, Apprenticeship Training Construction Trades, Apprenticeship Training Manufacturing Trades, Automotive Technology, Building Construction Technology, Business Management, Business Management- Marketing, Business Technology- Administrative Assistant, Business Technology- Legal Assistant, Business Technology- Medical Secretary, Computer Information System, Criminal Justice, Culinary Arts, Drafting & Design Technology, Early Childhood Education, Fire Technology, Heating, Ventilation, Air Conditioning & Refrigeration, Industrial Engineering Technology, Multimedia, Multimedia- Graphic Design, Nursing, Nursing 1+1 Bridge Program-Rolla, Nursing- ADN (Pre-Admission), Occupational Education, Para Educator, Paramedic Technology, Precision Machining Technology, Radiologic Technology, Respiratory Care and Welding

Figure 1.3 - Continued

Degree	Program
Associate of Arts in Teaching	Pre-Teaching
One-Year Certificate	Accounting, Accounting Clerk, Automotive Technology, Building Construction Technology, Business Management, Business Management-Marketing, Business Technology-Administrative Assistant, Business Technology-Legal Assistant, Business Technology-Medical Secretary, Computer Information System, Computer Information System-Network Technician, Culinary Arts, Drafting & Design Technology, Fire Technology, Heating, Ventilation, Air Conditioning & Refrigeration, Industrial Engineering Technology, Multimedia, Multimedia-Graphic Design, Paramedic Technology, Precision Machining Technology, Precision Machining Technology-CNC and Welding
Two-Year Certificate	Business Technology-Administrative Assistant, Business Technology-Legal Assistant, Business Technology-Medical Secretary, Industrial Engineering Technology, Multimedia and Precision Machining Technology. There are also certificates awarded upon completion of the following programs: Building Construction Technology, Emergency Medical Technology and Welding

East Central delivers courses in a variety of methods. Traditional classroom instruction is most prevalent, though nearly all classrooms are equipped with computers, projectors and other technology such as SmartBoards. Faculty are encouraged to use varieties of technological tools when teaching, and in-service programs are available to teach or update staff and faculty in usage. From the 2002 academic year to the present, there has been a 232% increase in online course enrollment (Figure 1.4), and faculty deliver coursework in a variety of levels of interactivity. Online courses may be Web-online, Web-blended, or Web-hybrid; traditional courses may be Web-enhanced or Web-supported.

Because of this tremendous increase in online offerings and enrollment, ECC launched Action Project #2: Development of a Process for Distance Education Review. The team members prepared recommendations for processes and suggested measures for assessment. In addition, the team members produced several key documents for implementation:

- An application for faculty who wish to create an online course
- An institutional technology survey to assess overall needs
- An end-of-semester course evaluation for faculty teaching online courses
- A student readiness survey for prospective online students
- A modified online student evaluation form allowing students to provide feedback on their online course, instructor and general experience

Figure 1.4 is the information provided to students via a link from the course listing in the online catalog. Interactive television (ITV) is another way courses are available throughout the College's service area and beyond. ECC participated in a Title VI-A Grant, awarded to and administered by the Missouri Consortium for Global Education (MCGE), which conducted training for consortia delivery of foreign language instruction. Because of this effort, ECC delivers Chinese language and other courses to participating partners, such as Mineral Area College and Metropolitan Community College in Kansas City. ECC is now participating in a second Title VI-A Grant, which will increase such collaboration.

Figure 1.4

Delivery Method	Description
Web-Online	Course is taught entirely online. Other than an optional orientation session held on campus, students will submit all work, including tests and assignments, online. No campus attendance is required for successful completion of this course.
Web-Blended	Course is taught primarily online. Students may be required to be on campus for study sessions, quizzes and/or tests and/or finals, meetings with instructor, etc. Any required class meeting times and required final exam or testing dates will be published in the course syllabus.

Figure 1.4 - Continued

Delivery Method	Description
Web-Hybrid	Course meeting time is reduced by a maximum of 50%; remainder of course is taught as a Web-blended class. Students will be required to attend class meetings on a regular, scheduled basis; scheduled class meeting times will be published in advance and in the course syllabus.
Web-Enhanced	Course will meet at the regularly scheduled class time. Students may be required to use a learning management system for discussion, access to course support material and for submissions of quizzes and other materials.
Web-Supported	Course materials, reference sources and other support are available via the campus learning management system (online learning system). Students will not be required to submit any course requirement via the Internet.

Finally, ECC also provides local delivery of courses using satellite locations in Sullivan, Rolla, Washington and Warrenton. Action Project 6: Coordinating Satellite Campus Development at East Central College is a current effort to address growing enrollment and needs at our other locations, especially Rolla. The project is also intended to create a process for future expansion efforts, particularly in Warrenton and align with the HLC policies in off-campus delivery. Each member on the project was assigned data gathering tasks and asked to assess needs. The information was analyzed and a matrix was produced providing tentative definitions for these campus designations: site, center, branch and campus. Estimates were made as to how many students would be needed to constitute each type of facility, how many classrooms needed, number of support staff, full/part time instructors and when and/or whether to lease or purchase property.

1C4 Course Delivery, Learning Styles & Diversity

East Central College has a number of practices aimed at accommodating the variety of student learning styles.

- The Learning Center and Adaptive Technology Lab provide face-to-face tutoring by appointment or on a walk-in basis.
- The Foundation Seminar, a required course for all incoming students, addresses learning styles and helps students understand their particular strengths as learners as well as opportunities for improvement.
- Developmental education courses, which are student-centered and generally provide as much individualized instruction as possible as well as employing active learning and best practices to help students succeed.
- The Library provides students access to information in various formats as a way to address different learning styles.
- In support of student learning, faculty and staff have many opportunities for training in a given semester.
- Learning Center specialists, ACCESS (which provides services to students with documented disabilities) office representatives and Title III officers maintain Web sites that provide useful information and provide training during in-service weeks and other faculty development occasions. Much attention is focused on students with learning disabilities.
- ECC subscribes to the STARLINK program, which provides seminars delivered via ITV on a wide range of topics, such as learning styles, best practices and student success.
- Professional development funds for individuals and groups to learn about teaching pedagogues that lend themselves to various learning styles (Title III funding, Perkins, Departmental Budgets, etc.) also are available.

To show our commitment to diversity and global education, and to ensure that students are prepared to live in a diverse world, ECC has developed a number of practices and initiatives.

- ECC has a standing Global Education Committee, charged with developing definitions, appropriate practices and assessment methods for all courses designated as "G" (or global).
- Faculty on the Global Education Committee have recently completed a review and

revision of the "G" competencies and they have designed a Global Certificate program, which was recently approved by the Academic Council.

- ECC is currently participating in its second Title VI-A Grant, intended to infuse global education objectives into the curriculum. One outcome was the creation of World Fiction, an online class devoted to literatures of the Non-Western world. Other examples can be found in business, nursing and other disciplines.
- ECC has a dedicated advisor for international students and their particular needs.
- The most attended event of the year is our International Festival. Started ten years ago by an international student, the festival brings in as many as 2,000 attendees from the community and surrounding areas, and provides an opportunity for students, employees and community members to celebrate diversity.

1C5 Creating a Climate of Intellectual Freedom & Respect

Since its establishment in 1968, East Central College has created and maintained a climate of intellectual freedom, inquiry and reflection in a number of ways. East Central College Board Policy on Academic Freedom states the following:

East Central College, as an academic community, promotes learning characterized by free inquiry, open discussion and thoughtful communication. Academic freedom is a tenet of such instruction and essential to the purpose of higher education. Faculty and students must be free to examine ideas in an environment without institutional censorship. (Approved December 3, 1968; Revised June 23, 2003)

In addition to strong support from the Board of Trustees, ECC addresses intellectual freedom in a number of ways:

- In the classroom, instructors are free to present information and use examples as they see appropriate and effective for helping students learn, and students are encouraged to speak freely through open discussions, debates and presentations.
- Student organizations, such as the Student Senate, Phi Theta Kappa, the ECC Democrats and other groups provide avenues for discovery and inquiry.
- The *Cornerstone*, ECC's student newspaper, is an important platform from which students may speak freely about issues at ECC and the world beyond.
- Each employee group maintains its own governance organization and conducts open meetings.
- The New Faculty Seminar provides new teachers a forum for open discussion on student and other institutional issues.

However, intellectual freedom is tempered by respect for intellectual property:

- Respect for intellectual property and copyright issues are addressed during in-service weeks and other faculty development sessions, and our Library staff conducts workshops on fair use for students and faculty throughout the academic year, visiting classrooms and faculty meetings. Furthermore, especially regarding online course development, the Instructional Designer keeps abreast of digital media and works to ensure the highest standards of respect for intellectual property.

1P1 Determining Learning Objectives

In creating the Common Learning Objectives, the Office of Instruction solicited feedback from the entire ECC community through in-service presentations and exercises. The objectives (Figure 1.1) also were presented to the entire campus for input and discussion through the campus listserv ECC Announce. Departments and divisions finalized the list, and the College adopted it for the spring 2008 semester.

Specific learning objectives are determined for transfer and vocational programs as a collaborative effort between the Executive Dean of Instruction, the Division Chairs and faculty. The process for determining learning objectives for specific programs results from review of standardized testing results (i.e. HESI, NCLEX, etc.), the Career and Technical Graduate Follow-

up report, Advisory Committee input, program accrediting or approval groups, work by faculty in professional development (particularly within industry), and the requirements and expectations of colleges and universities to which our students transfer.

Currently, under the guidance of the Missouri Department of Higher Education, two-year and four-year college faculty are establishing entry and exit level competencies for general education courses that will have applications statewide.

1P2 Designing New Programs & Courses to Facilitate Learning

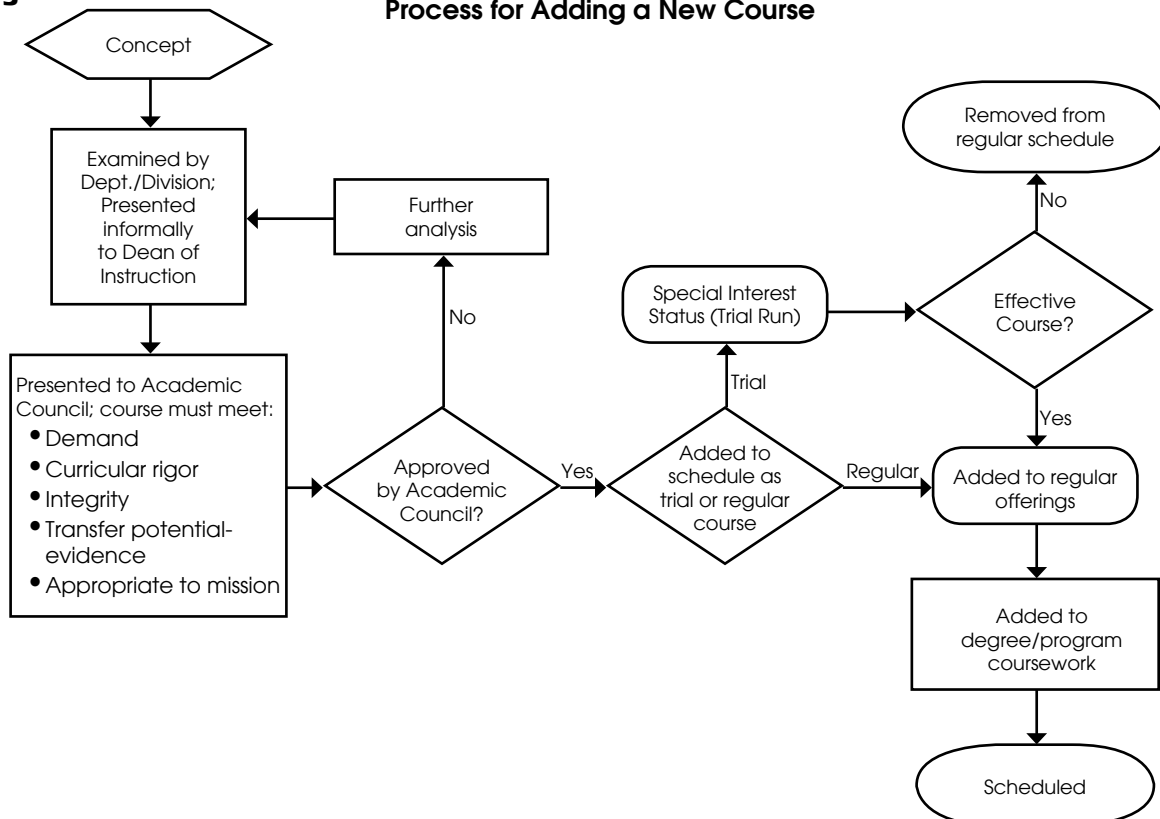
The faculty are the primary drivers of course design, but staff, students, external agencies, other colleges and regulatory bodies may also be involved in the process. The Academic Council is charged with examining the components of a new course or changes to an existing course (1P8). For a new course to become part of the curriculum, it must pass through several phases. Figure 1.5 displays the process for new course additions. Changes to existing courses, such as adding prerequisites, also are presented to the Academic Council for review and approval.

New programs follow a similar process for approval, but program development necessarily requires more research, collaboration with other institutions, and vetting, and it is more likely that external agencies, such as regulatory bodies and advisory boards, will play a prominent role. Furthermore, the President and Board of Trustees are integral to the approval process.

East Central College works to be responsive to market issues and student demands. For example, ECC is adding a new Allied Health and Science building on its Union campus. The 51,800-square-foot facility will house classrooms, labs and equipment to accommodate growth in our nursing, emergency medical services and science programs. ECC district voters approved a \$15.8 million bond issue to finance construction in August of 2006. The College also established an additional nursing program in Rolla, by request of and in collaboration with the Phelps County Regional Medical Center. Another example of ECC's responsiveness to market issues is its offering of courses in Warrenton, some 30 miles north of the main campus. Such a move will help serve the northern tip of the ECC service area, providing access to a new and growing market.

Figure 1.5

Process for Adding a New Course



1P3 Preparing Students for Their Studies

ECC adopted a program admissions policy to allow certain programs to determine necessary and appropriate admission requirements as prerequisite to the program of study:

Board Policy 3.2 The faculty, staff and Chief Academic Officer will devise, implement and monitor an objective, timely and nondiscriminatory method for selecting applicants for admission to specific college programs with admissions criteria. These programs are identified annually and information is publicized in each semester's schedule of classes. The selection of process will reflect good practice, and criteria will be made available to interested parties in the departmental offices or academic advisement. (Adopted May 9, 2005)

Oversight of student preparedness for college-level work and curriculum is the responsibility of the Office of Instruction and the various Division Chairs and departments. East Central College has established academic preparation levels for incoming students and requires placement testing, specifically in the areas of reading, writing and mathematics. All incoming students are required to enroll in a Freshmen Assessment program to complete their processing. We currently employ the ASSET to test incoming students for all three of these core areas. Currently, the ASSET is the primary instrument to determine math placement. However, in the case of reading, the Nelson-Denny is a secondary instrument to determine whether students should place into College Content Reading or Reading Comprehension.

ECC also requires all incoming students write a short placement essay (300-500 words) as part of Freshman Assessment. A team of Learning Center specialists and English faculty, both full-time and adjunct, scores these essays. On a 6-point scale, a score of 3 or lower places a student in Introduction to Writing, a pre-college composition course intended to prepare students for college-level writing. A score of 4-6 places a student in either Composition 1 or Composition 1 Honors. In the case of Honors English, the ASSET writing scores also provide a more fine-tuned assessment and placement.

Taken as a whole, our current placement system, while highly accurate, is cumbersome, expensive and time consuming. Students, for example, do not receive their writing placement scores for 24-48 hours after testing. In addition, the writing portion of the ASSET is given to all students, yet that score is only used to determine Honors English Placement. These issues, coupled with the reality that the currently used ASSET product has been discontinued, led us to examine other options for placement testing. After careful review of the available systems and technologies, ECC has decided to change from ASSET to ACCUPLACER, a web-based assessment and placement program sponsored by the College Board, "a not-for-profit membership association whose mission is to connect students to college success and opportunity." We plan to implement the system for the 2009 fall semester.

Another way ECC determines student preparation is by collaborating with the Missouri Developmental Education Consortium (MoDEC), a group dedicated to developing consistent approaches to developmental education in Missouri community colleges. For example, the MoDEC group compiled all the cut scores for admission to community colleges in an effort to analyze collective practices and work toward consensus regarding admission requirements. These admission requirements were averaged and included in MoDEC executive summary brochure, which was distributed to Missouri high schools in an effort to communicate college entry expectations to prospective students. The MoDEC website is currently housed and maintained by East Central College. See site for more information about this important collaboration. <http://www.eastcentral.edu/modec/index.html>.

1P4 Communicating Expectations to Students

The ECC College Catalog (both print and Web) communicates program and policy information, degree requirements, course descriptions, and requirements for course entry, such as pre- and co-requisites. A Student Handbook, given to all entering students, also provides detailed information about graduation requirements, transfer of credit, and other important student policy information. The Learning Center (TLC) is responsible for incoming student assessment and TLC staff regularly

attend departmental meetings to discuss placement results and other matters related to incoming student assessment. Students receive information regarding placement testing and other enrollment information upon admission to the College.

Course syllabi express course expectations, requirements and competencies. Program brochures also are available listing degree requirements, entry requirements, and course sequence. Other methods for communicating expectations regarding student preparation and learning objectives include College Nights, recruiter visits to and placement testing at area high schools, high school counselor luncheons and transcript evaluations. Admissions, Student Support and Registration all facilitate this communication process.

1P5 Helping Students Make Good Academic Choices

In helping students select programs of study that match their needs, interests and abilities, ECC employs a multifaceted approach. First, the Freshmen Assessment process (See 1P3) provides for the evaluation of all incoming students and placement in the appropriate entry-level courses in writing, mathematics and reading. This process helps the institution to detect and address discrepancies between necessary and actual preparation for college-level work. Students receive detailed information regarding their placement based on these test scores. In support of our placement process, ECC has created a First Semester Schedule for Developmental Students as part of an AQIP Action Project devoted to retention. All students placing in more than one developmental course are advised to enroll in particular courses designed to help them succeed. The Action Project team worked with faculty members to identify courses without pre- or co-requisites that were appropriate for a student with two or three developmental classes, or that could be modified to accommodate developmental students' needs. The following is a list of courses that represent the results of this collaboration:

- Art Appreciation
- Music Appreciation
- Design I
- World Music
- American Civilization
- General Sociology
- Computer Information Systems
- Oral Communications

Furthermore, all students are assigned an advisor, either a faculty member or an advisor/counselor from counseling services. Each semester students must receive advisor approval for their chosen coursework before enrolling for the term. Advisors have the opportunity to guide students who are struggling to coursework to improve their skills or courses that might fit better with their particular learning styles. Additionally, advisors can refer students to the Learning Center, Access Services, Counseling, or Career Services as needed. All advisors receive notice of each advisee who receives a deficient grade; however, students are not required to make contact with their advisors. Current Action Project #5, Redesigning Student Advisement, focuses on improving advising at ECC. Specifically, the project will review current processes, create a centralized (one-stop shop) location as part of planning the renovation of the administration building, develop technological solutions to advising problems, clarify and define roles of faculty, staff and students in the process and provide for continuous assessment.

ECC's early alert system, called Academic Improvement Management (or AIM) is available for faculty to refer students whose performance in class is falling below expectations for a variety of reasons. This online tool allows a student to be referred to a retention specialist, who in turn can assess for what intervention strategies will best assist in improving the student's performance. AIM is one of the results of our Title III initiatives, and it was related to Action Project #3, Early Intervention Program Development. Its specific objectives were these:

- Identify a set of at risk factors that the College community can address.
- Develop a set of strategies to implement an "early intervention" approach to students' retention
- Develop referral services tied to specific notification
- Integrate the objectives of the College's Title III efforts with respect to retention
- Develop/administer surveys intended to identify students' "at risk" behaviors and

characteristics

- Develop/identify/purchase appropriate and useful communication tools for use by faculty and staff
- Develop internal assessment tools for use within the program

ECC's Career Services website outlines a variety of online tools useful in career exploration activities. Missouri Connections and O Net are particularly useful tools that ECC has available to all prospective and current students. It provides a variety of employment information and assists students in a number of exploration tasks, including interest and skill inventories.

1P6 Determine, Document, & Measure the Effectiveness of Teaching/Learning

Effective teaching and learning are determined and documented at ECC in several ways. Students are encouraged, though not required, to evaluate each of their courses and instructors every semester through an online evaluation system; instructors are given access to their student evaluations after the semester is completed. Some programs and instructors distribute more specific course evaluation instruments. For example, the English department has instituted annual assessment for its Introduction to Writing and Composition II programs. Furthermore, Division Chairs and the Dean of Instruction conduct regular teaching observations, the results of which are discussed with those observed. The New Faculty Seminar provides a forum for determining effective teaching practices. Faculty members participate in state and national effective teaching award programs, such as the Governor's Award and the Emerson Award. Moreover, each full-time faculty member maintains an evaluation portfolio and the Executive Dean of Instruction conducts formal evaluations on a regular schedule.

1P7 Building an Effective & Efficient Course Delivery System

East Central College manages an efficient and effective schedule at the main campus and all satellite locations. The Division Chairs drive the core schedule and each academic unit maintains a three-year rotation of course offerings that includes day and evening classes and offerings at satellite locations. Data from the Institutional Research office regarding enrollments and timelines is used in determining schedules for course delivery. Interactive TV courses and online offerings further help to provide access, particularly for satellite locations. Schedule management includes a process for adding and splitting course sections as demand grows in core areas; the Division Chairs and Office of Instruction work together to add such sections, called "hidden" sections, and open them as needed to accommodate enrollment growth. In addition, core classes, such as English and mathematics, are capped at 20 students rather than the maximum cap of 25; this allows more even distribution of students and as the classes fill, the caps can be lifted to 22, and then 25 providing another measure of control.

1P8 Monitoring the Currency & Effectiveness of Curricula

The primary structure to monitor curriculum for currency and effectiveness is the Academic Council Committee (one of six standing committees). The Academic Council meets several times (as needed) each semester to evaluate courses and programs, deactivate outdated courses, revise curricular requirements (such as prerequisites, etc.). All items receive a hearing, a discussion period and are passed or tabled for further review. All items for review are submitted to the committee in writing, using the appropriate forms, and kept on file in the Office of Instruction. See Board Policy 2.6 below regarding discontinuance of programs and program adjustments:

Board Policy 2.6 The Chief Academic Officer will submit to the College President an annual status report making recommendations with respect to the College's instructional programs. Recommendations to enhance, continue, reduce, restructure or discontinue any program(s) may be based on the results of program review, program consolidation/reorganization, Board staffing decisions or declared financial exigency.
(Adopted June 4, 1979; Revised May 6 2002)

Other methods of monitoring curriculum include the Career and Technical Graduate Follow-up report, tech-prep articulation review (every three years), Advisory Committee input, enrollment

trends, transfer articulation agreements and graduating student survey.

1P9 Determining Student & Faculty Needs for Learning Support

Student learning support needs are identified initially through Freshman Assessment (1P3). ECC's freshman assessment process is comprehensive; students are evaluated in reading, writing, English skills and mathematics at several levels. The results are used to place students in academically appropriate levels of coursework; at these levels, faculty in these core academic areas and the Foundation Seminar course assist students in assessing their learning needs. Whether using study groups in the Learning Center, tutoring support, computer-aided tutorials, assistance from a specialist in the learning center, or other tool, faculty provide the students a direct link to targeted learning support. See 1P5 for discussion of the AIM system.

Students also self-identify regarding learning support needs. Deans, Division Chairs and other administrators discuss learning support needs at the division and program levels. Regular meetings between the Learning Center Director, Title III Director and the Instructional Technology staff provide an additional forum for identifying student and faculty needs for learning support.

Faculty needs are discussed at the division level, Faculty Association meetings, and informally through the open-door policy maintained by the Executive Dean of Instruction. The Title III grant also provided, as part of its goal of student retention, opportunity for faculty to improve their use of technology to assist in student learning. Faculty in every division at the College participated in grant activities to introduce and improve the use of instructional technology.

1P10 Aligning Development Goals

ECC uses a variety of course based and informal methods to align co-curricular development goals. Examples of co-curricular activities include the following:

- **Literacy Tutoring Project:** Funded initially through a grant from Missouri Campus Compact, students in the teacher preparation program provide one-on-one tutoring to grade school students throughout the district. The program introduces potential teachers to student interactions and supports the teacher preparation efforts.
- **Literary Review Club:** Students studying in the liberal arts submit, review and prepare a booklet of student submitted literary pieces.
- **Student Nurse Association:** Conducts regular blood drives on campus and assists Red Cross or hospital staff in the effort.
- **Culinary Arts Club:** Students in the culinary program participate in many activities; following Hurricane Katrina, seven students with faculty went to Louisiana and assisted in serving meals at a shelter.

Students at ECC are also provided with a variety of performance and exhibition opportunities; the Fine and Performing Arts division sponsors several choir groups, band groups, theater activities and art shows. Students at all levels participate in these curricular events.

Through organizations such as Phi Theta Kappa, Student Government and Rotaract, students' leadership skills are developed. The College also supports several intercollegiate athletic teams.

Students have these and many other opportunities to participate in activities that are linked directly or indirectly to academic programs. Through program-based internships, service learning activities, practicum experiences, clubs and organizations, students are afforded a wide variety of co-curricular learning opportunities.

Students, faculty and staff actively seek out these co-curricular experiences and activities. Faculty and staff are active in sponsorship and advisory roles for these groups and activities; many have become an important part of the culture at the College and are a welcome part of the community interaction with the College. The list below is just a sample of the many other student activities:

American Marketing Association

- ECC Art Club
- ECC Democrats
- ECC HVAC Club
- Ecology Club
- Pre-Engineering Club

- Literary Review Club
- Phi Theta Kappa
- Rotaract Club
- Sigma Alpha Pi
- SMSTA
- Student Nurses Association
- Young Socialists
- Football Lovers Club

1P11 Determining Student Assessment Processes

The Assessment Committee is a standing committee chaired by the chief academic officer. The committee is responsible for review and oversight of institutional assessment plans and efforts. It communicates recommendations to divisions and/or programs regarding plans and outcomes, and maintains the institutional assessment and institutional effectiveness plans. Furthermore, it gathers and reviews outcome data, produces regular reports regarding assessment efforts and monitors the use of outcomes data and reports by the appropriate parties, in particular faculty, academic departments and academic divisions.

East Central College serves a diverse community of learners. It is the mission of the committee charged with Assessment to improve learning. See the College Assessment and Planning Statement of Mission and Purpose below, Figure 1.6.

Figure 1.6

Committee	Mission
Assessment Committee	<ul style="list-style-type: none"> • Ensure that learning expectations are clearly stated • Assess what is important to the learner and institution • Use assessment and effectiveness data efficiently and responsibly • Be timely in its reporting • Inform decision makers • Be evaluated and evaluative • Improve performance institutionally • Be strategic and responsive

ECC’s Office of Instruction and Assessment Committee collaborated with faculty in 2007 to create campus-wide assessment plans for all classes and programs. These plans are kept on file in the Office of Instruction. For comprehensive information on the plan. For the College’s Assessment Plans, www.eastcentral.edu/AQIP

1P12 Preparation for Transfer or Employment

Figure 1.7 describes a variety of instruments used to assess the preparation of students completing a program of study at ECC.

Figure 1.7

Instrument	Description
Graduate Exit Assessment	Graduation requirement for all associate degree recipients. Results are tracked for: <ul style="list-style-type: none"> • ACT CAAP is used to assess academic achievement for general education and engineering majors. Results are compared to national user norms. • ACT WorkKeys® is used to assess workplace skill levels for career/technical majors • College BASE is used to assess general education for entry into teacher education programs.
Professional Licensure Exams/Certificates	Departments such as Nursing, EMT and Paramedic, track results related to licensure or certification exams.

Figure 1.7 - Continued

Instrument	Description
Graduate Exit Assessment	Graduation requirement for all associate degree recipients. Results are tracked for: <ul style="list-style-type: none"> • ACT CAAP is used to assess academic achievement for general education and engineering majors. Results are compared to national user norms. • ACT WorkKeys® is used to assess workplace skill levels for career/technical majors • College BASE is used to assess general education for entry into teacher education programs.
Transfer Information	Institutional Research office compiles and reports information regarding former students who transfer to some of Missouri's public baccalaureate institutions.
Industry Standardized Exams	Programs such as HVAC, Industrial Engineering Technology, Culinary Arts and Precision Machining use certified industry exams to verify mastery of skills.
Advisory Boards/ Committees	Career and technical programs consult advisory boards to ensure professional standards/criteria are being applied and to verify program effectiveness.
Internships	Utilize feedback from employers and students related to the students' skills and preparation for employment.
Career and Technical Graduate Follow-up report	Administered to all career and technical graduates to track job placement, educational status, etc.
Portfolios	Students in the education program utilize portfolios for transfer school preparation and for K-12 employment.
Capstone Course	Currently implementing capstone courses in several programs.
Fine Arts Performances	Students in many of our Fine Arts programs use recitals, juried art shows and end-of-year performances to showcase their skills and abilities.

1P13 Measuring Student Performance

Figure 1.8 describes the various ways the College regularly collects, analyzes and reports student performance results.

1R1 & 1R2 Learning Objectives Results & Evidence to Stakeholders

Results for Common Learning Objectives, as well as program objectives, meet the required needs of the institution and its stakeholders, as evidenced below.

As discussed in 1C2, the Common Learning Objectives (Figure 1.1) align to the five skill areas expected of students prior to graduation. ECC courses have been selected and identified as teaching one or more of the five skill areas. The five areas also have been incorporated into degree completion requirements.

Figure 1.9 shows the most recent results for students who completed the coursework. Specific results for each Common Learning Objective will be discussed in more detail in future portfolio updates.

Figure 1.8

Stakeholder	Description
U.S. Dept. of Education	ECC regularly reports measures such as graduation rates, transfer rates and degree and certificate completions through IPEDS. The College also complies with the Carl D. Perkins Vocational and Technical education performance accountability. Results must indicate ECC students are meeting or improving state-established measures in areas such as educational attainment, degree and certificate completion and job placement.
National	ECC has participated in the National Community College Benchmark Project (NCCBP) for the last two years. Specific results compare ECC to a national group of peers and include results in areas such as developmental education and core academic skill area retention and success, student persistence, job placement and grades.
State	The primary mechanism for reporting measures of student performance is through the Missouri Department of Higher Education Performance Indicator's Survey. The survey requires the College to report pass rates and normed percentile ranks in general education or major field assessments. Data is compiled from all Missouri higher education institutions and reported to the state via the Statistical Summary of Missouri Higher Education (http://www.dhe.mo.gov/research.shtml).
Internal	<ul style="list-style-type: none"> • The ECC Factbook contains trends in retention (overall and developmental students), developmental student grades, degrees/certificates awarded, graduation/transfer rates, job placement, etc. • The Peer Comparison Study contains many of the same performance results as the ECC Factbook, but compares ECC to a select set of Missouri peer institutions. • Regularly produce internal requests from the President, Deans, Division Chairs and other departments. • Due to the strong commitment and focus on developmental education, many requests for measuring student performance deal with developmental students and coursework. ECC lacks a single comprehensive report that fully analyzes and reports the performance of these students. • Placement testing (see 1P3) • Exit assessment (see 1P12)
Course	Instructors are primarily responsible for determining a student's level of performance. Instructors use a variety of measures to assess a student's skills, including written and oral exams/assignments, presentations, lab activities, active learning exercises, portfolios, internships, employer evaluation and feedback (from internships), and pre- and post-tests. Additionally, as part of an AQIP Action Project, ECC regularly reviews and analyzes the results of online course learning vs. traditional course learning.

Figure 1.9

Skill Area	Courses Offered	Course Completers	Successful Completers
Communicating	29	1394	89%
Higher Order Thinking	55	4876	83%
Managing Information	21	1516	78%
Valuing	45	4141	87%
Global	35	2426	88%

At the program level, there are a variety of results gathered (measures identified in 1P12 and 1P13) that provide evidence to the institution and its stakeholders that our students are obtaining the necessary skills and knowledge required of the institution.

Each year the College complies with the annual Carl D. Perkins Vocational and Technical education performance accountability. Through the Missouri Department of Elementary and Secondary Education (DESE), ECC reports performance measures to the U.S. Department of Education (USDOE) based on state established measures. ECC must meet or show improvement in each of the four core indicators. The indicators measure career and technical students:

- Attainment – who score at or above the 50th percentile on a nationally normed academic assessment and who master 80% of identified essential skills
- Completion – who actually complete their course of study and earn a certificate or degree
- Placement – who are placed in employment, military or continuing their education
- Participation In and Completion of Nontraditional – who are enrolled in or completing a program that is considered nontraditional by the USDOE

Figure 1.10 displays the 2007 results for ECC’s Perkins accountability data. In all but one category, ECC has achieved a higher performance level than the attainment level set by the state of Missouri, and the overall achievement of all Missouri institutions that participated in Perkins Accountability.

Figure 1.10

Core Indicators	ECC	State Expected	State Overall
1P1 - Academic Attainment	88.89%	80.22%	87.55%
1P2 - Skill Attainment	99.44%	90.43%	94.32%
2P1 – Completion	100.00%	83.80%	85.64%
3P1 – Placement	88.54%	84.75%	87.81%
4P1 - Nontraditional Participation	22.95%	29.67%	32.64%
4P2 - Nontraditional Completion	42.86%	20.33%	20.96%

Additionally, the Career and Technical Graduate Follow-up report provides evidence that graduates have acquired the necessary skills required to gain employment or further their education.

- From 1998-2006, 92% of ECC’s career and technical graduates were employed or continuing their education
- Only 4% of the graduates were not employed six months after graduating
- Results from the most recent survey indicate that 83% of our career and technical graduates were either employed or continuing their education in a study-related field. These results are higher than they have been in the last five years (Figure 1.11)
- 2006 career and technical graduates that found employment or continued their education in a related field (80%) compared well to the NCCBP peer group, but were behind the overall average of all NCCBP participating institutions (Figure 1.12)
- Since 1998, programs such as Respiratory Care, Radiology, Legal Secretary, Industrial Engineering and Nursing have over a 90% job placement rate within their field of study

Figure 1.11

ECC Career & Technical Graduate Year	% Employed or Continuing Education-Related Field	% Employed or Continuing Education – Any Field
2007	83%	91%
2006	80%	89%
2005	81%	90%
2004	79%	94%
2003	75%	92%

Figure 1.12

2006 Graduates	% Employed or Continuing Education-Related Field
ECC	80%
NCCBP Institutions	89%
Peer Group	79%

ECC offers two options for receiving the Associate Degree in Nursing (ADN). The home campus, and recently the Rolla campus, offers the full ADN program; the Rolla location offers a bridge program that allows Licensed Practical Nurses (LPN) to obtain their ADN. Each graduate must pass the National Council Licensure Examination for Registered Nurses (NCLEX-RN) for entry into the practice of Nursing. Pass rates for the NCLEX-RN prove that ECC nursing graduates have gained the necessary skills demanded by the institution and its stakeholders.

Figure 1.13 demonstrates that ECC Nursing graduates, as well as other Missouri Community Colleges, have maintained strong pass rates. Additionally, the ADN program that is offered at the main campus has received a 100% pass rate for graduates in 2005 and in 2008.

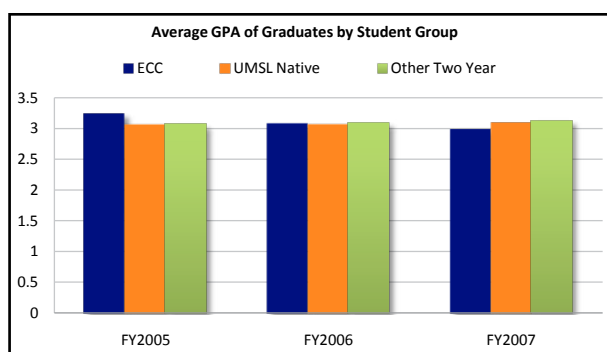
Figure 1.13

	2007	2006	2005	2004
ECC	90%	91%	90%	89%
Crowder	96%	83%	94%	-
Jefferson	84%	88%	91%	88%
Mineral Area	88%	96%	93%	90%
Moberly	91%	92%	86%	97%
North Central	75%	89%	100%	87%
St. Charles	95%	96%	94%	86%
State Fair	83%	87%	85%	79%
Three Rivers	82%	87%	78%	92%

For transfer students, the College receives valuable information regarding former students from a few of Missouri’s public baccalaureate institutions. Little is known about students after they leave the College; the information provided from these institutions gauges how well our students’ GPA, retention and graduation rates compare to other transfer students. Results provided from transfer institutions include the following:

- 57% of ECC students that entered the University of Missouri – Columbia (Mizzou) during fall 2000, fall 2001 or fall 2002 graduated within four years. Only 47% of other community college students persist to graduation within four years of entering Mizzou.
- 69% of ECC students that transferred to Mizzou in fall 2004, fall 2005 and fall 2006, entered with a 3.00 or higher GPA; 54% of other Community College students transfer with a 3.00 or greater GPA.
- Although ECC has a small number of former students who graduate at the University of Missouri – St. Louis, during FY 2005 and 2006, former ECC students had a slightly higher GPA than the native students (Figure 1.14). During FY 2007, average GPAs of former ECC students fell slightly below UMSL natives and other two-year transfers.

Figure 1.14



Another indicator of success is the percent of college-ready students who complete a degree or certificate or transfer to another institution within three years. Figure 1.15 demonstrates ECC's strong commitment to helping students achieve their educational objectives. Approximately 53% of ECC full-time students completed or transferred to another institution within three years of starting their education. Of the 178 institutions participating in the 2007 NCCBP, this measure identified ECC as one of the best performers in this area.

Figure 1.15 - Percentage of ECC Students Graduating or Transferring to Another Institution

	ECC	NCCBP Median	Peer Group Median
% Completed or Transferred-Full-Time	53%	38%	50%
% Completed or Transferred-Part-Time	21%	16%	18%

Source NCCBP

1R3 Results for Helping Students Learn

Each fall over half of the first-time students at ECC enroll in a developmental course. While overall enrollment has seen small increases, enrollment in all developmental education courses has increased 41% since 2001. Developmental reading has seen over a 150% enrollment increase since 2001. Math has increased 39% and English 9%.

Because of the great need in developmental education, ECC offers a variety of services, courses and technology to aid in student learning.

The Learning Center offers free educational assistance for all students. Each year over 1,500 students visit one of the Learning Center's services. These students log over 15,000 visits and spend over 13,000 hours with a tutor, taking a test, using the computer lab or working with the adaptive technology services. Math and English were the most utilized subject areas for the last two years. Through these services, ECC hopes to retain these students so they can advance and successfully complete college-level coursework. Results from the 2007 NCCBP gauge how well ECC is retaining and successfully moving developmental students through their coursework. ECC students who move from Intro to Writing to English Comp I compare well to similar institutions. ECC students who move from developmental math to college-level math and successfully complete the course are struggling compared to their peers (Figure 1.16).

Figure 1.16

Developmental Math to College Math	ECC	NCCBP Median	Peer Group Median
Retention	83%	84%	91%
Completer Success	55%	79%	78%
Developmental Writing to English Comp I	ECC	NCCBP Median	Peer Group Median
Retention	90%	88%	90%
Completer Success	78%	82%	77%

In the early 1990's, ECC implemented a Foundation Seminar (previously Student Success) to help transition new students to the College environment. The course has gone from a basic student orientation to a fully comprehensive course that introduces students to the College's support services, curricular activities, and other services designed to help students succeed. As the course has evolved, the College has noted an increase in student retention from 1995 at 44% to 2007 at 53%.

Results from the most recent ECC Student Satisfaction survey provide further evidence that students are satisfied with instruction and processes that aid in student learning.

Figure 1.17 shows the percentages.

Figure 1.17

Extremely Satisfied or Satisfied With	%
The overall quality of their ECC education	89%
The overall quality of their ECC experience	89%
Quality of instruction in most classes	84%
Faculty and staff concern with academic progress and performance	73%
The Learning Center	83%
Library	83%
Testing Center	83%

1R4 Comparing Results

Comparable results are included in section 1R1, 1R2 and 1R3.

111 and 112

To improve its processes and systems for helping students learn, East Central College closely monitors the measures listed above in 1P13, mainly placement scores, enrollment trends, transfer success, course completion and retention rates, CAAP test results, and employer satisfaction. However, during the last several years, Title III initiatives and AQIP Action Projects have emerged as primary tools for targeting and improving student success and helping students learn. In October 2004 the United States Department of Education awarded East Central College a Title III grant under the Strengthening Institutions Programs Category. East Central College has received \$1.7 million dollars over five years (this year is the final year of the grant). The objectives of the grant were threefold:

1. Strengthening instructional programs to improve student success rates in the classroom, increase student retention, and increase graduation rates.
2. Improve student support services in the areas of student orientation, advising, and early intervention strategies to increase student retention.
3. Faculty development to support the integration of technology into instruction to improve student learning.

For example, the College has improved its Student Success course, now called Foundation Seminar. See Category 3, (3R2) for details on of how this course was targeted for improvement, how data was gathered and change was implemented. The AIM Early Alert System is another example of a recent effort to improve student retention and success. Leadership of both processes fell to the Title III Retention Specialist and Title III Activities Director. One of the positions, Instructional Designer, within the grant has become institutionalized to support the increased use of technology among the faculty.

Furthermore, before admission to AQIP, the primary work groups designated for improving processes at ECC were the traditional standing committees, the occasional ad-hoc committees and various task forces. While these groups are still used, the AQIP Action Project is emerging as a more effective tool to improve processes and systems.

See Figure 1. 18 for information regarding current and retired Action Projects.

Figure 1.18

Action Project	Goals and Objectives	Status
Action Project 1: A First Semester Schedule for Developmental Students	ECC faculty and staff will design, develop and implement a First Semester Schedule for Developmental Students, taking into consideration the distinct needs this group of students brings to the College.	Retired, Implemented, Discussed in 1P5
Action Project 2: Development of a Process for Distance Education Program Review	In response to the success of the ECC distance education offerings, the College will develop a process for a review of distance learning coursework, including an objective review of the learning goals and how they are being met.	Retired, Implemented, Discussed in 1C3
Action Project 3: Early Intervention Program Development	In an effort to address retention, ECC will develop a set of strategies to target, identify and react to students at risk in a timely fashion; further, these strategies will include the development of interventions intended to mitigate the at risk factors.	Retired, Implemented, Discussed in 1P5
Action Project 4: A Comprehensive New Staff and Faculty Development Program	Our goal is to create a comprehensive program to orient and develop new employees. The program will be respectful of the different positions and will identify common development and orientation goals and develop more objectives based on classification.	Retired, Implemented, Discussed in 4C4
Action Project 5: Redesigning Student Advising	Our goal is to design a system of student advisement that is comprehensive, efficient and effective, and to house it in a centralized location or "one-stop shop."	Current, Discussed in 1P5
Action Project 6: Coordinating Satellite Campus Development at East Central College	Our goal is to establish guidelines for a systematic process for identifying, developing, maintaining, and assessing satellite campus services at East Central College.	Current, Discussed in 1C3
Action Project 7: Renewing the Campus Image	Our goal is to redefine the ECC "brand" to the community. As part of this activity, the College will reestablish its identity, clarify its mission and purpose, and strategically review its marketing practices.	Current, Discussed in 911

Category 2: **Accomplishing Other Distinctive Objectives**

2C1 Explicit Objectives in Addition to Helping Students Learn

East Central College has several institutional objectives in addition to helping students learn. Those objectives include commitments to economic and workforce development, adult education and literacy, fine arts, athletics, resource development (fundraising), community service, non-credit educational outreach and auxiliary services. Each is discussed in more detail below.

Economic/Workforce Development

The College devotes significant resources to efforts related to the economic development of the region, primarily by ensuring that local businesses are able to train employees. In some cases, the College is providing the training directly. In others, the College provides services that enable businesses to secure state funding for training. These efforts primarily involve the Missouri Customized Training Program and the Missouri New Jobs Training Program. The largest of these current initiatives is the relationship between the college and Harman Becker Automotive Systems, Inc. (HBAS), Washington, Missouri. To date, the College has administered pre-employment testing for 429 applicants for the company. In addition, through the state's New Jobs Training Program, the College has secured \$2,105,000 in training funds for HBAS. The project will result in revenue for the college of \$265,996, representing administrative costs. Through the state Customized Training Program, ECC has secured funding for 31 companies in 14 communities located throughout the service region. Total funding approved for FY09 is \$534,664, including \$69,739 in administrative costs for ECC. College personnel are also involved in economic/workforce development through participation in local and regional economic development boards and organizations.

Adult Education and Literacy

East Central's Adult Education and Literacy (AEL) program serves those who have not graduated from high school, need to improve literacy or math skills, or need to prepare for the General Educational Development (GED) exam. Day and evening classes are held at the main campus and throughout the service region. The College is also a testing center for the GED exam. Funding comes primarily from the State of Missouri, although the College annually budgets funds to subsidize the program if necessary. Two buildings on campus are designated for the AEL program. One serves as an administrative office, the other as the classroom and testing center for the program.

Fine Arts

The College has long enjoyed a reputation for being a primary source of cultural enrichment in the area. Through concerts, art exhibits, and theatrical productions, ECC brings to the region attractions that might otherwise be available primarily in the St. Louis area. Moreover, the College also serves as a venue for cultural activities offered by other entities. Examples include exhibits by the Mid-Missouri Fine Arts Society, private dance recitals, and a regional band festival for high school students.

Athletics

East Central College has intercollegiate athletic teams in women's softball and volleyball (NJCAA Div. II), and men's soccer (NJCAA Div. I). ECC student-athletes have gone to compete in the NCAA, NAIA, and at the professional level. In addition, the College athletic facilities are used by schools and other youth sports teams.

Resource Development

ECC provides significant resources to the East Central College Foundation for the purpose of raising funds for scholarships and special projects. The Foundation is a 501c(3) organization established as a non-profit entity for educational purposes. The foundation is treated as a component unit in the College's audited financial statements. In support of the foundation, the College funds the salaries and benefits of the director and administrative assistant, provides office space for the organization, and shares in some direct and indirect costs related to the organization's activities.

Community Service

In a variety of ways, ECC is committed to community service. The college's facilities are used for meetings, public hearings, presentations, and other community activities. The campus is also a polling place for Franklin County and the City of Union. ECC also plays a prominent role off campus. For example, from 2006 through 2008, the College sponsored "A Taste for the Arts" in the neighboring community of Hermann. The festival featured musical performances, juried art contests and other activities. The College received private funding in the amount of \$197,000 to coordinate and fund the event. ECC benefited from the publicity surrounding the event, but the activities also tied in closely with efforts to develop the community and surrounding region as a tourist destination. The College was uniquely situated to plan and develop the event, which has now grown to the point that it will be privately conducted. In addition to the institutional role played in the community, the College is also represented by employees who are active in most civic organizations in the region.

Community Education and Outreach

ECC is involved in a number of initiatives related to community education and outreach. These activities are not associated with credit offerings, but are educational in nature. Examples include continuing education offerings, the Prairie Restoration project, use of the Voelkerding Slough, and the wetlands area established on the campus. These initiatives provide the opportunity for the public to participate in, and learn from, projects that are conducted by the College.

Auxiliary Enterprises

ECC operates its own food service and bookstore. These activities are established as auxiliary enterprises and are operated for the benefit of College students and employees.

2C2 Aligning Objectives with Mission, Vision, and Philosophy

The College's other distinctive objectives are consistent with the mission and strategic goals of the institution. Themes that comprise the new Strategic Plan are associated with student support services, student success, academic affairs, leadership and collaboration, institutional environment, facilities and grounds, and technology. Within each theme are goals and strategies. Each strategy is associated with one or more AQIP criteria, including Criterion 2. This linkage ensures that the College's objectives align with its mission and vision.

Moreover, through its planning, budgeting, and governance processes, the College ensures that its other distinctive objectives are consistent with the strategic goals of the institution.

2C3 Other Distinctive Objectives and Helping Students Learn

Many of the other distinctive objectives support or enhance the classroom experience of our students. Examples include the following:

Fine Arts

Concerts, theatrical performances and art exhibits complement and supplement the information presented in the context of the relevant music, theatre and art classes. Students have the opportunity to experience firsthand the fine and performing arts discussed in the classroom.

Science

Through initiatives such as the Prairie Restoration Project and the Voelkerding Slough, students in selected science classes are able to experience native habitat and ecosystems. Students play an active role in the collection and planting of seeds related to the prairie restoration on campus, providing them with both outdoor "lab" experience that complements the classroom, but field experience that science majors in selected fields can expect in upper division study or professional careers.

Student Life

A well-rounded campus experience supports student learning. Through extracurricular or co-curricular activities such as athletics, clubs, activities and community service, the campus experience is enhanced.

Auxiliary Enterprises

The campus bookstore ensures that students have ready access not only to required textbooks, but also aids and supplies necessary for student learning. The cafeteria enables

students to remain on campus throughout the day, rather than leaving for food and drink. This fosters an environment for study and interaction with peers outside of the classroom.

2P1 Determining Other Distinctive Objectives

The College's other distinctive objectives are determined in multiple ways. Some are established consistent with the academic and student services purposes of the institution. Examples include student athletics and the fine arts. These objectives also result from community needs, which may be economic, civic or cultural. Examples include various job training initiatives, serving as an election polling place or providing an extensive array of productions and exhibits in the fine arts.

The institution's commitment to the objectives is established annually through the budget process, which allocates resources for initiatives derived from short- and long-range planning. The Board of Trustees, as locally elected representatives of the taxing district, affirms the direction and purposes of the College through overarching governance of the institution, annual adoption of the budget and staffing plan, periodic adoption of, or revisions to, institutional policies, and approval of initiatives recommended by the administration. A significant example is the adoption of the facilities master plan in 2005, which resulted in construction of a new Allied Health and Science facility, a new road to provide access to the campus, and improvements to the College's infrastructure.

Those involved in determining the other distinctive objectives include all stakeholders: students, faculty, community, College administration and Board of Trustees.

2P2 Communicating Expectations Regarding Other Distinctive Objectives

The Strategic Plan outlines broad goals and objectives of the institution, including other College-related expectations. Beyond the overarching expectations communicated through the Strategic Plan, expectations regarding the other distinct objectives are communicated through the budgeting, staffing and evaluation processes. The institution asks two fundamental questions: What is to be done? By whom?

The budget establishes how the institution's resources will be deployed. The staffing plan that corresponds to the budget establishes the personnel who are expected to meet the various objectives, and corresponding job descriptions and/or contracts (as appropriate) provide in detail the specific expectations of each employee. Personnel evaluations provide the means by which the institution can determine whether these expectations are being met.

2P3 Determining Faculty and Staff Needs

The budget/staffing process provides a means by which the College can determine needs in terms of the level of staffing needed to accomplish a specific objective. The College annually reviews the staffing plan in conjunction with the budget, and determines whether new or existing positions are necessary, whether positions should be reclassified and whether personnel should be reorganized to better meet the College's needs and objectives.

In 2007-08, the College conducted a classification study and market analysis of existing full-time and part-time positions (exclusive of faculty). The purpose of the project was to evaluate each of the positions, update job descriptions as necessary and appropriate, benchmark those positions with comparable jobs in the community or at peer institutions, develop a new classification system of professional (exempt) and support (non-exempt) staff, and implement this system with related salary adjustments to bring wages to current market levels. ECC contracted with MGT of America to conduct the study, which was completed in April, 2008, and implemented with the start of fiscal year 2009. Salary adjustments resulting from the study totaled \$209,218. There were 144 positions (regular full-time and part-time employees, excluding faculty) evaluated. Approximately 46% received some level of adjustment, which was awarded prior to across-the-board wage increases of 6% for all employees. These adjustments made a substantial impact in moving wages to market level, thereby improving the College's ability to attract and retain employees. Moreover, the classification system transitioned from a plan that included six grades for each employee class (professional and support), to a plan that includes nine grades for each class. The result is better differentiation between positions.

Concurrently, the budget process also serves as a means by which the College can consider other needs, including physical and financial resources, necessary for personnel to meet their

objectives.

Finally, the evaluation process is utilized to develop plans for addressing specific needs of individual employees to better meet these objectives.

2P4 Assessment and Review of Objectives and Incorporating Feedback

The College continually assesses its objectives and the related activities. This is accomplished through strategic planning, annual budgeting and staffing processes, and periodic surveys or other assessments. As demonstrated below, a number of indicators are available to assess and review these objectives.

2P5 Measures Collected and Analyzed Regularly

The following measures are collected and can be used for analysis of the institution's ability to accomplish its other distinctive objectives:

Economic/Workforce Development

Measures collected and analyzed include:

- Contracts awarded
- Dollar volume
- Individuals served

Fine Arts

Measures useful for evaluating the College's role in the fine arts include:

- Number of events held
- Attendance
- Gate receipts

Athletics

The institution can measure its commitment to athletics through:

- Number of intercollegiate sports offered
- Number of student-athletes participating in those sports
- Funding allocated to athletics

In addition, traditional statistical measures such as win-loss records serve to mark the teams' successes on the field or court of play.

Resource Development

Tools used to measure effectiveness include:

- Change in assets
- Scholarship funds (dollar volume) awarded
- Scholarships awarded
- Average scholarship award

Community Service

This objective does not readily lend itself to quantitative analysis. Data are not collected regarding the number of employees participating in community groups, institutional participation in projects, or similar service.

There are isolated measures that could be analyzed, such as the number of individuals utilizing the campus as a polling place, number of events held on campus by outside groups, and attendance at those events, if collected.

Community Education and Outreach

The number of individuals participating in non-credit, continuing education offerings is the best measure of institutional effectiveness in providing community education and outreach.

Initiatives such as the Prairie Restoration Project, Voelkerding Slough and wetlands preservation do not lend themselves to quantitative analysis.

Auxiliary Enterprises

Measures of effectiveness include:

- Revenue/expense statements

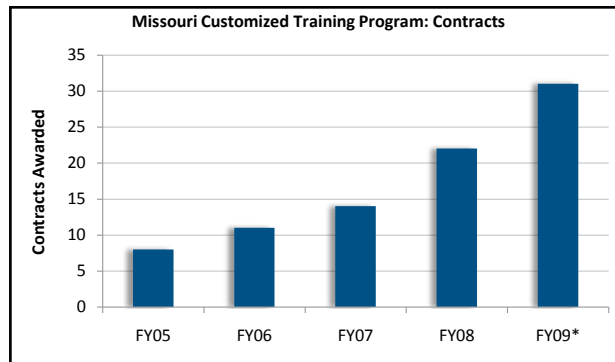
2R1 Measures and Results

Selected results are listed below.

Economic/Workforce Development

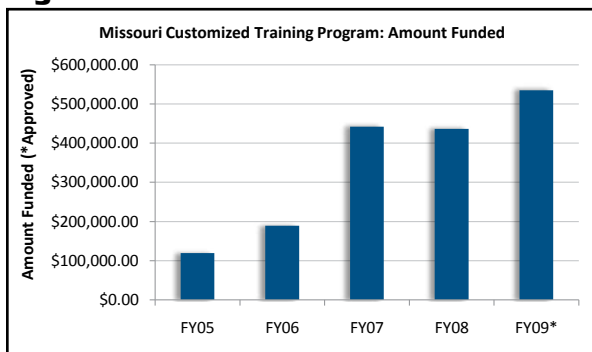
The volume of training resulting from the College’s work can be measured by the number of contracts awarded, the dollar volume of those contracts, and the number of individuals served or trained. Figures 2.1 - 2.3 illustrate the activity since fiscal year 2005:

Figure 2.1



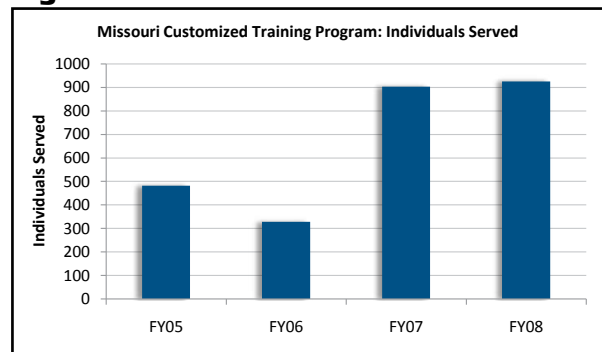
*Approved for funding

Figure 2.2



*Approved for funding

Figure 2.3



The Missouri New Jobs Training Program is a program that enables a company to pay for training through a withholding of payroll taxes that otherwise would be paid to the state. By statute, community colleges are the only entities authorized to issue bonds that generate proceeds to fund the cost of the training. The bonds are retired through the withholding. The Figure 2.4 illustrates the number of New Jobs projects authorized since fiscal year 2005, as well as the amount of funding and the individuals served:

Figure 2.4

Missouri New Jobs Training Program FY05-Present			
Project	Date	Funding	Individuals Served
Wal-Mart Distribution Center, St. James, MO	FY05-08	\$600,000	644
Harman Becker Automotive Systems (HBAS), Washington, MO Project 1	FY06 Ongoing for eight years	\$514,000	71

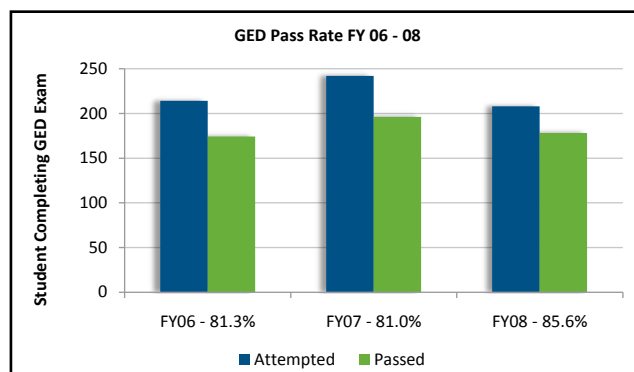
Figure 2.4 - Continued

Missouri New Jobs Training Program FY05-Present			
Project	Date	Funding	Individuals Served
HBAS – Project 2	FY08 Ongoing for eight years	\$570,000	100
HBAS – Project 3	FY09 Ongoing for eight years	\$544,000	100
HBAS – Project 4	FY09 Ongoing for eight years	\$477,000	79

Figure 2.5

Adult Education and Literacy

One measure of the institution’s effectiveness in providing adult education and literacy programs is the percentage of students passing the General Educational Development (GED) exam offered by the college. Figure 2.5 illustrates the number of students attempting, and the number passing, the GED exam:



Fine Arts

Measures useful for evaluating the College’s role in the fine arts include the number of events held, the attendance at those events, and the revenue received from admission to those events. In 2007-08, the College held 12 art exhibits (including two student shows), three theatrical productions (all of which included student and community participation) and 15 concerts (including eight student concerts).

The College in the past has not had the ability to accurately track attendance, and further analyze the data by attendee (i.e., student, staff, Patron of the Arts member, general public). Software now being utilized will allow such analysis in the future.

Athletics

The institution can measure its commitment to athletics through the number of intercollegiate sports offered, the number of student-athletes participating in those sports, and the amount of funding allocated to athletics relative to the rest of the institution’s spending. In addition, traditional statistical measures such as win-loss records serve to mark the teams’ success on the field or court of play.

East Central College participates in women’s volleyball (Division II) and softball (Division II), and men’s soccer (Division I). The Equity in Athletics Disclosure Act requires an annual report that includes data on participation and funding of athletics. Figure 2.6 illustrates participation by gender for 2004-05 through 2007-08. Funding for athletics increased from \$137,792 in FY06 to \$236,000 in FY09.

Figure 2.6

Sport	2004-05	2005-06	2006-07	2007-08
Women’s softball	14	12	13	14
Women’s volleyball	NA	NA	NA	12
Men’s soccer	22	23	20	20
Total	36	35	33	46

Resource Development

The institution can measure its effectiveness by reviewing the funds raised and the scholarships and other projects funded as a result of these efforts. Since 2002, the assets of the ECC Foundation have grown by 101.5%, from \$1,796,196 to \$3,619,449 at the close of 2007.

Over the same period of time, scholarship funds awarded increased from \$44,437 in 2002 to \$78,746 in 2007. The number of Foundation Scholarships increased from 68 in 2002 to 92 in 2007, and average award amounts increased from \$653 to \$856 during that same period.

Community Service

This objective does not lend itself to quantitative analysis. Data are not collected regarding the number of employees participating in community groups, institutional participation in projects or similar service. One measure is the number of individuals utilizing the campus as a polling place. The College serves as a polling place for two precincts (Union Ward 4 and Franklin County Prairie Dell). Since April, 2004, 9,331 votes have been cast at the College.

Community Education and Outreach

The number of individuals participating in non-credit, continuing education offerings is the best measure of institutional effectiveness in providing community education and outreach.

Continuing education course enrollment increased from 871 individuals in 2001-02 to 1,089 in 2007-08. Initiatives such as the Prairie Restoration Project, Voelkerding Slough and wetlands preservation do not lend themselves to quantitative analysis.

2R2 Comparing Results

The institution's other objectives are unique to the College and the community it serves, making comparisons to other institutions difficult.

2R3 How Results Strengthen Institution, Community and Region

Many of the other distinctive objectives supplement or enhance student learning, thereby strengthening the institution. As detailed above, these objectives often have a direct relationship to the classroom experience of our students. Moreover, those objectives that serve to enhance student life on campus also strengthen the institution by making the institution a meaningful, challenging and enjoyable place to be.

Beyond the impact on students, the objectives serve to strengthen the institution as a resource within the region.

Certain objectives serve to bring additional revenue to the College, thereby providing financial resources the College would not otherwise have at its disposal. These revenue-enhancing objectives include job training, fundraising, continuing education and, to some extent, public performances that provide gate receipts.

Beyond revenue enhancement, the other distinctive objectives also serve to strengthen the institution's position in the community. Through various outreach efforts, the College serves as an academic, civic and cultural resource for the region. This role is recognized in the community. For example, in a survey of district residents conducted in 2006, results associated with the other distinctive objectives found that:

- 96% of residents indicated that it was "very important" or "important" that the College provide training for local businesses
- 84.6% said it was "very important" or "important" that the College provide cultural events such as concerts and plays
- 78.9% indicated it was "very important" or "important" to provide non-credit courses and workshops
- 67.5% said it was "very important" or "important" that the College provide intercollegiate athletics.

211 Improving Systems and Processes

Assessment and improvement can occur formally or informally. With regard to funding received for job training, for example, there are formal assessments of participants to determine their level of satisfaction with the training received. This information is utilized to improve the training offered to companies and their employees.

Informal processes involve simple assessments to determine the viability of an initiative: What was the level of attendance or participation? What is the cost-benefit analysis of the initiative? Are dedicated resources still available to support the initiative? Debriefing sessions can be a useful tool for making improvements, without utilizing a formal assessment instrument. Such a session was utilized following the 2007 Taste for the Arts event in Hermann, Missouri, wherein the event committee evaluated the activity and made plans for improvement in 2008.

212 Setting Targets and Priorities and Communicating Results

The College does not have a formal process to set targets for improvement in accomplishing its other distinctive objectives. As indicated, the College acquires a significant amount of quantitative data related to its other distinctive objectives. These data generally indicate levels of participation in the various initiatives (e.g., attendance at the theatre, number of employees trained, continuing education enrollment, ballots cast on campus). There is not, however, a sustained effort to collect or maintain qualitative data regarding these objectives. The College could benefit from ongoing efforts to formally determine the types of programs, services or activities to be offered, and to assess the participants' satisfaction with those initiatives. This information could be used to determine future activities, particularly in relation to community education and outreach, fine arts, continuing education and other initiatives intended in large measure to attract and serve the external community. These measures would not be intended to supersede or conflict with principles of academic freedom or free expression regarding the exhibition of theatrical productions, concerts, art exhibits, lectures or other events.

Moreover, technology allows some of this data to be collected at relatively little cost. E-mail or Web-based surveys of participants, for example, could enhance the quantitative data already available to the College. Technology also could be utilized for communicating results and improvement priorities to stakeholders. Expanded utilization of appropriate technology would be an appropriate target for improvement.

Category 3: Understanding Students' and Other Stakeholders' Needs

3C1 and 3C2 Students and What They Need

East Central College is accredited by the North Central Association and governed by a local Board of Trustees. The College's mission is to provide an environment for lifelong learning, with a vision to connect the community to its future.

ECC segments its students and other major stakeholders into broad categories and further segments them into more narrow subcategories.

Student stakeholders are listed by educational intent indicating the broad range of life-long learning opportunities offered by the College and include both credit and non-credit students. Educational objective includes students seeking degrees or certificates, interested in transferring to a baccalaureate institution, exploring career options, upgrading job skills, obtaining basic literacy skills through ECC's Adult Education and Literacy program or pursuing coursework for personal interest.

ECC also recognizes its responsibility to meet the needs of other major stakeholders; ECC Foundation, residents of the ECC district and service area, transfer institutions, state and local legislators, governmental bodies, and area business and industry.

The College has identified and defined the following categories of students and stakeholders as being its primary populations:

Prospective Students - potential or active candidates for enrollment

Key Subgroups:

- High school students
- High school drop-outs
- Displaced workers
- Returning adults

Current Students - students who have completed the admission and enrollment process and are attending classes at ECC classes at ECC

Key Subgroups:

- By Educational Objective
 - Certificate
 - Associate of Applied Science Degree
 - Associate of Arts Degree
 - Associate of Science Degree
 - Associate of Arts in Teaching Degree
- High school equivalency
- Developmental/developmental
- Skills Upgrade
- Traditional/non-traditional
- Financially disadvantaged
- Extended campus

Employers, Business and Community - partners who have a direct stake in the mission and success of ECC but may or may not directly fund or govern the College

Key Subgroups:

- State and community agencies
- Employers
- Advisory board members
- Area high schools
- Post-secondary institutions

ECC Foundation - a non-profit organization composed of individuals from businesses, professions and community services

Key Subgroups:

- Scholarship donors

- ECC Alumni
- Patrons of the Arts
- Foundation Board Members

Students and other major stakeholders’ needs, requirements, and expectations are determined through surveys, focus groups, individual interviews, academic program reviews and input from external advisory committees. These are outlined in Figure 3.1.

Figure 3.1

Stakeholders	Requirements	Expectations
Prospective Students	<ul style="list-style-type: none"> • Reputation for academic excellence • Affordable cost • Class/program availability • Financial assistance • Positive image 	<ul style="list-style-type: none"> • Timely, up-to-date information • Efficient admissions • Dual credit courses • Transfer courses • Skills assessment • Quality advisement • Orientation to college • Convenient location • Clean, safe environment • Campus activities
Current Students	<ul style="list-style-type: none"> • Academic excellence • Affordable cost • Basic skills competency • Transferable courses • Job skills • Degree/certificate completion 	<ul style="list-style-type: none"> • Convenience • Timely information • Helpful/informed staff • Up-to-date programs • Clean, safe environment • Quality advisement • Available courses • Campus activities • Relationships • Career services • Financial assistance • Learning assistance • Current facilities, technology/ equipment • Distance education • Continuing education
Employers, Businesses and Community	<ul style="list-style-type: none"> • Highly skilled workforce • Economic development • Partnerships 	<ul style="list-style-type: none"> • Response to training needs • Fiscal responsibility • Networking opportunities • Cultural enrichment
ECC Foundation	<ul style="list-style-type: none"> • Fiscal responsibility • Strong affiliation 	<ul style="list-style-type: none"> • Student success • Positive image • Alumni connections • Cultural enrichment • Student financial assistance • Campus enhancement

3P1 Identifying and Addressing Changing Needs of Students

The changing needs of student groups at ECC are identified through a variety of formal and informal methods. Current students have the opportunity to self-identify their needs to their advisor, their faculty, and other college employees. When changes in needs are expressed to a faculty member, the information is relayed to the division chair. Division Chairs meet regularly with the Executive Dean of Instruction to review such changes. In addition, advisors and other college employees forward similar information to the Dean of Student Development or the Executive Dean of Instruction. Depending on the specific need, the Deans meet with the appropriate faculty and/ or staff to analyze and select a course of action. Changes in academic courses and programs are submitted to the Academic Council for approval.

All new students are assessed for writing, reading and mathematical skills before enrolling. The results of these assessments are used to determine the need for specific course offerings in basic skill areas.

Student Development department heads meet regularly with the Dean of Student Development to review the need for changes in student services. In addition, a Quality Services Group meets twice a month to discuss process issues and solutions. All staff and faculty are invited to attend the open forum. A debriefing session is also held after fall and spring enrollment to evaluate the processes and services provided. An administrative committee meets regularly to act on student refund appeals. In response to a series of appeals, the Dean of Student Development initiated a change in the refund policy which has been well received by students and employees.

The President meets with the Deans and professional staff, as needed. The budget is developed and staffing needs are prioritized in this way. During the spring 2008, it was decided that combining Recruitment and Admissions into one unit under the Dean of Student Development might allow for better service and communication to prospective students.

Occasionally, consultants are used to assess community opinion and determine how needs have changed. For example, a community survey was conducted prior to submitting a bond issue to district voters to build a new allied health and science building. The results indicated a strong level of support for the project, so the issue was placed on the ballot and passed by a wide margin (5R1). In another example, a university consulting group was hired to conduct a study on the effectiveness of the college website for prospective and current students. The results, outlined in Category 7, will be used to redesign the college website.

Figure 3.2 - shows the processes utilized to determine the changing needs of student groups:

Needs	Point of Entry	During Enrollment	Point of Completion	Post-Completion
Academic Needs	<ul style="list-style-type: none"> • Advisement • Assessment • ACCESS data • Orientation survey 	<ul style="list-style-type: none"> • Enrollment data • Foundation Seminar survey • Instructor evaluations • AIM referrals 	<ul style="list-style-type: none"> • ECC Student Satisfaction Survey 	<ul style="list-style-type: none"> • Career & Technical Follow-Up Study • Transfer data
Student Services Needs	<ul style="list-style-type: none"> • Financial Aid applications • Advisement • Student emails • Orientation survey 	<ul style="list-style-type: none"> • AIM referrals • Advising data • FS1001 survey 	<ul style="list-style-type: none"> • ECC Student Satisfaction Survey 	<ul style="list-style-type: none"> • Career & Technical Follow-Up Study • Transfer data

3P2 Examples of Processes for Meeting Their Needs

ECC maintains an active email account for students from their first contact with the institution. In addition to an informative website, the college communicates with students and solicits feedback through traditional mail, electronic mail and telephone.

Before the start of the fall and spring semesters, all new students participate in a required Campus Orientation. This activity introduces key staff and faculty, promotes familiarity with the physical campus, campus programs and campus activities. During Orientation, students activate their email accounts and complete an online survey which is used to evaluate the event.

Once enrolled and in classes, students are assigned an academic advisor and participate in a one credit hour Foundation Seminar (FS1001). Students experiencing any personal or academic challenges may also participate in the Academic Improvement Management (AIM) early alert program. In order to help students make connections, they are encouraged to participate in and/or attend athletic games, student activities, and fine and performing arts activities free of charge. Students are also encouraged to become voting members of Student Senate by attending weekly meetings. The Learning Center and the Library support learning needs with a variety of tutoring and research services, and students are invited to work part-time on campus in a variety of student worker positions. Each semester, students are also encouraged to evaluate

their faculty and discuss any specific concerns with one of the Deans. Overall, students benefit from the college’s “open door” philosophy.

3P3 Identifying and Addressing Changing Needs of Other Stakeholders

Advisory committees identify the changing needs of employers, which often leads to new course content or revised programs. The changing needs of career and technical students are also identified through the Career and Technical Graduate Study. The Customized Training Department inquires about training needs through contact with area businesses and industries. The changing needs of transfer students are identified through articulation agreements with baccalaureate degree-granting institutions, transfer conferences and statewide initiatives from the Missouri Department of Higher Education. Internally, academic advisors share scheduling feedback from students with Division Chairs and the Executive Dean of Instruction. In the spring of 2007, an advisement satisfaction survey was administered to 1,124 students. Only 47% indicated that their assigned advisor was available and provided assistance to them, even though students are required to see their advisor each semester. This feedback, along with plans to remodel the administration building, was a factor in making Redesigning Student Advisement an AQIP project. High school superintendents, principals and counselors come to campus annually for a back to school luncheon where college information is shared and feedback is solicited. Regular visits to high school campuses are conducted by the Admissions Coordinator, faculty and professional staff to coordinate dual credit enrollment needs as well as early enrollment for high school seniors. Faculty and administrative staff are also encouraged to join professional organizations and attend national and regional conferences to examine trends, new technology and stay current in their fields.

3P4 Sample Processes for Meeting Stakeholders’ Needs

From its inception in 1968, ECC has enjoyed strong relationships with its key stakeholder groups, as Figure 3.3 shows.

Figure 3.3

Key Stakeholder Group	Processes
Prospective Students	<ul style="list-style-type: none"> ● Timely communication from Admissions ● Recruiting visits to high schools ● Campus tours ● On-site advisement/registration for high school seniors ● Dual Credit in 12 high schools ● Dual Technical Credit in 18 high schools ● High school competitions, e.g. WYSE academic challenge, and district music festival, concerts for elementary and middle school students ● Financial Aid presentations, e.g. College Goal Sunday ● Targeted mailings to district residents ● Open House ● Regional College Night ● Media, website and publications ● Free placement testing ● Special events for high school educators ● Local county fairs, parades ● Summer youth camps

Figure 3.3 - Continued

Key Stakeholder Group	Processes
Current Students	<ul style="list-style-type: none"> • Service departments maintain evening hours • Free tutoring, computer access • Orientation to campus • Foundation Seminar, FS 1001, 1002 • Early alert system (AIM) • Disability services (Access) • Student employment services • Student email (FalconMail) • Newsletters, posters, student publications • Student Activities • Student Government • Counseling & advisement services • Internships • Online registration
Employers, Business and Community	<ul style="list-style-type: none"> • Program advisory committees • Involvement in community and service organizations • Private and public collaborations and partnerships • Articulation agreements • Catered events by culinary students • Student internships • Participating in local job fairs, trade shows • Community surveys • Community library memberships • Community fitness center offerings • Senior citizen discounts • Facilities use for community events • International Day • Visits to/from local employers • New Jobs Training Program • Missouri Customized Training Program
ECC Foundation	<ul style="list-style-type: none"> • Annual scholarship fund raising event • Annual golf tournament for alumni association and athletics • Patrons of the Arts fine arts performances, displays and receptions • Annual giving campaign • Legacy of Hope scholarship endowment program • Scholarship selection committee • Campus enhancement projects

3P5 Identifying and Serving New Stakeholders

ECC identifies how new student and stakeholder groups should be addressed primarily through economic and environmental changes. According to the St. Louis Post Dispatch, this past July marked the highest unemployment rate in the St. Louis area in more than 16 years. Many of the jobs have been lost in the manufacturing industry and recently the Chrysler plant located approximately 30 miles away has announced it will be cutting shifts and laying-off approximately 2,400 workers. The cut-backs at Chrysler also affect another local manufacturing company that will be completely closing its factory. There are many local residents who have been or will be impacted by these changes. In response, ECC has participated in educational and career fairs specifically geared to many of these individuals. If interested, they will receive federal funding to help pay for education and re-training. At the fairs, ECC meets with interested individuals to analyze their skills, interests and needs in hopes that they will attend the college in the near future to further their education.

Another recent example is a grant received from the Missouri Department of Economic

Development to offer welder training for area industries. Local manufacturers wanted to increase the number of trained welders needed to fill many jobs in the local labor market. ECC, the local manufacturers, and other local agencies put together a proposal that allows local employers to draw from their current employees to receive welder training. The chosen employee will attend the ECC Four Rivers Training Center for training, at no cost to the employee or the company during the pilot year. Additionally, the program instructor will visit each participating industry to get an idea of the welding applications to stress in the program.

ECC also relies heavily on community input. Local advisory boards provide direction regarding changes in programs and course offerings, which can potentially attract new students. Additionally, in response to student and community demand, ECC is adding facilities to accommodate the growing need for nursing and allied health careers.

Student demographics are also closely monitored. It is well known that there will be a decline in the number of graduates coming from Missouri public and private high schools. Studies conducted from the Western Interstate Commission for Higher Education (WICHE), ACT, and the CollegeBoard predict a 7.6 percent decline in Missouri high school graduates between 2009-10 and 2014-15 (<http://www.wiche.edu/policy/knocking/1992-2022/Missouri.pdf>). Studies also indicate that the racial/ethnic composition will continue to change for Missouri high school graduates. ECC will need to strategically plan for recruiting and retaining a potentially smaller and more diverse pool of students.

3P6 College System for Resolving Complaints

The Student Handbook provides specific college policies to file appeals or complaints, based on the nature and type of grievance. In most cases, students are encouraged to resolve their conflicts through informal means before proceeding to a formal process. As mentioned in 3P1, a series of student tuition appeals led to a change in the refund policy.

Student complaints may begin with faculty or staff or go directly to either the Dean of Student Development or to the Executive Dean of Instruction, depending on the nature of the complaint. Student files are maintained in both of these offices containing information relevant to the complaint and its resolution.

Students are invited to anonymously evaluate their faculty each semester through an online system, which is reviewed by the Division Chairs and Executive Dean of Instruction.

Students and other stakeholders offer input through an online suggestion box to the College President or direct contact with one of the Deans. These e-mail questions/suggestions are normally responded to within twenty-four hours.

The college's non-discrimination policy directs job applicants and employees to the Human Resources Director and students to the Dean of Student Development.

Feedback Analysis and Course of Action

Course evaluation results are summarized and the results are listed online to allow instructors to access this information and use it to assess their courses. Information on the instructor, department and institution performance is part of the survey. Information from previous and current semester evaluations can be accessed and reviewed from this site, which allows an instructor to monitor how corrective actions impact student evaluations. The Executive Dean of Instruction reviews course evaluations and forwards concerns to individual instructors. In keeping with Senate Bill 389, faculty evaluations will be posted on the college website.

Communicating Actions to Students and Stakeholders

If the nature of the complaint involves a formal appeal, written communication is sent to the student and instructor from the Executive Dean of Instruction or Dean of Student Development, informing all parties of the decision made by the appeals committee.

3P7 Overall Measures of Processes

The following measures of student and other stakeholder satisfaction is regularly collected and analyzed:

Figure 3.4

Stakeholder Group	Measures of Processes
Prospective students	<ul style="list-style-type: none"> • Enrollment data • Feedback from high school educators
Current students	<ul style="list-style-type: none"> • Course/faculty evaluations • Graduate survey • Career and Technical Graduate Follow-up survey • Tracking systems in academic and student services support areas • Orientation survey • Foundation Seminar survey • Participation levels • Quality Services Group
Employers, Businesses & Community	<ul style="list-style-type: none"> • Community survey • Transfer data from four-year universities • Advisory committees • Career & Technical Graduate Survey • Election results
Foundation	<ul style="list-style-type: none"> • Attendance at Foundation events • Fund raising levels

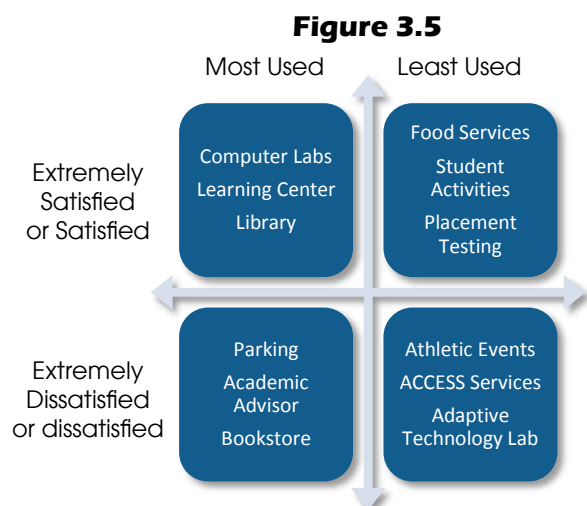
3R1 Results for Student Satisfaction with Performance

Results regarding student satisfaction primarily come from an internally developed graduate satisfaction survey. While the survey has only been administered over the last three terms, results are already showing that students are satisfied with instructional operations and many of the support services provided. Students are asked to gauge their satisfaction level from extremely satisfied to extremely dissatisfied. Below are results from the most recent administration where 70% or more of the students are extremely satisfied or satisfied with the requirements and expectations outlined in 3C2:

- 88.1% - Technology on campus
- 83.8% - Quality of instruction in most classes
- 80.5% - Campus appearance
- 80.0% - Comfort level of classrooms, learning spaces and other campus facilities
- 78.1% - Accessibility and availability of faculty outside of class
- 73.6% - Clarity of degree requirements
- 73.1% - Faculty/staff concern with academic progress/performance
- 71.3% - Availability of courses

Additionally, students are asked to rate their satisfaction with services provided by the institution. The student is also asked to identify if they used the service. Figure 3.5 represents satisfaction levels based on service use.

Because the survey is fairly new, the College is just beginning to look at trends and patterns represented in the data. ECC recognizes that an internally developed survey lends to no comparative data. As part of the strategic and assessment plans, the College will investigate additional survey options that will provide comparable results.



3R2 Results for Building Relationships with Students

Results related to building relationships with students currently are provided through the

graduate satisfaction survey. Analysis from the most recent administration, as well as previous administration, reveal that student's are overwhelmingly satisfied with the quality of their ECC experience and education. As Figures 3.6 and 3.7 show, fewer than 2% of students are dissatisfied with their experience and education at ECC. No one indicated they were extremely dissatisfied. Previous administrations provided similar results.

Figure 3.6

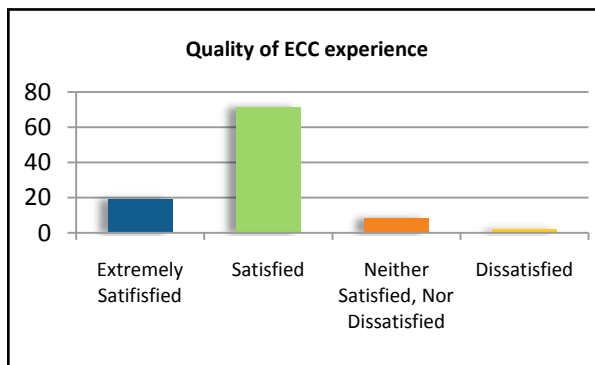
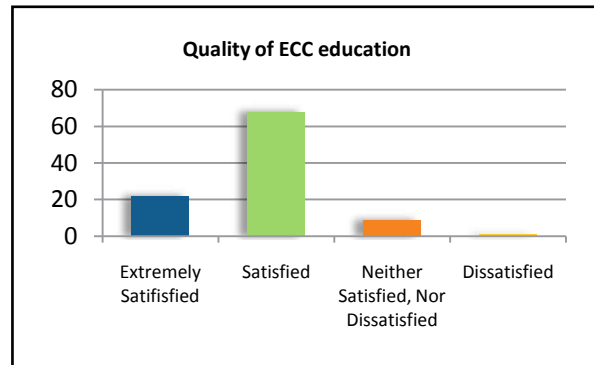


Figure 3.7



Asking students if they would attend ECC again is another indicator that the College is building strong relationships with students. Over three-fourths of the students surveyed indicated they would definitely come back if they had the choice. Students are also asked the extent with which ECC helped them attain their goal. Less than 4% of students surveyed indicated that the College had very little or no impact on goal attainment.

Aside from asking students their satisfaction with the College, student retention and persistence is a strong indicator of the efforts to build relationships with the students. Figures 3.8 and 3.9 represent the retention rates of all ECC students and retention rates of developmental students. The chart displays that retention rates have remained fairly stable over the years and also represents the strong commitment to retaining students who are enrolled in developmental courses.

Figure 3.8

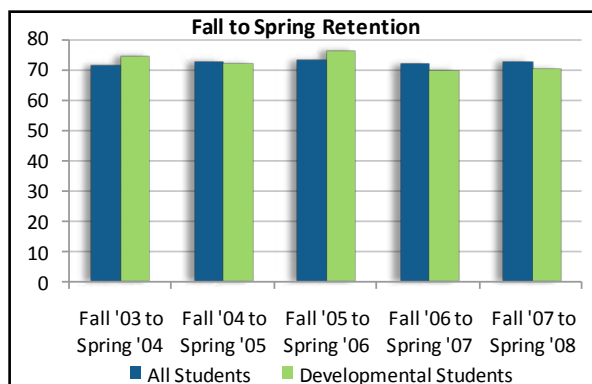
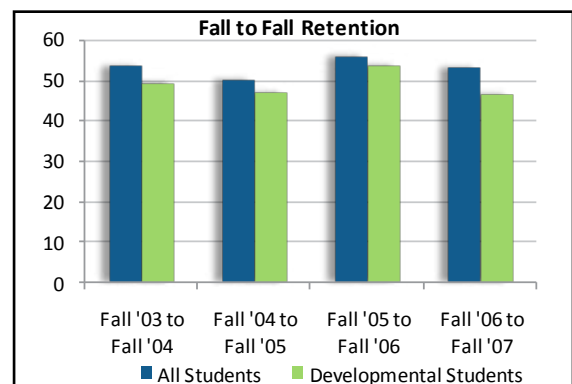


Figure 3.9



This past spring ECC requested the feedback of students regarding the highly debated Student Success course. Student polls and several discouraging articles in the student newspaper has touted the course as a "waste of time" or as one article referred to the course, "Student Suck-cess". Many students enter the Student Success with a pre-conceived negative image of the course. In an attempt to improve this image, ECC surveyed students who completed the course and had gone on to complete at least 30 additional credit hours. This cohort allowed for feedback from student's who had been able to apply the principles and objectives taught in the course. Questions such as, did the course help them adapt to the college environment and did they feel more prepared because of the course, were asked. Students were also asked to provide feedback on what significant things were learned and how ECC could improve the course. As

seen in Figure 3.10, results were not overwhelmingly positive.

Figure 3.10

Agree	Disagree	The course helped the student....
46%	54%	adapt to a new environment by providing information about the challenges of college
62%	36%	become aware of the services available at ECC
47%	52%	increase awareness of social opportunities (clubs, athletics, arts, etc.)
44%	54%	make personal, professional and academic connections
%	After completing the course my college experience...	
47%	was impacted very little	
39%	did not benefit from the course	
11%	was greatly impacted	

Along with these results, comments on desired changes, and other feedback from students and faculty, additional improvements have been made to the course. Through the work of an advisory group, the renamed course entitled, "Foundation Seminar," now meets twice a week for the first half of the semester, homework has been replaced with in-class activities promoting teamwork and collaboration, and more focus is placed on promoting awareness of campus resources, including technology tools.

The Advisement and Counseling Department maintains a daily "on call advisor" to handle walk-in academic advisement. To manage the increased activity in the weeks before classes begin, all advisement is handled on a first-come, first served basis, with some exceptions for specific groups. Throughout the enrollment process, students seldom have to wait more than 30 minutes to see a general advisor.

With a goal of creating a more vibrant campus environment, the college added a full-time staff member to coordinate student activities and student government. At the same time, women's volleyball returned to the college's roster of intercollegiate sports. In the spring of 2008, the Falcon was unveiled, replacing the Rebel as the college's official mascot. The new mascot was recommended to the Board of Trustees by a committee of students and college employees. The new, professionally designed Falcon logo has been enthusiastically embraced by students and staff. Under the new Falcon identity, the athletic teams have recorded their best early win/loss records to date and game attendance is noticeably higher.

The new Coordinator of Student Activities/Volleyball Coach developed an active calendar of events with students participating in record numbers - always a challenge for a rural commuter campus. Much of this success is due to an incentive program entitled, "EC Cash," where students earn points by attending events/meetings, volunteering to work at events, or performing community service. The EC Cash points are used as currency at the end of the semester to bid on items at an auction sponsored by student government. The program was immensely successful in its first year, attracting 973 students to sign up and earn points. The student government won a competitive award from the Missouri Community College Association for the innovative program.

3R3 and 3R4 Results for Stakeholder Satisfaction with Performance and Building Relationships

Prospective Students

Through the budgeting and staffing process, the admissions and recruitment functions were combined in a new department under Student Development. Prior to the change, a communication gap existed between prospective student recruitment and other student development services. The change appears to be working, but a formal assessment has yet to be conducted.

Another indicator of stakeholder satisfaction is that of increased participation in programs offered by the College for high school students. In September 2008, 1,300 elementary and middle school students came to campus to hear a professional string quartet concert. Each spring, 150-200 secondary students participate in the Worldwide Youth in Science Education (WYSE)

competition. The Art Department hosts 20-30 secondary artists in the annual High School Portfolio Day, and the Music Department hosts the District Music Festival each spring for secondary music students. Several thousand students from the eastern region of Missouri attend the annual two day festival.

Employers, Business & Community

The community has a strong approval and appreciation for the College, as indicated in the community opinion survey. Results are detailed in 2R3 and 5R1. ECC measures satisfaction with our educational programs through advisory committees and employer feedback. Career Services works closely with local employers, chambers of commerce, and employment agencies to plan and participate in local job fairs. In the 2007 employment summary data for career and technical graduates, 84% found employment after graduation, with 77% in a field related to their major. Training partnerships with regional businesses and industries is described in Category 2.

ECC Foundation

The ECC Foundation Board of Directors is composed of individuals from businesses, professions and community services. Meetings are held quarterly to conduct business and review programs. Directors take an active role in fundraising and membership activities, finance and investment planning and supervision of planned gifts and endowments.

The primary focus of the Foundation has been to raise scholarship dollars to provide financial assistance to the many talented and needy students in the ECC college district. In 2004, the ECC Foundation launched its ongoing Legacy of Hope and Opportunity capital campaign to establish a permanent scholarship endowment for ECC students. Gifts in support of that effort are encouraged by individuals and area businesses. In 2007, the ECC Foundation reported assets of \$3,619,449, with \$78,746 awarded in annual scholarships. In February 2008, the 25th Annual Scholarship Recognition Night raised \$46,000, resulting in \$25,000 in new funds.

In addition to the scholarship assistance provided by the Foundation, the Patrons of the Arts program solicits memberships to support the college's performing arts programs. To date, a record 362 memberships have raised \$46,500 for FY 2009, with new memberships still coming in.

The ECC Alumni Association is organized through the ECC Foundation and raises \$10-12,000 each year for campus projects and scholarships by hosting an annual golf tournament and staffing a beverage booth at the Washington Town and Country Fair.

3R5 Comparing Results

As the AQIP Systems Portfolio grew, so did the need for more comparable data. In 2007, ECC, along with 177 other institutions, participated in the National Community College Benchmark Project (NCCBP). The NCCBP was developed to respond to the need for comparative data that is tailored to community colleges. While results from the study provided the College a national perspective, it was also important to compare ourselves with local peers. Data received from the NCCBP, along with data obtained from the Integrated Postsecondary Education Data System (IPEDS) and Missouri Department of Higher Education (MDHE), allowed the institution to analyze specific performance measures from a national and local perspective. Figure 3.11 represents some of the observations obtained.

3I1 Improving Current Processes

As a mid-sized college, ECC has the ability to act quickly when changes are needed. However, the lack of formalized processes can sometimes lead to poor communication and documentation. More formal structure and written policies could help to clarify a number of the college's processes.

ECC often gathers information without analyzing or sharing the data effectively. With an eye toward addressing this weakness, an Assessment Plan for Student Development is currently being developed which will be implemented in the spring 2009. Internally produced and nationally benchmarked surveys will be administered according to Figure 3.12.

Figure 3.11

	National Peers	Missouri Peers
Areas of Strength	<ul style="list-style-type: none"> • Full-time degree completion • Student persistence/retention • College level course retention & success • Developmental Reading & Writing retention • Developmental Writing retention in first college-level course • Career/technical employment • Student to faculty ratio • Student to student services ratios • Cost per credit hour & FTE student • Faculty & Staff Development/Training 	<ul style="list-style-type: none"> • Transfer rates • Local & State revenue sources per FTE student • Full-time faculty salaries • Endowment assets • Tuition & fees
Opportunities for Improvement	<ul style="list-style-type: none"> • Developmental Math retention & success • Developmental Math retention & success in first college-level course • Distance learning - credit hours and sections offered, withdrawal rates, & completers • High School graduates enrolling at ECC 	<ul style="list-style-type: none"> • Enrollment growth & FTE • Retention of full-time and part-time, first-time, degree-seeking students • Graduation rate (overall) • Total financial aid dollars awarded • Need-based financial aid awarded • Student services expenses per FTE student

Figure 3.12

Fall Surveys	Spring Surveys	Summer Surveys
<p>Admissions-entering goals</p> <p>Registration-satisfaction of enrollment processes</p> <p>Non-Returners (fall to fall) -satisfaction & goal attainment</p> <p>Graduates-satisfaction & goal attainment, Career & Technical Follow-Up Study</p>	<p>Current students-satisfaction</p> <p>Graduates-satisfaction & goal attainment</p>	<p>Graduates-satisfaction & goal attainment</p>

Other Student Development data to be analyzed will include student persistence, graduation rates, transfer data, financial aid information and feedback obtained from focus groups.

312 Setting, Addressing and Communicating Targets

As an example of setting, addressing, and communicating targets, a committee of faculty representing all divisions, general advisors and Deans are working on an AQIP project to redesign student advisement. This campus wide effort will parallel the redesign of the administration building which houses general advisement and enrollment services. At the same time, the student development division is working toward reorganizing enrollment services into a one stop shop environment.

While many positive changes occur through our current methods, decisions are sometimes made without the benefit of hard data. As we move to a culture of data collection and analysis, we will be more adept at recognizing and predicting changes in student needs and satisfaction. With a formal structure of assessment in place, the information can be analyzed and shared in a way that can be both proactive and responsive to the changing needs of students and other stakeholders.

Category 4: Valuing People

4C1 Organizing the Institution: Focus on Student Learning and Development

A locally elected, six-member Board of Trustees governs East Central College. The Board employs a Chief Executive Officer (President), who oversees the direct administration and day-to-day operations of the College. Deans, who report directly to the President, head the four functional divisions of the College: Executive Dean of Instruction, Executive Dean of Finance and Administration, Dean of Student Development and Dean of Career, Technical and Outreach Education.

Student Learning and Development

The College focuses its workforce on student learning by employing staff to support learning efforts in the following areas:

- **The Learning Center:** Led by a staff coordinator, the Learning Center employs full-time instructional support staff as well as student peer tutors.
- **The Library:** Led by a full-time director, the Library employs both full-time and part-time staff as well as student workers.
- **Advisement/Counseling:** Organized within Student Development and led by a full-time staff member, the Counseling and Advising staff meet regularly with students and provide both academic advising and counseling.
- **Financial Aid:** Also within Student Development, the Financial Aid staff provides scholarship, financial aid and loan information to students.
- **Registration/Admissions:** Part of the Student Development division, these full-time and part-time staff provide admissions and registration assistance to students.
- **Instructional Support:** Each academic unit is headed by a faculty division chair and supported by appropriate staff. These division chairs are available to students and faculty to support learning efforts.
- **Title III Efforts:** With a full-time Activities Director and various staff, the Title III grant supports retention efforts campuswide. The grant also provides opportunity for faculty to develop technology-based skills to enhance and support student learning.
- **Foundation Seminar Course:** Required for incoming freshmen, the course assists students in their transition to College and provides a wide spectrum of skill-based assistance.
- **Pre-semester Week:** Each semester, the College provides a full week of development opportunities for faculty and staff to strengthen and build skills in supporting the students.

4C2 Work Environment and Job Classification

ECC is located in a semi-rural region of Missouri, approximately 50 miles west of St. Louis. The area surrounding the College has recently experienced a boom in commercial development. The College is one of the largest employers in the area and considered a desirable place to work. The proximity to St. Louis, with its many colleges and universities, is an advantage in providing a pool of potential faculty and a disadvantage in competition for these same faculty.

Adjunct faculty comprise approximately 70% of total faculty (by head count) and teach around 40% of credit hours each semester. In addition to adjunct faculty, part-time support staff work in instructional and student services areas of the College. Student workers also add to the workforce at ECC, and recent pay increases have allowed us to be more competitive in attracting reliable student workers.

The College administration has redesigned the employee classification structure with the help of an outside consultant. The study included a review of professional staff and classified staff positions, development of a new classification system for these positions, and a market study that compared salary and benefits to similar positions in the region, including the St. Louis area. The results of the study have been incorporated in the FY2009 budget and staffing plan (results addressed in 4R1 and 4R2).

4C3 Demographic Trends

A study of trends in high school graduation rates across the country shows that in Missouri the

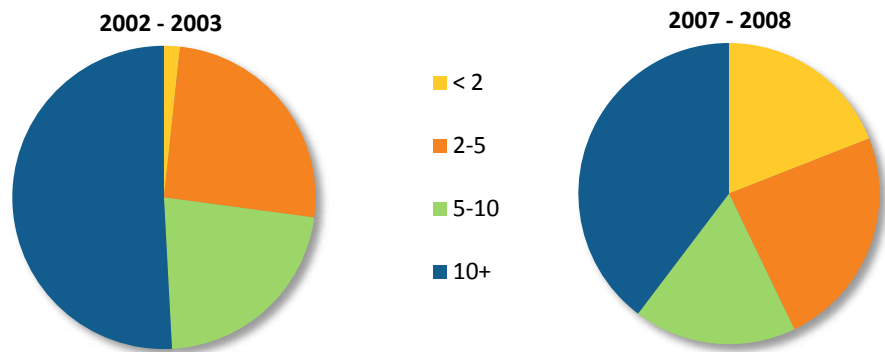
number of high school graduates will decline between 2008 and 2010. Fairly recent high school graduates (ages 18 – 21) account for nearly half (46% in fall 2008) of our student enrollment; this trend could affect future enrollment at ECC and will need to be a consideration in future planning. The College looks at community employment trends and hires faculty in areas where enrollment is anticipated to increase. Trends in remediation needs of incoming students are also assessed and drive hiring decisions for faculty on both the main campus and satellite locations.

The Franklin County Economic Development Group conducted a recent survey entitled “Workforce Strategies for Community and Employer Competitiveness.” This survey of businesses and industries located throughout Franklin County will provide useful information to the College as we plan programming and support services for the next ten years.

Over the past five years, years of service at the College among full-time employees has changed drastically; two retirement incentives have created vacancies and the College has increased full-time faculty and staff by 22%. In 2002-2003, fewer than 2% of full-time faculty had fewer than two years of service at the College; compared to 19% in 2007-2008.

Figure 4.1

demonstrates the change in years of service in full-time faculty.



4C4 Current and Future Training Initiatives

Figure 4.2 - lists current training initiatives and those planned in the near future.

Employee Group	Training, Development and Continuing Education
All Employees	<ul style="list-style-type: none"> • Continuous Quality Improvement Training • Technology Training • Miscellaneous In-service Trainings (Fall and Spring Semesters) • Sexual Harassment Training • Customer Service Training
Faculty, Full-time	<ul style="list-style-type: none"> • Assessment of Student Learning • New Faculty Orientation • Workshops, Meetings in the Academic Discipline • AIM Initiatives • Moodle (Learning Management System) Training Fridays • Planning in the Academic Discipline • Instructional Technology Training • Use of Faculty Evaluation Portfolio and Website • Teaching and Learning Efforts • ADA/Access Services Training • Degree Advancement • Personal Interest
Faculty, Adjunct	<ul style="list-style-type: none"> • Adjunct Orientation • Instructional Technology Training • Moodle Training • eCentral Functionality Training • Teaching and Learning Efforts • ADA/Access Services Training

Figure 4.2 - Continued

Employee Group	Training, Development and Continuing Education
Administrators	<ul style="list-style-type: none"> • Accreditation Meetings and Workshops • Meetings Related to State or Local Initiatives • Supervisor Training
Professional Staff	<ul style="list-style-type: none"> • Use of Datatel/colleague Products and Tools • ADA/Access Services Training • Supervisor Training
Support Staff	<ul style="list-style-type: none"> • Relevant Technology Training • ADA/Access Services Training • Student Worker Supervisor Training • Osha Safety Training
Targeted Faculty and Staff	<ul style="list-style-type: none"> • Training and/or Meetings Related to Specific Initiatives (I.e. Global Education)
Specific Committees	<ul style="list-style-type: none"> • Training and Development Related to Committee's Charge (I.e. AQIP)

In response to the trend in retirements and new positions, new employee training and orientation became AQIP Action Project #4: A Comprehensive New Staff and Faculty Development Program. A New Employee Development Manual, a module-based training system, was compiled and presented to the College President and the Director of Human Resources as a proposed training tool for new employees. The Director of Human Resources completed the manual and all new faculty and staff received a copy in fall 2008.

Training efforts are ongoing at the College. Annual funding is provided for faculty and staff to participate in a wide variety of training and professional development activities, such as conferences and seminars. Channels are also available for faculty and staff to make recommendations for other training and development opportunities. Additionally, all employees can complete their undergraduate or graduate degree using the tuition reimbursement program, which is reimbursed at 100% of the graduate rate of the University of Missouri St. Louis.

4P1 Employee Classification and Hiring

All positions at ECC have a detailed and approved job description. Each job description is reviewed annually as part of the evaluation process. The evaluation process is detailed in 4P6. Job descriptions detail the credentials, skills and work conditions for each position. The hiring process is detailed in 4P2.

Once hired, employees participate in New Employee Orientation. Orientation activities are both global (human resources, technology) and specific (teaching strategies, business office procedures) as identified by the supervisor.

For new faculty, the New Faculty Seminar provides a year-long series of meetings and activities intended to orient new faculty to the students, culture and college.

All new employees are evaluated throughout their first year. As part of that evaluation, development plans and goals are created to assist these new employees in their acclimation to the College. New faculty are probationary for their first five years of employment.

4P2 Employee Hiring, Retention and Orientation

Upon receipt of an approved Personnel Requisition form, Human Resources prepare a position announcement. Position announcements must agree with the job description on file in the Office of Human Resources. If not in agreement, revisions of the job description are made before the search commences. All new positions require a written job description to be finalized by the Office of Human Resources and approved by the College President.

The Office of Human Resources places advertisements for all positions. Job openings are posted for a minimum of ten calendar days. Employment opportunities are posted on the Human Resources page of the College Website, and a notice of new or vacant positions is made at the earliest possible opportunity to provide sufficient time to secure qualified applicants.

Full-time faculty, administrative and professional positions are selected via search committee. For full-time support staff positions, the department supervisor serves as the hiring supervisor and may select a search committee if desired.

The Director of Human Resources requires submission of a list of interview questions before interviews take place to ensure no inappropriate questions will be asked.

After the search committee and hiring supervisor have interviewed all candidates, a recommendation is made to the Director of Human Resources/EEO/AA Coordinator. Upon satisfactory completion of the background verification, the Director forwards the recommendation to the College President. The offer of employment is contingent upon the President's and Board's approval.

In an effort to attract and retain well-qualified faculty and staff, generous salary increases have been awarded to all full-time faculty and staff. Part-time staff and adjunct faculty have also received pay increases (salary increases are detailed in 4R1). Additionally, all salary caps were removed, and salary guidelines were revised to boost initial hire rates for faculty, professional and support staff. Tuition reimbursement was also increased as an incentive for professional and support staff to pursue additional degrees that are relevant to their assignments and in support of College goals.

In order to be assigned to a primary discipline or career field, both full-time and adjunct faculty must meet one of the following minimum qualifications:

- A master's degree with a major in the subject field or a master's degree with 18 graduate credit hours in the subject field.
- Thirty semester hours of graduate work in the subject field.
- Directly related work experience in the career field and/or eligibility for vocational education certification requirements.

Administrators are classified as the President and four Deans. Professional staff includes exempt personnel at the director level and below. Support staff includes non-exempt, at-will personnel who are necessary to the day-to-day functions of the College. The Human Resources Department is responsible for maintaining job descriptions for all positions. The Director of Human Resources, in conjunction with department supervisors and the President of the College, is responsible for creating, reviewing and updating these descriptions to ensure that they accurately describe the duties of the position. Employment applicants not meeting the minimum requirements for a position will not be considered.

4P3 Communication, High Performance and Ethics

Work processes and activities that contribute to communication, cooperation, high performance, innovation, empowerment, organizational learning and skill sharing occur daily and in a variety of ways, including:

- ECC Announce (internal email of daily events)
- Campus website
- College publications and materials
- The student newspaper
- Public Board meetings and agendas
- Employee association meetings (faculty, professional and support staff)
- Listservs for employee associations
- College committees
- Departmental and staff meetings
- Advisory Committee
- In-service activities
- Professional development opportunities
- AQIP Action Projects
- Community activities
- Satisfaction rates

East Central College expects ethical behavior from all of its employees. The College complies with all applicable local, state and federal regulations and implements fair and equal policies for

all of its constituents. Board policies related to ethical practices are listed below in Figure 4.3.

Figure 4.3

Policy Description	Board Policy Reference
Legal Authority Policy	1.1
Accounting System Policy	4.1
Equal Employment Opportunities and Affirmative Action	5.2
Sexual Harassment Policy	5.5
Student Protection Against Discrimination	3.25
Student Information Policy (FERPA)	3.20
Student Right-to-Know and Campus Security Act Policy	3.21

4P4 Training and Development

The College conducts training and provides development opportunities in a variety of ways:

- **Pre-semester activities:** At the beginning of each semester, a full schedule of development opportunities is scheduled. Faculty and staff participate in a variety of specific training and workshop opportunities.
- **Development funding:** Each faculty and staff member has access to development funding for targeted meetings, workshops or seminars.
- **Degree advancement:** Faculty and staff are encouraged to advance their education with financial assistance from the College (4C4). Additionally, full-time professional and support staff who obtain a degree that exceeds the established degree requirements for the position in which they are employed will receive a salary increase. Salary increases range from \$300 for an associates degree to \$1,500 for a doctoral degree.
- **Technology training:** The product of an AQIP Action Project, the technology survey helps identify technology training needs for faculty and staff.
- **New Faculty Seminar:** All new faculty participate in a full year New Faculty Seminar program to assist in their work with students.
- **Adjunct Faculty Orientation:** Conducted at the beginning of each semester, orientation provides adjunct faculty with all the information needed in their work at ECC.
- **Sabbatical Leave:** Full-time faculty and staff have the opportunity to request a leave of absence to further enhance their position through advanced study, research, writing and/or a similar purpose that is related to their field of study or discipline.
- **Wellness opportunities:** faculty and staff are provided a wealth of information and opportunities regarding health and well-being (details in 4P9).

All faculty and staff develop training goals as part of their annual evaluations. Supervisors also can make recommendations for larger scale training and workshops, as needed. New technologies are introduced via training opportunities.

4P5 Training and Student Learning

Short-term and long-term training needs are continually being identified and inherently become part of the planning (budget, staffing and strategic) process (Category 8). Below are some of the ways training needs are determined:

- **AQIP Action Projects:** Surveys developed in several of the Action Projects identify specific training needs.
- **Performance reviews:** As part of employee evaluation, patterns of needed training often emerge and result in training opportunities.
- **Assessment data:** The needs of certain student populations, as identified by assessment tools, result in targeted training for faculty.
- **Committee work:** As committees make certain recommendations, training recommendations result (i.e. emergency planning).
- **Accrediting bodies:** Ongoing work on assessment of student learning has created

development opportunities for faculty and staff. In addition, the College has recently included an AQIP and strategic planning activity during each pre-semester week.

Once identified, training needs such as those listed above, provide faculty and staff the necessary skills to improve the College's focus on helping students learn and accomplishing other distinct objectives.

4P6 Employee Evaluation

Faculty

- Students conduct an online evaluation of faculty; this anonymous system allows students to evaluate both faculty and the class/curriculum. Results are cumulative, comparative and available to the faculty at the end of the grade submission period.
- Observations of faculty teaching are conducted each semester; faculty are observed by the division chair and the Executive Dean of Instruction. Full-time faculty reappointments are based upon satisfactory evaluation and recommendation of the Executive Dean of Instruction and agreement of the President and Board.
- Faculty maintain a portfolio used to record their other faculty activities such as committee work, student advisement, community service, assessment activities, etc.

Staff

- All non-faculty employees are evaluated using the College's personnel evaluation system. Performance evaluations are conducted annually. Typically evaluations are conducted in a meeting between the employee and the supervisor. Evaluation forms become part of the employee personnel file.

The President

- The Board of Trustees evaluates the President of the College annually, pursuant to Board Policy.

4P7 Employee Recognition

All employees are recognized for years of service to the College; recognition includes a gift and dinner, depending on length of service.

After determining the need to improve employee classification and compensation (2P3), the College recently engaged in a study of all staff positions. The results of the study align the College compensation plan with comparable work in the region.

All full-time employees have access to a full package of benefits, including health insurance, dental insurance, vision insurance, retirement and education opportunities.

Faculty may be recognized by their peers at the College by selection to receive the Governor's Award for Teaching and the Emerson Excellence in Teaching Award, sponsored by St. Louis-based Emerson, Inc. Additionally, the College maintains a faculty rank system. Although not directly tied to compensation, faculty on annual or continuous contracts may be recommended for rank promotions by the President and Executive Dean of Instruction if they meet all of the following:

- Eligible years of service
- Display a pattern of commitment to the College
- Above average evaluations by students, peers and the Executive Dean of Instruction
- Participate in development activities related to growth in their profession
- Are involved in community, state or national activities

The recognition of faculty and opportunities for rank promotion align with the objectives in Category 1, Helping Students Learn, as these processes revolve around excellence in teaching and commitment to students.

4P8 Employee Motivation

Faculty and staff are motivated in the following ways:

- Hiring practices that ensure a good fit of employee to position
- Training and development as needed

- Fair compensation and work load

These issues are analyzed informally and addressed as needed. The recently completed and implemented classification and compensation study was conducted because of such an assessment.

4P9 Employee Satisfaction

While no formal process is in place to measure employee satisfaction, the College takes action regarding employee health in the following ways:

- Free annual health screenings
- Employee health fair, introduced last year and now an annual event
- Employee fitness classes are available free of charge
- Fitness Center, also is available for faculty and staff use
- Fitness walking trail, located on campus
- Weekly health and wellness e-mail from HR

Employee safety and well-being also are addressed through the implementation of College policies and processes as follows:

- Smoke-Free Buildings Policy
- Safety Policy
- Employee Conduct and Discipline Policy
- Drugs and Alcohol Policy
- Communicable Disease Policy
- Prohibition of Concealed Weapons
- Employee Grievance Policy
- Ethical standards for employees (policies are detailed in 4P3)
- Annual tornado drills, fire drills and fire inspections

The campus also employs a security firm to monitor and assist faculty, staff and students on campus. For at least the last three years, the College has had no reportable offenses or crimes, as defined by the Clery Act, which have occurred on any of its campuses.

<http://www.eastcentral.edu/ir/reports.html>

4P10 Valuing People

While the College has no unions, each employee group (Faculty, Professional Staff, Support Staff) has its own organized body that communicates concerns and requests to the President and District Board of Trustees on a monthly basis.

Additionally, the College regularly collects and analyzes the following measures of valuing people:

- Performance evaluations
- Funds allocated for professional development activities
- Number of staff utilizing tuition waivers or tuition reimbursement
- Benefits and compensation data
- Shared sick leave donations, hours accumulated and hours used
- Health fair attendance
- Health/well-being evaluation incentives
- Information technology needs
- Faculty evaluations conducted by students
- Faculty teaching observations conducted by division chairs and administrators
- Faculty portfolios
- Faculty compensation, as compared to other institutions
- New employee survey

4R1 Valuing People Results

Evidence that the College values its employees includes its commitment to provide compensation that is equal to or better than that found in the wider public and private sector. Over the past three years, across the board salaries have increased 17%. Over the last four years, salary increases have outpaced inflation (Figure 4.4). In FY09, nearly \$210,000 in market adjustments was applied

to almost one-half of the full-time staff in addition to a 6% salary increase. To remain competitive, the College has also increased adjunct faculty 9% in the last four years (Figure 4.5).

Figure 4.4

Fiscal Year	% Salary Increase	% Change in July CPI-U
2006	6%	4.2%
2007	6% - Support staff 5% - All others	2.4%
2008	6%	5.6%
2009	6%	Not Available

Figure 4.5

Fall Term	Adjunct Pay (per credit hour)
2006	\$550
2007	\$560
2008	\$575
2009	\$600

Presently, the College has not implemented a survey to measure all faculty and staff satisfaction. It has been included in discussion for future plans and is being incorporated in the revised strategic plan. Due to the large increase in new employees and changes in employee development (AQIP Action Project #4), the College has created a new employee survey. The survey is designed to assist the College in providing effective employee transitions and to improve or offer new training opportunities. Survey participants were asked questions related to the hiring process, potential topics and training areas, employee development, and employee support services. Results show that the majority of new employees found the hiring process effective, and most new employees were interested in ongoing workshops on select topics, college support of ongoing education/degree attainment, and developing an individual performance plan. Figure 4.6 displays the results regarding the effectiveness of the new employee hiring process.

Figure 4.6

Survey Item	Most Effective	Effective	Poor	Least Effective
User-friendly nature of the process and relevant forms	69%	31%	0%	0%
Communications with College Human Resources and other staff	77%	19%	4%	0%
Overall process for gaining employment at the College	62%	38%	0%	0%

The College has recently made a strong commitment to focusing on employee health and well-being. The College has brought a mobile mammogram to campus and also started the ECC Employee Health Fair in 2007. The Health Fair included: a health screening for all interested employees, 28 exhibitors and 12 workshops with topics such as: smoking cessation, stress and nutrition. Surveys were administered to participants (ECC employees) and exhibitors. Feedback from all constituents was very positive:

Participant feedback

- 92% stated that the Employee Health Fair was “Excellent” or “Good”
- 80% plan to make a lifestyle change as a result of the health fair
- 75% rated the quality of the exhibitors as “Excellent” or “Good”
- 100% were satisfied with the workshops they attended
- 96% stated the workshop presenters had an “Excellent” knowledge of their subject matter

Exhibitor feedback

- 100% of exhibitors were satisfied with the health fair
- 100% of exhibitors stated they would participate in another ECC Health Fair

The College’s commitment to providing these services has made a significant impact on ECC employees. To date, at least three employees have discovered major life threatening illnesses

because of screening and services provided by the College. Employees, and now students, have also started a weight loss program, called the "ECC Biggest Loser". Employees pay a small fee to enter the contest and are provided monetary awards or gifts for losing the most weight. To date, over 350 pounds have been lost by ECC faculty and staff.

4R2 Results for Processes Associated with Valuing People

One process which resulted in evidence of valuing people was the recently completed classification and market study (4C2). With the direction of the consulting firm, the College increased the number of salary grades from 6 to 9 in the support and professional staff. Administrators are defined in a separate category. The new system allows the College to better differentiate and classify positions. In addition, to remain a competitive employer, ECC increased the salaries of many full-time staff members through market salary adjustments (4R1).

In 2007, as a result of an employee's need, the College created the Shared Sick Leave Policy (Board Policy 5.35), "the College will maintain a shared sick leave program for employees who become disabled due to serious illness or injury and who have exhausted all of their paid leave." Once an employee has accumulated a minimum of 240 sick leave hours, they are allowed to donate up to 5 days to the sick leave bank each fiscal year. Employees may request a maximum of 60 days from the sick leave bank. Since 2007, 3,271 hours have been donated to the shared sick leave bank and several employees have been able to draw from the leave bank.

Other results related to processes associated to valuing people include:

- **Employee Grievances** - the College has had no employee grievances filed for the past five years.
- **New Employee Development Program (4C4)** - new employee manual produced; new training opportunities introduced; new employee survey created.
- **Retirement Incentives (4C3)** - in the last three years the College has offered two valuable incentives to employees eligible for retirement. Through two incentive options, 21 full-time employees have retired from the institution.
- **Employee Recognition (4P7)** - recently the College reinstated years of service awards for College employees.
- **Employee Evaluation System (4P6)** - each employee at the College receives valuable feedback from a supervisor regarding past performance and future goals and objectives.
- **Grant activities** - College personnel have actively sought out and obtained grant money to provide resources to train in and develop technology, improve retention, and globalize the College's curriculum.

4R3 Evidence of Productivity and Effectiveness

In fiscal year 2009, the College increased professional development funds to \$750 per full-time faculty member, with the opportunity to accrue up to \$1500. This change resulted in a 50% increase over the previous fiscal years faculty development allocated amount. For the past few years, the Faculty Association has hosted a Professional Development Day in which faculty and staff members are able to share best practice information, the latest technology, and a variety of other topics with the entire College.

Other evidence indicative of productivity and effectiveness of faculty and staff includes:

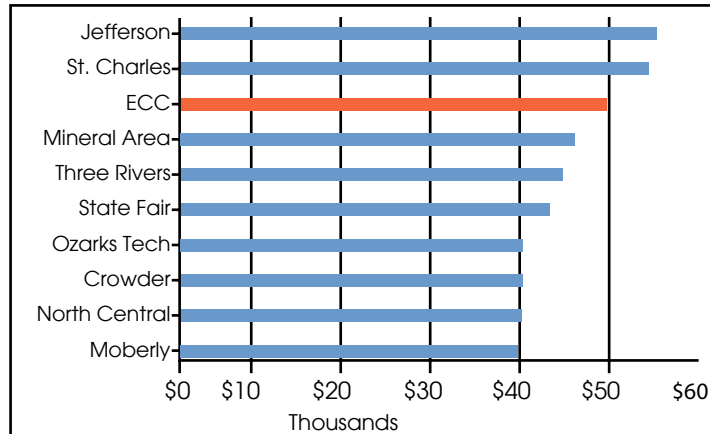
- **Technology enhancements** - the College has invested significant amounts of money in providing improvements in technology. One example was the purchase of the document imaging software ImageNow[®]. By electronically capturing the vast amount of paperwork and documents maintained for students and staff, the College has reduced staff time and efforts for collecting, managing and retrieving these documents.
- **Tuition Reimbursement** - the College increased employee tuition reimbursement (4C4). To date, close to 20% of full-time employees have utilized tuition reimbursement provided by the College to improve their qualifications.
- **Retention Rates** - the College monitors student retention rates, which can be an indicator of productivity of faculty, staff, and support services. Over at least the last 5 years, the

College has maintained over a 70% fall to spring retention rate.

4R4 Comparing Results

Over the last three fiscal years, East Central College has provided salary increases equal to or greater than any other college or university in Missouri. Figure 4.7 displays the average equated 9 month faculty salary for ECC full-time faculty. For at least the last 4 years, ECC full-time faculty has had the third highest average salary compared to Missouri peer institutions. Since 2004, ECC faculty average salaries have increased by 9%. The peer group average salary has increased 7%. Due to ECC’s commitment to provide improved compensation (4R1), the salary gap between ECC and the top paying institution (Jefferson College) has decreased over 30% in the last three years.

Figure 4.7
Average Equated 9-Month Faculty Salaries (IPEDS)



East Central College has also joined the National Community College Benchmark Project (NCCBP). Results show that ECC spends significantly more for faculty and staff development than the NCCBP and peer group median. Figure 4.8 displays the NCCBP performance indicators related to valuing people.

Figure 4.8 - NCCBP Valuing People Results

Performance Indicator	ECC Reported Value	NCCBP Median	Peer Group Median
FY2006 Expenditures per FTE Employee	\$511	\$260	\$218
AY2006 Retirement Rate	.6%	1.8%	2%
AY2006 Departure Rate	8.3%	6%	7%
AY2006 Grievance Rate	0%	.07%	0%
AY2006 Harassment Rate	0%	0%	0%

411 Improving Process Related to Valuing People

Current processes for valuing people are limited in nature; processes are developed on an “as needed” basis. Information collected in faculty, professional and classified staff association meetings, and from division chairs provides valuable feedback as processes are created and improved.

No system currently exists for measuring employee satisfaction, and until the recent New Employee Survey, little has been known about the effectiveness of employee resources on campus. Portfolio development has identified this area as one in need of improvement.

412 Setting Targets for Improvement

Although the valuing of people can be measured in many different ways, the institution has placed a priority on tangible salary and benefit increases. The administration’s and Board’s goal is to continue to provide salary increases that exceed inflation.

Category 5: Leading and Communicating

5C1 Leadership and Communication System

ECC's major leadership groups are the ones traditional to a community college: a Board of Trustees, a President, two Executive Deans (CAO, CFO), two Deans (Student Development, Career and Technical), and the faculty.

Within those groups, there are sub-groups and leaders:

- Instruction includes faculty divisions, faculty committees and the Faculty Association, all of whom are in constant communication both with each other and with the Dean via meetings, e-mail, memos, etc. The same applies to the Career/Technical group and leaders.
- Student Development includes, below the Dean level, managers, directors or supervisors of Admissions and Registration, Financial Aid, Counseling and Advisement, student activities, Library and Athletics.
- Finance and Administration, below the Dean level, includes managers or supervisors of the Bookstore/Mail/Imaging Services, facilities and grounds, financial services, food services, human resources, information technology and purchasing.
- Finally, ECC possesses the usual network of informal, grassroots leaders, as exemplified by committee chairs, club advisors, etc.

Communication between these individuals and entities is both hierarchical and collegial in that orders and information travel up and down the chain of command, and laterally through committee and interpersonal contact.

5C2 Aligning Leadership Practices

The Board of Trustees, according to Missouri state law, "...is the sole statutory legislative governing body responsible for the control and operation of East Central College." The Board is comprised of six members, elected for six-year terms by the voters of the College's district. The Board's statutory powers are broad and include:

- Approving the appointment, retention and dismissal of employees of the College, defining and assigning their powers and duties, and fixing their compensation
- Levying such taxes as are required for the operation of the College
- Establishing student fees
- Providing instructional programs, services, and facilities
- Approving all contracts and expenditures over \$15,000
- Formulating and overseeing disciplinary policy regarding students
- Complying with all federal, state and local mandates

The Board of Trustees selects and employs a President who serves as the institution's chief executive officer. The President has the authority to organize the administrative structure of the College, subject to the Board's approval. The Board of Trustees meets on a monthly basis.

The College has a written set of policies and procedures that serves as basic guidelines for students, staff, administrators and faculty. These policies and procedures outlined in the Board Policy Manual, spell out the duties, responsibilities, privileges, rights, etc., for all groups at the institution, from Board to students. By following these written guidelines, leadership at all levels will be automatically aligned with "the practices and views of the board and senior leaders," especially since the process of revising and amending these guidelines is a cooperative effort between faculty and administration (see 5C1 above -- committees, faculty representation, etc.). In effect, the practices of our leadership system are as much bottom-up as top-down. Given that ECC's Board is more representative of the community than of academia, this is doubly fortunate.

Second, leadership at all levels is involved in formal communication with the Board and senior leadership, via Board meetings, various committees, etc. Reference to 5C1 will show that ECC is a virtual web of interwoven and interlocking structures that ensures information flows not only from

the top to the bottom, but also the reverse--and, laterally as well. ECC's formal communication structures have evolved over the life of the institution from the traditional authoritarian, hierarchical model (especially endemic to immature institutions), toward the more collaborative, collegial model which earmarks the maturing college.

Third, ECC's relatively small size and resultant flexibility encourage informal communication. Open door policies among the senior leadership, social interaction at all levels from Board to custodial staff, technical modes of communication like ECC Announce, all contribute to an informal network that keeps everyone on the same page with their leaders.

5C3 Institutional Values and Expectations

As with all community-based institutions, particularly community colleges, by definition ECC would have strong ties to the community, especially amid the upper leadership echelon. The Board of Trustees is elected from the community and therefore reflects the values and expectations of that community. Board policy requires that individual Board members "...avoid situations where their decisions or actions in their capacity as Board members conflict with the mission of the College." All College personnel are prohibited from soliciting or accepting gifts that might influence professional judgment. Because the senior administrators have a close working relationship with that Board, they too tend to reflect that community's notion of ethics, equity and social responsibility.

However, since ECC's senior administrators are also experienced academicians, familiar with the long tradition of the academy, they encourage free discussion of such notions as ethics and equity, and likewise encourage the fostering of social responsibility in teachers and students alike. This naturally results in something of an ongoing tension, both at the individual and the collective level, between the values of the community and the values associated with college life. Such a tension between value systems is typical and even healthy in a community college, especially one situated in a conservative and predominantly rural area. This phenomenon has, of course, been manifested many times (most recently, to give just one instance, in a controversy over a student production of *The Vagina Monologues*). Which means, in essence, that the leaders of East Central have to perform something of a balancing act when it comes to balancing community values with college expectations.

These tensions between value systems give the College a chance to enhance its educational mission by teaching the community what a college is all about: faculty and staff adhering to the highest standards of professionalism and competence and providing students with the College experience they are paying for and expect.

The Board Policy Manual includes a strong statement in support of academic freedom. The Manual also highlights the College's support for faculty and staff development through generous tuition reimbursement and sabbatical leave policies. Board policies and associated administration procedures also protect students, faculty, staff, and campus visitors from racial discrimination, gender discrimination, sexual harassment and discrimination based on disability.

5P1 Leadership and Direction

Since East Central's leaders are devoted to the needs and expectations of both students and stakeholders, and since they demand a strong focus on students and learning they have embraced a paradigm designed to encourage performance, development, initiative and innovation. This paradigm encourages all cohorts of the institution, from custodians to Deans to faculty, to be open to change, to go the extra mile for the students, to open lines of communication in an omni-directional manner; to share ideas and value the exchange of information so as to foster individual and collective growth. East Central College strives to embrace a dynamic, interactive paradigm for both individual growth and organizational learning.

ECC's embrace of AQIP is one concrete example of these directions. At other more mundane levels, the institution's support for faculty development, its encouragement of global education, and its use of Title III funds to foster student retention and faculty/staff development are additional examples.

Overall, its mission, vision and values guide ECC (see Overview). The College is aligned by its policies and practices that have been adopted by the Board of Trustees and the Missouri

Department of Higher Education.

5P2 Seeking Opportunities That Sustain the Learning Environment

ECC’s leaders do their best to stay abreast of trends (distance learning, for instance) and extrapolate from the present in an attempt to keep the institution in the vanguard by exploring best practices and adopting promising educational innovations.

ECC’s embrace of distance learning is an excellent example of seeing a future opportunity, and investing in it. Likewise, our Learning Center is another concrete example of a visionary approach, backed up over the past few years with significant resources in order to evolve a cutting-edge center.

In developing plans for the new, soon to be completed, Health and Science building, campus leaders visited many other institutions and attended seminars and workshops related to the project.

5P3 Team Decisions

As 5C1 indicates, ECC’s decision-making processes involve a mix of the hierarchical and collegial.

The senior administrators and the Board of Trustees must ultimately make strategic and policy decisions. Then they have to be followed by the rest of the institution. Likewise, tactical and procedural issues have to be decided, ultimately, by the Deans, Division Chairs and various supervisors in charge of other entities, with extensive study and input by all the interested parties. Therefore, ECC uses all of the above-referenced entities in most decision-making processes:

- **Teams** - the AQIP teams charged with responding to these portfolio categories and action projects are among the latest examples.
- **Task forces** - our recent successful building levy campaign is the classic example. It combined members from literally every stakeholder in the institution, was led and coordinated by senior ECC leaders, and ultimately involved almost every staff and faculty member.
- **Groups** - many examples of this sort of ad hoc, informal device come to mind, but perhaps the best examples are the salary-negotiating groups that come together each year, with members from the staff, faculty and administration, to arrive cooperatively at the new salary levels for the next fiscal year.
- **Committees** - the faculty has standing committees in several areas, charged with making recommendations to leaders of the College. Ad hoc committees also abound - hiring committees, for instance, whose recommendations have the force of actual decision.

5P4 Information and Results Usage

ECC is rapidly becoming a data-driven decision-making institution. The Office of Institutional Research, Assessment and Planning is primarily responsible for data collection and dissemination. The President and Deans rely heavily on information derived from weekly enrollment reports, student satisfaction surveys, course and instructor evaluations, retention studies (through Title III), AQIP Project results, and a variety of external data sources. Specifically, Academic Affairs uses course enrollment data to help make decisions regarding staff or program reductions or enhancements. Figure 5.1 identifies the key pieces of information, results and data used by various committees and leadership groups in decision making.

Figure 5.1

Committee/Group	Results Used in Decision Making
Board of Trustees	Enrollment reports Local budget information Staffing levels Reports from employee governance groups, CFO, the President

Figure 5.1 - Continued

Committee/Group	Results Used in Decision Making
Deans Meeting	Enrollment data State and local budget data Reports from deans targeting specific areas Updates from state and other regulatory bodies
Instructional Staff	Enrollment and retention information Developmental student data Learning Center usage reports Web course development and effectiveness data Faculty evaluations and development efforts Assessment data Schedule development reports Faculty evaluations, full time and adjunct
Administrative Staff	Budget updates Facilities reports IT data and information Human Resources reports
Student Services Staff Meetings	Financial aid information and updates Advisement visits and other data pertinent to student enrollment Registration and admissions data Library updates Student AIM referrals and other retention data
AQIP Leadership Group	Action plan updates Review of Portfolio information Planning reports and updates
AQIP Action Plan Committees	Date and surveys related to action projects Updates on action plan status
Quality Services Group	Trend data from local, regional and national reports Survey information Reports from various units Specific data as requested
Instructional Technology Committee	Usage Reports Training Information and Programs Facilities data and updates Budget reports
Foundation Seminar Committee	Retention data Student survey results Course evaluation results

Data about a vast array of matters are published in the ECC Factbook, which is currently distributed electronically on the ECC website. Data is used to analyze trends and target areas for improvement. The ECC Factbook can be found at www.eastcentral.edu/ir.

In the future, the revised Strategic Plan will evaluate each goal annually using both quantitative and qualitative data. A progress report will be distributed to administrative leaders to help guide their decision-making process.

East Central College's participation in the National Community College Benchmark Project (NCCBP) will assist the institution in setting realistic goals and provide additional perspective to data analysis.

5P5 Communication Networks

5C1 and 5P3 address this question rather thoroughly, as communication occurs between leadership and communication systems, with department meetings and e-mail, etc.

5P6 Communicating Shared Values and Expectations

ECC's leaders lead by example, allowing all employees to feel a shared mission, vision and values, as well as high performance expectations.

These qualities, factors and expectations are officially communicated by both the written policies of the institution, and by the various assessments of both individual and collective performance, including but not limited to the following:

- Performance reviews, both formal and informal, written and unwritten
- Student, faculty and administrative evaluations
- Oral and written contractual and policy obligations
- Various assessment instruments at every level and corner of the institution including student awards banquets, induction to honor societies, and commencement

ECC is discovering how to effectively integrate AQIP principles into its operations.

5P7 Growing Leadership

Leadership in all of its manifestations is encouraged at ECC in multiple ways, both formally and informally, collectively and individually. At the Board level, members are encouraged to attend conferences and seminars at the state and national level in order to make them leaders who are more effective. Deans and senior administrators are likewise encouraged to travel and attend such conferences, in addition to joining professional organizations and furthering their education. Faculty and staff are similarly encouraged to develop leadership skills—for instance, faculty development is heavily encouraged, both by the committee structure, and by the availability of funds for travel and professional development.

Perhaps more importantly than policy and structure, leadership practices and skills are also communicated on a daily basis by direct observation and interaction between leaders and the led, and leaders with each other. Various suggestion box and open door policies encourage bottom to top and lateral communication to improve leadership abilities at all levels. The University of Missouri-St. Louis (UMSL) Leadership Institute—supported by ECC administration and attended by many staff and faculty—is one prominent example of such a structure.

5P8 Succession Planning

ECC does not have a stated succession policy, at least not a policy that could react quickly to a sudden change in leadership. We follow the traditional model for succession: Board members get themselves elected, presidents are chosen by Board vote from candidates recommended by an ad hoc committee representing the stakeholders in the College, and senior administrators are picked and replaced at the pleasure of the President, with the advice and informal consent of the governed.

5P9 Measures and Results for Leading and Communicating

Effective leadership and communication at ECC has developed partly due a variety of measures collected annually.

- **Annual Performance Reviews** – (addressed in 4P6) The President of the College is evaluated annually by the Board of Trustees. Their immediate supervisor evaluates each administrator, professional staff, and support staff annually. Each review addresses the employee's communication, creativity, and leadership skills. The review also lists each employee's major contributions, future goals, and addresses areas of improvement.
- **Classification and Compensation Study** – (addressed in 4C2) In 2007 ECC conducted a classification and compensation study. The study evaluated each professional staff and support staff position at the College. The study reviewed and updated current job descriptions, developed a new classification system, and compared salary and benefits to similar positions in the area. The study allowed employees to update their job description and identify their primary responsibilities at the institution. Supervisors were also given the opportunity to give input on their employee's position and responsibilities.
- **Student Satisfaction Studies** – Each semester, graduating students are asked to assess satisfaction with their experience, quality of education, faculty, facilities and services at ECC through an internally developed survey instrument. Other regular satisfaction studies

include course/instructor evaluations and the Career and Technical Graduate Follow-up study for all career and technical graduates. Periodically, students are asked to rate their satisfaction with student support service areas. Each of these survey instruments contain items pertaining to the institution's ability to lead and communicate. Information gathered from these surveys is compiled, evaluated and used to identify areas of improvement.

- **Community Opinion Survey** – In 2006, ECC conducted a community opinion survey in response to the possibility of asking voters to approve a no-tax-increase bond issue for the construction of a new health and science facility. The College had conducted similar surveys in 1992 and 1999. The survey asked the public their opinion on a variety of topics, in order to determine the nature of public support for the bond issue. It also addressed other issues associated with enrollment, programs and services offered tuition, and overall satisfaction with the College. Due to two prior failed tax levy issues, the results from the survey were crucial in the institution's decision to move forward with the bond issue.

5R1 Results for Leading and Communicating Processes and Systems

Under ECC's current Board and administration, results for leading and communicating range from good to excellent. Leadership effectiveness has been much improved by these factors: a Board that now includes not just community members, but also an ex-faculty member and an ex-student, an experienced President with a truly collegial and people-oriented style of management and an experienced leadership team that includes both ex-students and ex-faculty willing to listen and learn, and bringing their unique perspectives to leadership positions.

Residents from the College district communicated their overwhelming appreciation of the College and their probable support of a bond issue to help fund the construction of a new health and science facility. Results from the Community Opinion Survey indicated:

- 97% of residents perceived the College as "very important" or "important" to the area
- 94% stated they would approve a bond issue if there was no new tax increase

Based on these, and other results, and a thorough analysis of the potential for a new building, under the leadership of the Board of Trustees, the College moved forward with the bond issue. The issue passed and the new building is scheduled to open in spring 2009.

Other results for processes related to leading and communicating:

- Improved employee classification and compensation (results detailed in 4R1 and 4R2)
- Results from surveys have led to continuous improvement efforts at the College, specifically the creation and direction of some Action Projects

5R2 Comparing Results

The classification and compensation study included a comparison of salary and benefits of other institutions, businesses and industries in the area. Results from the study allowed the College to significantly reward and retain current faculty and staff and enabled the institution to be competitive in recruiting new faculty and staff.

In order to guide the institution's efforts in leading and communicating, the College joined the NCCBP (5P4). Results from this study were compiled, along with comparative data obtained from the Integrated Postsecondary Education Data System (IPEDS), and the East Central College Comparison Study was created. While the document is fairly new to the College, it will become a valuable tool in assisting the institution in setting realistic goals and improved data analysis.

5I1 Improving Current Processes and Systems for Leading and Communicating

ECC improves its current processes and systems for leading and communicating through the normal evaluation instruments: student, faculty, administrative and Board. Projects such as AIM, a Title III retention initiative, have improved communication between faculty, students and Learning Center staff. AQIP Projects have also helped improve communication and leadership. For example, a new Action Project devoted to improving student services has led to the creation of a Quality Services Group, which meets regularly to improve communication and processes in student services.

512 Improvement Targets

At the top of the list for both setting targets and priorities, and for communicating same to the students, faculty, staff, etc., would have to be AQIP itself. In fact, 512 is the primary reason we got involved with AQIP in the first place, and it remains our primary instrument for improvement.

The usual informal and formal instruments for targeting and prioritizing improvements and results are in place and utilized in an on-going fashion, such as committees and task forces, and solicitation of student and stakeholder input in a constant feedback loop.

All the usual institutional and individual impedimenta are available to create the sort of dynamic, interactive paradigm of leadership and communication mentioned above, which will ensure the continuous improvement of the institution.

Category 6: Supporting Institutional Operations

East Central College’s vision and mission statement speak to the institution’s commitment to community and lifelong learning. ECC’s institutional operations support learning for all, whether they are prospective students, currently enrolled students or community members seeking enrichment opportunities.

6C1 Key Student and Administrative Support Processes

East Central College’s primary purpose is student learning. From the time a potential student learns of ECC, becomes enrolled, attends, graduates and beyond, ECC provides services that enable and encourage the learning experience. Figure 6.1 lists key student and administrative support services, user needs, and the measures associated with the areas. Key processes and their associated potential for improvement are found in 6I2.

Figure 6.1

Key Student Service Processes		
Process	User Need	Measures
Student Access to College	<ul style="list-style-type: none"> • Adult Education Literacy (AEL) program access and information • Recruitment information • Campus tours and visits • Customized Training opportunities • K-12 preparation/Tech Prep articulations • Workforce preparation programs • Dislocated worker programs 	<ul style="list-style-type: none"> • AEL completers • AEL matriculation to ECC • High school visits • College Night attendance • Job fair representation • Customized training enrollment • Tech Prep enrollment
Student Admission and Enrollment	<ul style="list-style-type: none"> • College/enrollment information • Access to admissions/ financial aid (FA) staff • Convenient admissions opportunities • Assessment and placement testing • Accessible schedule • Campus Orientation • Advising and career counseling 	<ul style="list-style-type: none"> • Number of new students • Number of students participating in FA • Number of scholarships awarded • Number of new students participating in Campus Orientation • Schedule capacity • Campus Orientation survey • Reliable placement and testing results • Advisor visits
Student Retention/ Graduation	<ul style="list-style-type: none"> • Access to faculty • Academic Improvement Management (AIM) services • Counseling services • Developmental education programs • Foundation Seminars • Student activities 	<ul style="list-style-type: none"> • Faculty office hours • AIM interventions • Counselor visits • Developmental course success rates • Foundation Seminar survey • Number of student activities and participants
Academic Support Services	<ul style="list-style-type: none"> • Learning Center access • Library services • Tutoring programs • Computer access • External access to tutoring • Instructional Technology support 	<ul style="list-style-type: none"> • Number of visits to Library and Learning Center • Tutoring sessions • Learning Center website visits
Student Activities and Engagement	<ul style="list-style-type: none"> • Student activities • Student newspaper • Athletics 	<ul style="list-style-type: none"> • Participation in student activities • Intercollegiate sports offered • Athletic scholarships awarded

Figure 6.1 - Continued

Key Student Service Processes		
Process	User Need	Measures
Community Education and Engagement	<ul style="list-style-type: none"> Continuing education programs Customized training programs Fine and performing arts programs Cultural activities Career Services and counseling 	<ul style="list-style-type: none"> Number and variety of Community Education offerings Community participation at events Number and variety of events held
Key Administrative Processes		
Process	User Need	Measures
Financial Operations/ Budget Development	<ul style="list-style-type: none"> Support for academic and student programs Budget planning and analysis Payroll Contract management 	<ul style="list-style-type: none"> Audit reports Annual budget cycle Fiscal stability Budget reserves
Information Technology Functions	<ul style="list-style-type: none"> Access to and reliability of information Network stability and security Currency of IT services and support (e.g. HelpDesk) Internet and Intranet 	<ul style="list-style-type: none"> Satisfaction with access and reliability of information Network down time Upgrades to IT systems and servers Response and resolution to user issues Purchase and replacement budget
Facilities Usage and Support	<ul style="list-style-type: none"> Clean, accessible campus environment Facilities master plan New construction and remodeling Building and grounds maintenance 	<ul style="list-style-type: none"> Satisfaction with campus, buildings and learning spaces Master plan projects implemented/completed
Institutional Research, Assessment & Planning (IRAP)	<ul style="list-style-type: none"> Reliable, transparent and accessible information Strategic planning Student assessment results 	<ul style="list-style-type: none"> Satisfaction with timeliness, relevance and user-friendliness of data Strategic Plan measures and targets progress Student assessment performance
Fundraising Effects of the ECC Foundation	<ul style="list-style-type: none"> Access to scholarships Alumni relations and support Endowment support 	<ul style="list-style-type: none"> Annual giving, new scholarships and scholarships awarded Number of alumni and alumni financial support
Official Communications from the Public Relations Office	<ul style="list-style-type: none"> Timely and accurate public information Advertising materials/proposals News and press releases/media inquiries 	<ul style="list-style-type: none"> Amount of information being produced about ECC <ul style="list-style-type: none"> Print materials News/press releases Advertisements
Human Resource Management	<ul style="list-style-type: none"> Employee support Employment information EEOC compliance information Employee benefits Employee health and wellness 	<ul style="list-style-type: none"> Employee satisfaction Employee retention, rewards and recognition Benefit improvements and costs Health and wellness events, participation and satisfaction
College Administration	<ul style="list-style-type: none"> Community relations Fiscal management Relations with other institutions 	<ul style="list-style-type: none"> Community support and feedback Fiscal stability

6C2 Reinforcing Student Learning and Other Objectives

The purpose of all key student service and administrative processes is to reinforce, support and sustain the student learning processes and objectives described in Category 1, Helping Students Learn, and Category 2, Accomplishing Other Distinctive Objectives.

Some examples of Key Student Support Processes Reinforcing Student Learning and Other Distinctive Objectives are:

- 2006 implementation of online student registration and other student enrollment services
- Success of ECC's AEL (GED) program
- Reorganized admissions office (2008) to best identify and recruit potential students
- Growth in Web-based instructional offerings
- Growth in satellite campus offerings and sites
- Revitalized Foundation Seminar course (Fall 2008)
- Hiring of Student Activities Director and subsequent increased activity opportunity for students (2006)
- Reorganized career center to promote key relationships with community business and industry and support displaced workers
- The Library's purchase and management of online databases to provide students long distance access to library resource materials
- Customized training partnerships with business and industry
- Creation of an Adaptive Technology Lab (2004) to support learning for students in need of assistance
- Use of community-based Advisory Committees to support and maintain the effectiveness of Career-Technical and other programs of instruction
- Migration to a new learning management system (2007) to support all learning activities

Examples of Key Administrative Processes Reinforcing Student Learning and Other Distinctive Objectives

- 2005 Master Planning: Identified key facility need of new space for science and Allied Health students to learn.
- Instructional Technology department growth to support faculty and students in online and other distance learning opportunities
- "Legacy of Hope" scholarship campaign and net increase in the ECC Foundation endowment
- Grant from the Dierberg Foundation to offer a program of art and music in a local community
- Fiscal management which has resulted in an increased hiring of full-time faculty
- Informative and functional college website
- College funding initiative approved by voters in 2006 to support the construction of the new Allied Health and Science facility
- Flat organization chart which promotes administrator interactions with faculty, staff and students and shortens the decision making cycle
- HelpDesk creation within the Information Technology Department to support student and staff computer operations
- Installation and maintenance of classroom instructional technology in 100% of the main campus classroom spaces

6P1 Identifying Student Process Needs

East Central College uses a variety of formal and informal methods to identify student support service needs.

Beginning at enrollment in the College, staff administer a survey to all students participating in Campus Orientation. The survey asks students to assess the orientation experience and its usefulness to their beginning college experience. The information gleaned from the survey has resulted in ongoing improvements and modifications to the Orientation experience. Beginning in Summer 2008, for example, the orientation included required sessions for all students in the use of and access to the campus online services, including Web-based learning, and student e-mail

system.

All new students participate in a Foundation Seminar course; recently, college staff conducted a survey of students who had completed the course. The survey results were incorporated in a major course redesign (3R2).

At graduation students complete an extensive student satisfaction survey that is administered by Institutional Research, Assessment and Planning titled The East Central Student Satisfaction Survey. It includes 43 items that are designed to provide student feedback regarding the students' satisfaction with the quality of their education, coursework, student experience and services at ECC. The survey also asks students to provide advice they would give faculty and staff on improving the College's educational programs, services and facilities. The survey was locally developed and based on input from staff in the Learning Center and Student Services.

In addition, students complete an online course and faculty evaluation of each course, each semester. Information from these evaluations is part of the division level review of courses.

Staff conducted an assessment of student academic advising recently; the results of the survey helped to guide the development of the objectives of an Action Project related to improving overall academic advising.

Student/staff interactions often identify student services needs. ECC employees are encouraged to listen to students and bring concerns or issues to the attention of pertinent departments. Often the person sitting at the Registration or Business Office window is the one to note a student services need that is not being met. This person, too, often discovers ways to streamline or consolidate the services offered to the student. Visits by staff to other campuses, workshops or training sessions, and annual conferences also stimulate ideas about new or improved services.

Division and departmental meetings, college-wide planning sessions (held at the beginning of each semester) and informal conversation between faculty and staff also identify student support needs.

Committees are another avenue by which the campus hears recommendations related to student support services. In 2000, it was a committee meeting about developmental students that made recommendation for the facility that is today the College's comprehensive Learning Center.

Students, Faculty, Staff and Administrators

- Each employee group at the College has an association with elected representatives and a governing constitution. The Board of Trustees allows each group to speak as an ongoing agenda item at monthly meetings. Groups also meet regularly with the College President and other administrators, as needed. The regularly scheduled meetings of these associations often produce useful and timely recommendations for support services (for example, the employee fitness program)
- Each registration cycle concludes with a campus-wide debriefing session to assist staff in planning for future enrollment cycles. These informal sessions produce tangible changes in how each student registration occurs
- Committees, both standing and ad hoc, often produce recommendations related to administrative support needs
- Campus-wide, division and/or department brainstorming and planning meetings often uncover both student and administrative support services needs
- The New Employee Survey, part of an Action Project, identifies training and other support needs for new employees
- Participation in visits by regulatory groups and accrediting bodies is another method by which the College identifies administrative support needs
- Visits to other campuses, memberships in professional associations and professional readings also serve to generate ideas and recommendations

Other Stakeholders

- Staff participation in external community-based organizations provides a voice to members of the community to college operations
- Advisory committees provide input to the College and are the voice of local business and industry into college operations

- The College Foundation is made up of local citizens, their regular meetings are another avenue for external feedback into college operations
- Community participation in the many cultural, arts and educational activities on campus provide a rich source of citizen-staff interaction which benefits the College in a wide variety of ways

6P3 Managing Support Service Processes

The campus administrative team, made up of the President, the Executive Deans and Deans is responsible for the management of the daily operations of the student and administrative support processes. The flat nature of the organizational structure of the College makes this oversight direct and efficient.

The processes are documented in a variety of ways:

- Board Policies and Procedures
- Employee Handbooks
- Student Handbook and Planner
- College Catalog

ECC is a small institution with an informal organizational culture which facilitates the type of discussion that promotes process improvement. Support processes are managed very effectively and efficiently.

6P4 Using Information and Results

Both student and administrative support areas at ECC use a variety of information and results to improve services (see Figure 6.7, 6.8). Information in the Figure 6.1 includes the large number of measures reviewed institutionally that are used to improve the student support and administrative support processes. Information gathered as reported in the tables includes both external reporting requirements (IPEDS, EMSAS, etc.) and internal data (local surveys, retention data, etc.).

Some specific examples of information being gathered and used regularly to improve services are:

- **Registration period debriefs** - ECC conducts a registration cycle debrief following each period of registration. Information is used to improve the next registration cycle.
- **Technology Surveys of Employees** - Conducted periodically, these surveys allow employees to identify specific training and development needs related to technology initiatives on campus.
- **Student surveys** (various) - Academic Advising, the Learning Center, and Fine and Performing Arts are just a few of the areas that have surveyed students regarding specific services and areas for improvement.
- **Schedule cycle** - Division chairs gather information informally and formally following each enrollment cycle to assist in the development of the next semester's schedule. Such information has led to schedule changes, at both the main campus and satellite campus, to serve the students best.
- **Committee work** - While committees at ECC may have a dubious reputation, their work often leads to specific changes (for example, the recent creation of designated smoking areas) to improve both student and administrative support areas.
- **Action Projects** - By their very name and nature, the projects have created a culture of improvement based on specific goals and measurable results.

6P5 Measures

Measures of student and support services are listed in Figure 6.1.

6R1 & 6R2 Results for Student Support Services & Administrative Processes

Results related to student and administrative support service processes are detailed in Figure 6.2.

Figure 6.2

Key Student Service Processes													
Process	Results												
Student Access to College	<ul style="list-style-type: none"> Over the last three years, over 80% of students in the AEL program successfully complete the battery of tests to receive a GED. Between 7% and 9% of the first-time, full-time degree seeking students (FFTDS) enrolling annually received a GED. Annually, recruiters visit 24 high schools and visit and place materials in approximately 200 area businesses to promote ECC programs, coursework, continuing education, and provide information to local businesses about potential customized training opportunities. The College has offered dual credit in 14 high schools and dual technical credit in 19 high schools and two area vocational/technical schools. Around 1,200 students take advantage of these opportunities each year, as indicated below. <table border="1"> <thead> <tr> <th></th> <th>2006</th> <th>2007</th> <th>2008</th> </tr> </thead> <tbody> <tr> <td>Dual Credit Students</td> <td>576</td> <td>631</td> <td>607</td> </tr> <tr> <td>Dual Technical Credit Students</td> <td>668</td> <td>615</td> <td>731</td> </tr> </tbody> </table>		2006	2007	2008	Dual Credit Students	576	631	607	Dual Technical Credit Students	668	615	731
	2006	2007	2008										
Dual Credit Students	576	631	607										
Dual Technical Credit Students	668	615	731										
Student Admission and Enrollment	<ul style="list-style-type: none"> Total enrollment at the College has increased steadily (Figure 0.1) and for the last five years, the College averages close to 600 FFTDS. <table border="1"> <thead> <tr> <th>2004</th> <th>2005</th> <th>2006</th> <th>2007</th> <th>2008</th> <th>Average FFTDS Students</th> </tr> </thead> <tbody> <tr> <td>587</td> <td>492</td> <td>650</td> <td>563</td> <td>582</td> <td>575</td> </tr> </tbody> </table> <ul style="list-style-type: none"> The College makes every attempt to give students the opportunity to attend ECC. <ul style="list-style-type: none"> For the last three consecutive academic years, the College has maintained the lowest tuition in the state. Since fiscal year 2003, over 1,000 students receive need-based financial assistance each year (approximately one out of four students each year). In 2007, the College (through the work of the ECC Foundation) provided close to \$80,000 in student scholarships. 	2004	2005	2006	2007	2008	Average FFTDS Students	587	492	650	563	582	575
2004	2005	2006	2007	2008	Average FFTDS Students								
587	492	650	563	582	575								
Student Retention/ Graduation	<ul style="list-style-type: none"> The College maintains over a 70% fall-spring and over a 50% fall-fall retention rate. While the most recent graduation rate for FFTDS students was only 22% (students completing within 150% of starting their program), the rate was slightly higher than the average of all Missouri public associate and certificate granting institutions. <table border="1"> <thead> <tr> <th></th> <th>2005 Graduation Rate</th> <th>2006 Graduation Rate</th> <th>2007 Graduation Rate</th> </tr> </thead> <tbody> <tr> <td>ECC</td> <td>33%</td> <td>28%</td> <td>22%</td> </tr> <tr> <td>Missouri</td> <td>22%</td> <td>22%</td> <td>21%</td> </tr> </tbody> </table> <ul style="list-style-type: none"> Results from the most recent ECC Student Satisfaction Survey indicate that 73% of students surveyed would attend ECC again. Additional results related to student retention and graduation include involvement in student activities (details in Category 3), developmental course success (details in Category 1) and Foundation Seminar revisions (details in Category 3). 		2005 Graduation Rate	2006 Graduation Rate	2007 Graduation Rate	ECC	33%	28%	22%	Missouri	22%	22%	21%
	2005 Graduation Rate	2006 Graduation Rate	2007 Graduation Rate										
ECC	33%	28%	22%										
Missouri	22%	22%	21%										

Figure 6.2 - Continued

Process	Results																
Academic Support Services	<p>The College offers a full range of services to assist students to accomplish their educational goals.</p> <ul style="list-style-type: none"> • The ECC Learning Center has over 1,500 visitors who log over 15,000 visits and spend over 13,000 hours with tutors, taking tests, using the computer lab or the Adaptive Technology services. • Faculty and staff can refer students to seek additional assistance and resources through the Academic Improvement Management (AIM) referral system. Each semester, over 200 students are referred through the AIM system. • The ECC Library staffs two professional librarians plus additional support staff who offer 25 group presentations to over 400 participants and log over 3,575 reference interactions. • The Library contains over 45,000 collections in the form of books, periodicals, audio CDs, DVDs and microfilm; over 15 online databases; and is a member of a consortium made up of 62 academic and public libraries throughout Missouri. • Counseling and Advising staff will log over 600 student visits per semester. During the peak enrollment period in the summer, staff see over 200 students per week . 																
Student Activities and Engagement	<ul style="list-style-type: none"> • Results for student activities and engagement are detailed in Category 3. 																
Community Education and Engagement	<ul style="list-style-type: none"> • While continuing education course enrollment has fluctuated, the variety and number of continuing education courses that are held each year has increased from 95 courses in 2002 to 165 in 2008. • Community engagement through the ECC Foundation and Fine and Performing Arts is detailed in Category 2. 																
Key Administrative Processes																	
Process	Results																
Financial Operations/ Budget Development	<ul style="list-style-type: none"> • Audit reports - the College and the ECC Foundation have received unqualified opinions for fiscal years 2005, 2006 and 2007. Fiscal year 2008 audits are currently being conducted. • Budget Cycle <ul style="list-style-type: none"> ◦ Budget development begins in January each year and typically concludes with adoption by the Board of Trustees in May. Fiscal years 2006, 2007 and 2008 adopted budgets included increased staff, across the board raises for existing staff, and significant investments in information technology and other capital projects. ◦ Fiscal year 2008 included funding for a retirement incentive while the College maintained the current level of tuition and general fees. With these circumstances the College completed fiscal years 2006-08 with net revenue over expenses in the general fund, as illustrated below: <table border="1" data-bbox="464 1419 1406 1577"> <thead> <tr> <th>Fiscal Year</th> <th>Revenue</th> <th>Expenses</th> <th>Revenue over Expenses</th> </tr> </thead> <tbody> <tr> <td>2006</td> <td>\$15,100,813.14</td> <td>\$13,758,420.24</td> <td>\$1,342,392.90</td> </tr> <tr> <td>2007</td> <td>\$15,946,809.70</td> <td>\$14,599,588.82</td> <td>\$1,347,220.88</td> </tr> <tr> <td>2008</td> <td>\$16,414,089.64</td> <td>\$16,300,592.54</td> <td>\$113,497.10</td> </tr> </tbody> </table> • Fiscal Stability – The College annually reports financial data to the Higher Learning Commission, for purposes of assessing the institution’s financial viability. Several ratios make up the Composite Financial Ratio (CFI) which the HLC uses to measure the total financial health of the institution. Analysis provided by HLC indicates a CFI of 5 or higher is indicative of an institution that can focus resources to compete in a future state; a CFI of 7 or higher is indicative of an institution that can allow experimentation with new initiatives. 	Fiscal Year	Revenue	Expenses	Revenue over Expenses	2006	\$15,100,813.14	\$13,758,420.24	\$1,342,392.90	2007	\$15,946,809.70	\$14,599,588.82	\$1,347,220.88	2008	\$16,414,089.64	\$16,300,592.54	\$113,497.10
Fiscal Year	Revenue	Expenses	Revenue over Expenses														
2006	\$15,100,813.14	\$13,758,420.24	\$1,342,392.90														
2007	\$15,946,809.70	\$14,599,588.82	\$1,347,220.88														
2008	\$16,414,089.64	\$16,300,592.54	\$113,497.10														

Figure 6.2 - Continued

Process	Results								
	<p>East Central’s CFI for the past three years is illustrated below (note: the significant factor affecting the ratio between fiscal years 2006 and 2007 was the institution’s issuance of general obligation bonds. These bonds were approved by voters to fund construction of a \$15.4 million nursing, health and science facility).</p> <table border="1" data-bbox="646 407 1203 485"> <thead> <tr> <th></th> <th>2005</th> <th>2006</th> <th>2007</th> </tr> </thead> <tbody> <tr> <td>CFI</td> <td>7.6</td> <td>7.9</td> <td>5.3</td> </tr> </tbody> </table>		2005	2006	2007	CFI	7.6	7.9	5.3
	2005	2006	2007						
CFI	7.6	7.9	5.3						
Information Technology Functions	<ul style="list-style-type: none"> In 2005, the Board of Trustees approved a proposal to conduct an IT audit. Since the audit, the College has made significant investments in hardware, software, staff and training (details in Category 7). The College recently engaged in a comprehensive study of the ECC website. The study was conducted by an outside consultant and recommendations from the study will be implemented by an outside firm in 2009. 								
Facilities Usage and Support	<ul style="list-style-type: none"> The last administration of the ECC Student Satisfaction Survey showed that 88% and 81% of students are “very satisfied” or “satisfied” with their ease of finding their way around campus and the campus appearance, respectively. The College Master Plan has resulted in completed projects (i.e. the new nursing, health and science facility) and additional projects are scheduled for implementation. 								
Institutional Research, Assessment and Planning (IRAP)	<ul style="list-style-type: none"> Improved data integrity through the implementation of data standards and data audit checks. The College’s and community’s reliance on data is greatly increasing. In 2007, the IRAP department completed 63 documented requests (not including the undocumented daily requests). As of October 2008, the IRAP department has completed 68 documented requests. 								
Fundraising Effects of the ECC Foundation	<ul style="list-style-type: none"> See results listed in “Student Admissions and Enrollment” and also Category 2. 								
Official Communications from the Public Relations Office	<ul style="list-style-type: none"> The College has increased its publicity through print (a new college catalog), news and radio. 								
Human Resource Management	<ul style="list-style-type: none"> The College has experienced major turnover due largely to several recent retirement incentives. In Fall 2008, HR conducted over 40 searches resulting in approximately 200 interviews and 36 new hires. Through an AQIP Action Project, human resources produced a New Employee Manual and also improved new employee orientation (results from New Employee survey in 4R1). 								
College Administrators	<ul style="list-style-type: none"> College administrators have been the driving force behind many current and future enhancements to the main campus as well as the College’s other sites. Community support has been strong for the College, as indicated in the Community Opinion Survey (See 5R1). College administrators, including the Board of Trustees, have sustained a fiscally responsible institution that has allowed for salary increases and salary market adjustments. 								

6R3 Comparative Data

Providing affordable education and financial assistance are among the ways the College demonstrates its commitment to helping students achieve their educational goals. By offering the lowest in-district, and out-of-district, tuition and fees for the last three years, ECC has remained the most affordable institution in the state.

Figure 6.3 compares the 2008-09 Missouri public two-year community college tuition and fees charged to a student taking 30 credit hours.

Figure 6.3

Missouri Public Two-Year Community Colleges	In-District	Out-of-District	Out-of-State
ECC	\$2,130	\$2,910	\$4,230
Moberly Area Community College	\$2,280	\$3,150	\$4,560
Crowder College	\$2,400	\$3,210	\$4,050
St. Charles Community College	\$2,400	\$3,540	\$5,250
Three Rivers Community College	\$2,415	\$3,615	\$4,425
State Fair Community College	\$2,460	\$3,300	\$4,980
Mineral Area College	\$2,490	\$3,240	\$3,960
St. Louis Community College	\$2,490	\$3,690	\$4,740
Metropolitan Community Colleges	\$2,520	\$4,440	\$5,820
Jefferson College	\$2,550	\$3,840	\$5,100
North Central Missouri College	\$2,550	\$3,510	\$4,650
Ozarks Technical Community College	\$2,940	\$3,870	\$4,905
Missouri State University - West Plains	NA	\$3,274	\$6,334

Source: Missouri Department of Higher Education, Comprehensive Fees Schedule

The College also maintains one of the lowest cost per credit hour and cost per FTE (Figure 6.4) compared to the 178 institutions participating in the National Community College Benchmark Project (NCCBP).

Figure 6.4

	ECC	NCCBP Median	Peer Median	ECC % Rank
Cost per Credit Hour (FY 2006)	\$91	\$131	\$150	15%
Cost per FTE Student (FY 2006)	\$2,723	\$3,923	\$4,505	15%

Source: 2007 NCCBP

One out of every four students is receiving need-based financial aid each year. Figure 6.5 represents total financial aid awarded in fiscal year 2007 by ECC and its Missouri peer institutions.

Figure 6.5

Missouri Peers	Total Awards	Need-Based Awards	% Need-Based Awards
North Central Missouri College	\$5,404,208	\$3,235,734	58%
ECC	\$6,702,928	\$3,672,534	55%
St. Charles Community College	\$7,234,297	\$4,008,839	67%
Crowder College	\$7,762,425	\$5,186,853	55%
Moberly Area Community College	\$8,282,415	\$4,828,835	60%
Mineral Area College	\$8,507,694	\$5,186,395	56%
Three Rivers Community College	\$8,727,803	\$5,856,180	55%
Jefferson College	\$9,110,237	\$4,974,793	80%
State Fair Community College	\$10,692,779	\$8,546,453	67%
Ozarks Technical Community College	\$26,504,804	\$14,957,401	61%

Source DHE 14-1, Financial Aid Awarded

Figure 6.6 represents the most recent expenses per FTE for Missouri peer institutions.

Figure 6.6 Source: IPEDS

Expenses per FTE						
	Instruction	Public Service	Academic Support	Student Service	Institutional Support	All Other Core
Three Rivers	\$2,444	\$229	\$56	\$796	\$1,189	\$1,716
Moberly	\$2,480	\$0	\$696	\$630	\$739	\$1,710
Mineral Area	\$2,679	\$0	\$583	\$916	\$1,071	\$3,412
Crowder	\$2,754	\$21	\$150	\$647	\$501	\$5,895
ECC	\$2,835	\$50	\$1,019	\$476	\$1,788	\$1,859
Ozarks	\$3,286	\$0	\$873	\$360	\$628	\$2,309
State Fair	\$3,660	\$158	\$1,033	\$678	\$1,601	\$3,003
Jefferson	\$3,901	\$16	\$451	\$1,179	\$1,447	\$2,547
St. Charles	\$4,048	\$0	\$350	\$575	\$932	\$1,745
North Central	\$6,731	\$0	\$1,291	\$790	\$2,378	\$3,437

Comparable retention rates are detailed in Category 3 (3R2) and graduation rates are compared in Category 6 (6R1/ 6R2).

611 Using Information and Results

At ECC, processes are in place to evaluate and review results in some core student service support and administrative support areas. These include:

Student Enrollment and Retention

- Two of the first Action Projects address student retention and student enrollment for developmental students. The College has implemented several improvements (AIM referral services, Tutor Trac in the Learning Center, new coursework) as a direct result of the objectives of these action projects. Ongoing evaluation of the data associated with these projects will continue to produce results and improvements.
- Student Services staff are investigating the development of a "One Stop Shop" for enrollment. The staff has visited several campuses and is using an action project for implementation.

Student Placement Testing

- A comprehensive review of the enrollment process has resulted in the College undertaking implementation of an improved student placement testing process. The implementation (2008) will involve student enrollment and student services staff as well as the faculty in core academic disciplines.

Facilities

- Upon completion of the current building project, staff will develop plans for a comprehensive remodel of existing spaces based on feedback from students, faculty and staff.
- Stakeholder observations, including the complaints of students, faculty, staff, job applicants and community members play a significant role in developing and adopting strategies to improve internal operations. Recent examples include changes in the College's student application and registration forms, adoption of a more student friendly refund policy, and modifications in hiring procedures. External consultants have recommended changes in the College's technology operations and its website.

612 Targeting Improvements and Communicating with Stakeholders

Within certain departments and areas of the College, improvement targets are set based on the information gathered in the measures cited in 6C1. While the College does not have a fixed or strategic method for setting such targets across the institution, it does rely on the wide variety of measures listed as well as faculty, staff and community feedback, advisory committee meetings and staff participation at various local, regional and statewide meetings to guide faculty and staff

in targeting improvements.

Often the College targets are based on statewide initiatives. These efforts guide the College in designing reporting mechanisms and assessment strategies for reporting purposes.

Figure 6.7 - targeted areas of improvement associated with key student service

Key Student Service Processes and Improvement Goals	
Process	Potential for Improvement
Student Access to College	<ul style="list-style-type: none"> • Finding access to non-traditional students • Improving access to AEL/GED services for community members
Student Admission and Enrollment	<ul style="list-style-type: none"> • Improved placement testing processes and availability • Development of one-stop services for admissions and enrollment
Student Retention/Graduation	<ul style="list-style-type: none"> • Improving retention amongst developmental students • Improving services and support for developmental students
Academic Support Services	<ul style="list-style-type: none"> • Improved communication amongst staff and faculty in targeted student support areas
Student Activities and Engagement	<ul style="list-style-type: none"> • Increasing student activities and service learning opportunities
Community Education and Engagement	<ul style="list-style-type: none"> • Improving scope of offerings in theater, music and art • Increasing number of and strength of collaborations with community arts organizations

Figure 6.8 - targeted areas of improvement associated with key administrative processes

Key Administrative Processes and Improvement Goals	
Process	Potential for Improvement
Financial Operations/Budget Development	<ul style="list-style-type: none"> • Comprehensive review of fee schedule • Expanded use of budget projections • Alternative financing for off-campus facilities
Information Technology Functions	<ul style="list-style-type: none"> • Purchase and replacement planning • Finding, testing, previewing current and applicable teaching and learning technologies
Facilities Usage and Support	<ul style="list-style-type: none"> • Remodeling/renovation of CC and AD buildings for improved functionality • Acquire/construct facility for Rolla campus
Institutional Research, Assessment & Planning	<ul style="list-style-type: none"> • Finalize Strategic Plan • Develop strategic targets and annual performance report • Improve data transparency, data sharing and data-driven decision-making
Fundraising Effects of the ECC Foundation	<ul style="list-style-type: none"> • Increased membership amongst the Patrons • Increase alumni membership
Official Communications from the Public Relations Office	<ul style="list-style-type: none"> • New markets and new marketing strategies
Human Resource Management	<ul style="list-style-type: none"> • New Employee Training programs • Improved recruitment of new employees • Maintenance of current and relevant job descriptions
College Administration	<ul style="list-style-type: none"> • Improved communication

East Central uses several means to communicate its current results and improvement priorities to students, faculty, staff, administrators and appropriate stakeholders: ECC Announce, Board meetings, local community and campus newspapers, talks with local organizations, division and departmental meetings, staff and faculty association meetings and in-service as well as other campus-wide meetings.

Category 7: Measuring Effectiveness

7C1 Information Collecting, Storing, and Accessing

ECC's primary centralized information system is Datatel Colleague®, a modular collegiate administrative suite. It is used throughout the College for student, financial and human resources record keeping. Users can interact with the data securely through a desktop Windows program, and to a limited extent, remotely, via the internet. Access to the data varies according to the nature of the data; e.g., anybody can view course offerings and schedules on our website, but very few can view or edit employee salary information.

Tied to Colleague® is the document imaging and management software ImageNow® from Perceptive Software, which is used by Registration, Financial Aid and the Business Office to conveniently view digital versions of students' paper documents.

Decentralized software systems are used by various departments to meet their particular work needs. Some examples of these are the following:

- Blackbaud® Fundraising Software, used by the ECC Foundation for accounting, event management and fundraising information.
- TutorTrac™, used by the Learning Center to monitor student use of their facilities.
- AIM (Academic Improvement Management) a home-grown system used by faculty and staff as an early alert referral system.
- Track-It®, used by the Information Technology (IT) department to manage calls to the help desk.

ECC also collects data from surveys (Figure 7.1), both electronic and paper. Feedback from these surveys is used to improve teaching and learning, course management, student satisfaction, and helps drive institutional planning.

Figure 7.1

Survey Instrument	Purpose
Graduating Student Questionnaire	Assess the satisfaction of graduating students.
Counseling and Advising Survey	Assess student satisfaction with their academic advisor and counseling services.
Student Evaluation of Faculty	Evaluation given at the conclusion of each course to assess the satisfaction of instructor and course.
Non-Returner Survey	Sent to students who did not re-enroll to assess what factors led to their departure.
Career and Technical Graduate Survey	Administered to recent vocational graduates six months (180 days) following graduation to determine their employment status.
Employee Development Survey	Assess the training needs and professional development needs of faculty and staff.
Technology Survey	Assess the technology needs for faculty and staff, as well as the satisfaction with technical equipment and staff at ECC.
New Employee Survey	Assess the effectiveness of the hiring process and interest in employee training/development, and support services.
RTEC Survey	Survey required by Missouri Department of Higher Education (MDHE) to provide a comprehensive overview of postsecondary technical education.
Performance Indicators	Survey required by MDHE to assess recent degree recipients' performance on nationally formed or locally developed assessments, state licensure or certification exams, and/or state/national level competitions.
Student Success Survey	Assess the effectiveness and impact of the Student Success Course (now Foundation Seminar).
Community Opinion Survey	Survey conducted by The Warren Poll to assess the district's impression of the College and gauge their support for a proposed bond issue.

Central to the College's data management is the department of Institutional Research, Assessment and Planning (IRAP). This office is responsible for the collection, interpretation and dissemination of institutional and assessment data. It takes data from the aforementioned sources to compile reports for various stakeholders, including students, faculty, administration, the state or the federal government. Statewide information is housed and compiled by MDHE and is shared to institutions and the public through the Statistical Summary of Missouri Higher Education (www.dhe.mo.gov/statsum_0708.shtml).

Specific individuals or departments store other information. These areas are responsible for collecting, storing, maintaining and disseminating this information as needed. Often, these individuals or departments submit data requests to IRAP to enhance their research needs, foster improvement efforts or fulfill external reporting requirements.

7C2 Key Institutional Measures for Tracking Effectiveness

East Central College uses a variety of methods to track effectiveness. Key internal measures are set in the ECC Strategic Plan, which is currently being revised. Measures are addressed in seven strategic areas: Student Support Services, Student Success, Academic Affairs, Community Leadership and Collaboration, Institutional Environment, Facilities and Grounds, and Technology. In addition to the Strategic Plan, the Assessment Committee reviews and monitors the use of assessment outcomes and maintains the Assessment and Effectiveness Plan (details in 1P11).

In specific areas, the Statistical Summary of Missouri Higher Education provides comparative, longitudinal data on measures of effectiveness. Information includes measures on student preparation, retention and graduation, enrollment and demographics, student transfer, tuition, finances, and financial aid. Some Missouri public four-year institutions provide feedback on ECC transfers at their institution. Information on the success and retention of ECC transfers provides valuable feedback on the effectiveness of a student's ECC education. ECC also uses the IPEDS Peer Analysis System to compare information concerning our students, faculty, staff and finances as a measure for tracking effectiveness.

For program effectiveness, ECC uses the Perkins Performance Indicators for career and technical programs and the Program Review Process for all degree and certificate programs as the primary measures for program effectiveness. Many career and technical programs also use an advisory board to assist in identifying key measures for tracking the effectiveness of their program.

7P1 Selecting and Using Information and Data

Primarily, information and data are gathered to support institutional objectives (Category 2) and identify improvement efforts (all categories) on an as-needed basis. Federal and state reporting requirements drive data collection and dissemination. The IRAP office is responsible for collecting, managing and disseminating institutional data to these reporting agencies. These requests often come from the President or other upper at the President, the Deans or other staff. Furthermore, several ad hoc requests to satisfy AQIP Projects, Title III needs and other departmental or committee issues determine the remainder of data selection and use.

With the Strategic Plan under revision, the College will develop a foundation for selecting and using information to support annual and long-term College goals and initiatives (Category 8).

Specific information related to student learning (Category 1) is primarily driven from each academic department's assessment plan. Each assessment plan addresses departmental objectives, goals and measurements of student learning using data. Exit assessments also provide valuable information regarding student learning. An important goal of the College is to allow students to improve their quality of life by preparing them for immediate work in the community. Career and technical students are given standardized WorkKeys tests upon graduation to measure the effectiveness of their program, and industry-based tests to measure what they have learned in their core discipline. As evidence of continuing success, the College gathers employment information about its recent career and technical graduates, including numbers employed within their discipline and average salary by discipline. This information is summarized in the Career and Technical Graduate Follow up report Report and supplied to all staff involved in the vocational programs. Students in non-vocational areas (AA degrees) take the standard CAAP test and enrollment at transfer institutions is indicated in reports via the Missouri Department of Higher

Education. Additionally, the College receives details regarding student success at institutions such as the University of Missouri – St. Louis and University of Missouri – Columbia.

7P2 Determining Unit Needs

Data and information collected by departments are primarily articulated through the program review process, assessment plans, or other departmental objectives. Once a department or unit justifies their need and use of the data, they are expected to use the information to further the mission and objectives of that department and the institution. As the steward of ECC data and information, IRAP tries to monitor and manage the usage of the information, striving to provide reliable, accurate, consistent and timely information to its stakeholders. To address many of these information needs, the ECC Factbook was created as a comprehensive collection of data related to ECC. Information includes student demographics, student outcomes, developmental student retention and success, student programs, course enrollment and other data.

7P3 Selecting Comparative Data

Determination of comparative data is the direct responsibility of the IRAP office. Since external data and information are mandated by state and federal agencies, information and data for these constituents are often a top priority. Comparative information made available from these constituents is then provided to the key institutional decision makers. Institutional projects, often requested from the President or other upper management staff, receive a higher priority than other projects. Individuals, departments and other institutional projects that require comparative information and data are then prioritized according to the need for usable and valuable feedback for the institution.

ECC Utilizes Comparative Data in Three Distinct Areas:

- 1. Comparison to other Missouri community colleges** – Comparison information is collected by institutions annually through the MDHE and IPEDS. The State of Missouri compiles the data and information and the comparative results are presented in the Statistical Summary of Missouri Higher Education. Comparative information is presented for all community colleges in Missouri. ECC also uses the IPEDS Peer Analysis System to generate reports and view descriptive data regarding other community colleges in Missouri. Another source for comparative data is through the Missouri Community College Assessment and Research Consortium, which meets throughout the year to discuss and share information and best practices regarding data collection within Missouri community colleges.
- 2. Comparison to other national community colleges** – ECC recently subscribed to the National Community College Benchmark Project (NCCBP), which provides outcome and effectiveness benchmarks against a cohort of 178 community colleges throughout the nation. Comparative benchmarks include completion rates, retention and success rates, cost per credit hour comparisons and a variety of other areas. ECC also utilizes the IPEDS Peer Analysis System to compare our performance against a national set of institutions.
- 3. Longitudinal Data** – The ECC Factbook tracks trends in enrollment, FTE, retention, graduation and a variety of other key indicators and helps ECC benchmark performance against itself by looking at data over time. Longitudinal data also exists for budget and finance information. Trends in financial assist the Board, President and the Executive Dean of Finance and Administration to make informed decisions regarding the future budget of the institution.

7P4 Institutional Data Analysis

In the past, the College has lacked focus on measuring and sharing performance information college-wide. Information and data were collected, reporting requirements were met and no further action was taken. ECC recognized the need for a full-time Institutional Research office. With the addition of this office ECC has placed a high priority on producing and sharing information with the institution.

Under new leadership, the College is revising the Strategic Plan. The plan that was in place

lacked key performance measures. The Director of Institutional Research, in conjunction with the AQIP liaison, Deans and other campus Directors provided feedback that was used to identify a series of measurable performance indicators. Although the plan is still under revision, measures have been identified and strategies have been linked to each of the nine AQIP Categories. Once the plan is finalized, progress toward the key performance measures will be shared with the institution annually.

7P5 Unit Data Analysis

Each department has been charged with the task of creating and adhering to its own assessment plan. Each plan addresses the assessment of student learning (Category 1) and is aligned with the objectives of the College-wide assessment plan. Periodically, the IRAP office conducts analyses of success rates in sequential courses to ensure that the goals of each department are being met. These are shared not only with the respective departments, but also at assessment sessions and division meetings.

The College has also recently improved its Datatel interface for advising students, allowing staff and faculty advisors to more efficiently access student information and advise them accordingly. The AIM early alert system has also been implemented to help track students' progress and difficulties and to aid in providing counseling and other services.

Finally, ECC has continued to maintain a low student to faculty ratio to ensure that students have the opportunity to be an active part of the class and to be successful. (See Figure 7.2)

Figure 7.2

	2001	2002	2003	2004	2005	2006	2007
Student to Faculty Ratio	19:1	19:1	18:1	19:1	18:1	18:1	17:1

7P6, 7P7 Information Systems: Ensuring Effectiveness

In order to evaluate the effectiveness of the College's infrastructure, the Board of Trustees approved a proposal to conduct an IT Audit of the institution's computing operations in 2005. During the audit, several operating weaknesses were observed. To improve service delivery and alleviate other operational weaknesses, the audit was suggested the College hire a Systems Administrator. Other items included lack of IT staff training, poor password controls, insufficient hardware and system security issues. Since the audit, a new Director of IT was hired and improvements have been made, as detailed below.

The college has a dedicated department to maintain the effectiveness of its IT infrastructure. This department has benefited from significant investments in hardware, software, staff and training to help support the mission of ECC.

To keep in line with technology improvements, bug fixes and security patches, upgrades are necessary. The College's IT systems updates are driven by two primary agents, the vendor and IT staff. The vendor drives upgrades to both the hardware and the software of the College's most critical database, Datatel Colleague®. The same is true of some of the decentralized systems like Blackbaud® and TutorTrac™. It is then up to IT staff to implement these updates in a timely fashion. The IT department has set its own goal of upgrading the servers, which run core services (e.g. e-mail) on a three-year basis. The IT Systems Administrator ensures system stability and keeps the software on the servers current.

The integrity and reliability of information is crucial. The loss of digitally stored information would severely hinder the function of the College. To protect against such, the College has contracted an off-site third party to store backup tapes of important College data. Also, the servers which run Colleague® and core services are configured to store data across three or more storage devices so as to protect against one failing, and they are kept in a locked, air-conditioned room.

To maintain the integrity of Colleague® data, the College has an in-house program that runs periodically to look for predefined anomalies. Built into the Colleague® desktop interface are validation codes that prevent certain fields from receiving wrong data; e.g., a student can only have a gender of male or female. The IRAP office also checks for errors as part of its operations.

Confidentiality and security of information is important to the College. At the staff level, the College mandates all passwords to Colleague® be changed every 90 days. If user access to student data is required, new employees are made aware of the College's policy regarding release of information. They must complete a form which affirms their acceptance of the policy, and notifies IT what data categories they need access to. This complies with the "Family Educational Rights and Privacy Act of 1974" (FERPA). At the network level, the College has a dedicated service that looks for suspicious network behavior. Also, an IT staff member is part of the Research and Education Networking Information Sharing and Analysis Center (REN-ISAC), a body dedicated to improving network security at the nation's higher education establishments, as encouraged by the Presidential Decision Directive (Clinton PDD 63: Protecting America's Critical Infrastructures).

Finally, to protect the effectiveness of our IT infrastructure, the College enforces an Information Technology Policy which governs faculty, staff and student use of technology resources to "purposes related to the College's mission of education and public services within the context and traditions of academic freedom."

7R1 Results

In general, the overall confidence, accuracy, reliability and satisfaction with information and data collection at the institution have improved. This is a result of several things:

- Creating a full-time institutional research office that uses time and resources to improve the accuracy, reliability and transparency of the College's data and information.
- Through the College's in-house program that checks for data abnormalities, the College has been able to improve the quality of information produced and presented to stakeholders.
- Increased awareness by staff and faculty of the College's data and the scope and magnitude of its use and capabilities.
- The College's commitment to continuous quality improvement has engaged the College in conversation on how data and information can be used to further accomplish the goals and mission of the institution.
- Revising the Strategic Plan has placed focus on producing and evaluating a set of key performance measures to ensure the College is focusing on its mission and performing at standards that are comparable or better than peer institutions.

To increase the scope, usability and accessibility of information presented on the East Central College website, the College recently engaged in a comprehensive study of its existing website. The study, conducted by the University of Missouri Information Experience Laboratory (IE Lab), was intended to redesign the College's website with more focus on prospective students' needs.

Focus groups and participant studies were conducted in fall 2007. Participant groups were divided into traditional students, non-traditional students, employees, parents and high school students. Findings from the study indicate that all users had:

- Mixed feelings about the effectiveness and usability of existing website
- Problems locating contact information
- Perceived the website as too cluttered
- Navigation issues

Based on the study the IE Lab has made recommendations to improve the website architecture, content, aesthetics and navigation. The College has considered these recommendations and plans to hire an outside firm to implement the suggested changes in 2009.

7R2 How Results Compare

The College has no comparable results regarding evidence that its system for measuring effectiveness meets the institutions mission and goals.

7I1 Improving Current Processes for Measuring Effectiveness

As the institution's involvement in AQIP and the creation of the Systems Portfolio grows, it is apparent that information and data regarding the performance and effectiveness of the institution must be monitored and shared. Enhancements to the IRAP website have improved the availability and accessibility of this information to its stakeholders. The College must also assess and compare the

results of other higher education institutions. Realization of such needs led to the creation of the College's first Peer Comparison Study.

Additionally, the concept of using information and data to support learning, effectiveness and planning is becoming a part of the institutional culture. To be an effective institution, we must have an effective plan. The creation of key performance indicators is an integral part of the revised Strategic Plan.

712 How the College Chooses Improvements

The first target for improvement is to finalize the Strategic Plan (See 7P4). ECC must also actively seek out institutional benchmarks regarding its performance. Participation in the National Community Benchmark Project (NCCBP) will provide a framework for developing future tactical and operation goals.

Category 8: Planning Continuous Improvement

8C1 Institutional Vision

The College vision and mission statements were adopted in 2000. These principles guide the institution in its planning efforts. The mission statement—"East Central College will provide an environment for lifelong learning"—encompasses the wide range of programs and services offered by the institution. This statement is adopted as institutional policy by the Board of Trustees (Policy 1.2). The vision statement—"ECC will connect its community to its future"—reflects the College's desire to meet the multitude of needs found in its constituencies. Taken together, these principles comprise the general purpose and mission of many comprehensive community colleges.

8C2 Strategies and Their Alignment

Beyond the mission and vision statements, the 2008-2011 Strategic Plan outlines the institution's common learning objectives (Figure 1.1), and seven strategies (Figure 8.1) which outline the expectations the College has for itself over the next three years. Each strategy includes specific goals.

Figure 8.1

Strategy One: Student Success	East Central College will provide students with the necessary learning resources to develop and achieve their educational and personal goals.
Strategy Two: Student Support Services	East Central College will provide comprehensive support services to foster a positive and effective learning environment.
Strategy Three: Academic Affairs	East Central College will design, enhance and deliver comprehensive instruction to promote academic excellence and student learning.
Strategy Four: Community Leadership and Collaboration	East Central College will establish and strengthen collaborative relationships with its educational and community partnerships.
Strategy Five: Institutional Environment	East Central College will effectively organize and manage its human and financial resources.
Strategy Six: Facilities and Grounds	East Central College will maintain, improve and expand physical facilities in order to provide a safe and effective learning environment.
Strategy Seven: Technology	East Central College will maintain current technology in order to provide a modern learning and working environment for its students and employees.

In 2003, ECC adopted the AQIP accreditation model and began transformation to a continuous quality improvement institution. As with most institutions, transformation is not easy and takes time and effort. ECC has provided faculty and staff training and used staff development days to promote continuous quality improvement strategies. The nine AQIP Categories figure prominently in planning discussions and the Action Projects have emerged as a useful tool in addressing processes strategically.

The College's Campus-Wide Master Plan, completed in 2005, reviewed physical space utilization on campus and provided a vision for campus growth. This plan led to the construction of the Allied Health and Science building, the addition of a second campus entrance and other campus improvements.

Academic units on campus maintain current three- to five-year plans to address academic programs, scheduling, staffing and budget needs. Taken as a group, these documents guide planning to ensure student learning. In addition, the College plans in areas of instructional technology, learning support and assessment.

8P1 The College Planning Processes

The Board of Trustees, as elected representatives of the College district, provide the overall direction of the institution. The authority for administration of the institution is delegated by the Board to the College President. Strategic plans, including the 2008-2011 plan, are developed at the direction of the President. With input from various stakeholders, the plan outlines the broad goals of the institution. Each semester, as part of in-service development activities, the Strategic Plan is a topic for presentation/discussion.

Annual planning is reflected primarily in the budget and staffing plan, which is developed collaboratively by administrators and department heads.

While the plans are developed concurrently, the needs outlined in the staffing plan drive much of the budget development. In fiscal year 2009, salaries and benefits account for 72% of spending in the general fund. Decisions regarding staffing and salaries have significant influence on the budget as a whole.

Annual review of staffing typically begins in January. Deans and Division Chairs review current staffing levels, planned retirements or resignations, needs for new personnel and/or changes in employment status (full-time versus part-time, professional (exempt) versus support (non-exempt) staff). These needs reflect the strategies and goals of the Strategic Plan.

Budget planning also begins each January. Deans and Division Chairs begin the process with a review of current budgets and plans for increasing or reducing spending in the coming year. Administration begins the planning process with a review of revenue, including projections from tuition and fees, state aid and local property tax revenue. As the budget development proceeds in the spring, state aid for the coming year is determined by the legislature and governor, providing a refined estimate for approximately 33% of the College's general fund revenue. By March of each year, the College has received the largest share of local tax revenue due by the close of the preceding calendar year. These receipts provide the basis for projecting estimates for the coming year. Local tax revenue accounts for approximately 35% of general revenue in FY09. The third major source of revenue comes from tuition and fees, which are reviewed beginning in January. The College typically establishes tuition and fees for the coming year prior to the start of fall semester enrollment, which begins in mid-March. Tuition and fees provide approximately 28% of general revenue.

With revenue projections in place, and preliminary decisions made regarding staffing and salary adjustments, development of the proposed budget is completed by April.

Other planning decisions that affect the budget include the outlay for capital projects (many of which are or have been identified in the Campus-Wide Master Plan), funding for new initiatives (which may result from processes such as AQIP Action Projects), and review of expenditures for items that may no longer be strategically important.

The budget and staffing plan are adopted concurrently by the Board of Trustees, typically by May of each year; the fiscal year begins July 1. Taken together, the budget and staffing plan determine how the institution's resources are to be deployed over the course of the year. Both documents are continuously reviewed and may be amended as necessary as needs arise.

Assessment planning is done through the appropriate divisions and the assessment committee; department plans are reviewed by the committee and submitted and reviewed annually.

The College does not utilize a standing process or committee for long-range planning. Planning does occur and is effective but may not occur within the framework of a formal or structured planning process. The College does ensure that various plans—whether long-term or short-term, institutional or departmental—are integrated and include specific and measurable goals by which to measure effectiveness.

8P2 Short-Term and Long-Term Strategies

Long-term strategies are included in the Strategic Plan, the development of which is described in 8P1. Factors influencing the adoption of long-term strategies include state long-term plans and their effect on the institution (the current plan, "A Coordinated Plan for the Missouri Higher Education System," was adopted by the Coordinating Board for Higher Education on July 30, 2008), trends in state budgeting, legislative action and other governmental influences. In addition, the

strategies may be affected by external events such as national or regional economic conditions, current issues in higher education such as campus violence and emergency preparedness.

Short-term strategies are adopted and reflected primarily in conjunction with the budget and staffing plans. These plans are developed collaboratively by administrators and departments.

Whether or not a strategy is accomplished is a function of budget, commitment and student need; conflicting expectations are resolved by the President.

8P3 Annual Action Plans

Goals supporting the organizational strategies are included in the 2008-2011 Strategic Plan. These goals provide a foundation on which specific plans can be developed. Strategies were developed through input from College personnel who had a direct connection (e.g. Director of Information Technology supplied input on technology plans) to specific goals and strategies, as well as, input from the entire College. While specific targets have yet to be defined, accomplishments towards the strategic goals and targets will be tracked and communicated to the College and its stakeholders through an annual strategic plan performance report.

The development of action plans may take place in a variety of ways. In some instances, the plan is developed at the direction of the President, typically under the supervision of the appropriate Dean. Action plans are also developed within the context of AQIP Action Projects which are carried out by the institution, with review and comment by the HLC. In other cases, planning originates from needs identified or expressed by various constituencies (students, faculty, community, staff, and external entities) out. Through the use of existing departmental structures, or by committee, these plans are then developed and carried out.

8P4 Planning Alignment and Coordination

Coordination and alignment of departmental planning processes, organizational strategies and goals and action plans are the fundamental responsibility of administrators. By definition, administrators are responsible for ensuring that the work of the institution is effectively planned and executed, and sufficient resources are provided and organized to carry out these plans. The institution's governance structure—including the Board of Trustees, President, administrators, and input from other stakeholders—is intended to ensure that this alignment takes place.

The Office of Institutional Research, Assessment and Planning is charged with coordination of these processes and ensuring that the institution reports, gathers and analyzes appropriate data to measure their effectiveness. This Office also ensures that the Strategic Plan addresses all levels of the institution (faculty, staff, administration, divisions/departments) and considers the needs of the College's other campuses.

8P5 Measures and Performance Projections

Measures are determined contextually. For assessment planning, measures typically are tied to benchmark data or other related measures. Performance projections are often based on these static data sets; others are established as targets. Where external measures exist, the institution uses this data as appropriate; the information is provided through the Office of Institutional Research, Assessment and Planning.

The College also follows the guidelines and performance expectations determined by the Missouri Department of Higher Education. The recently adopted Coordinated Plan for the Missouri Higher Education System serves "as a foundation for prioritizing goals, justifying an increased resource base, allocating resources, and implementing dynamic strategies to provide Missouri residents with the educational opportunities they need to be competitive on a global scale." The College has also identified two institution-specific measures to complement the Coordinated Plan and fulfill reporting requirements set forth in Senate Bill 389. An annual performance report generated from The Plan will include information about the performance of Missouri's higher education system as a whole, and performance of individual institutions where relevant and appropriate.

In other cases, appropriate indicators are determined as part of the administrative process. A recent example is the classification and market study conducted by the College in order to make salaries more competitive. Through the use of a firm engaged by the College, market salaries

from peer institutions and employers were used to establish goals for wages at both the entry level and for employees who have been in their current position for a minimum of five years. Those benchmarks were used to enact salary adjustments that brought salaries to the appropriate levels beginning in FY2009.

The College now participates in the National Community College Benchmark Project (NCCBP). This project will provide a mechanism by which the institution can determine appropriate measures of effectiveness and compare itself to peer institutions.

Finally, departments may incorporate measurable objectives as part of their specific goals or plans.

8P6 Accounting for Resource Needs

Resource allocation is determined as a result of the budget process previously described. Budget planning and staffing are based on historical data and performance, projections as appropriate and identified needs within the institution.

Units at the College have the flexibility to reallocate resources within their divisions as needed and as prioritized. The business office has in place processes to streamline the reallocation of both financial and human resources as needed.

In addition to priorities at the unit level, the College considers regulatory or legal obligations, accrediting or approval requirements, health and safety matters, alignment with the College's planning processes, and all items associated with helping students learn as resources are allocated.

8P7 Developing Faculty, Staff and Administration Capabilities

Each employee is evaluated annually. As part of that evaluation, particular goals are determined based on institutional needs, plans and requirements. Development plans are devised based on the evaluations. Individuals are sent to various workshops and seminars as institutional needs are determined (i.e. assessment planning, AQIP).

Institutionally, annual planning activities revolve around institutional needs and major initiatives. Each semester's in-service activities present development opportunities for all faculty and staff and are targeted to specific learning needs. For example, as the College moves from WebCT to Moodle as the institutional learning management system, training and development opportunities have been and will continue to be ongoing. A majority of faculty and many staff have had opportunity to participate in such training.

The College ensures that faculty, staff and administrator capabilities are developed and nurtured through a variety of means. Employee evaluations provide an opportunity to review performance and identify individual strengths and weaknesses. The evaluations also provide a mechanism to review individual goals that have been developed collaboratively by the employee and supervisor and establish goals for the coming year.

On a larger scale, the College looks for opportunities to provide training or other resources to ensure staff are able to address the changing requirements demanded by the organization's plans. In some cases this is done through broadly based initiatives designed to provide the opportunity for development and advancement. For example, the College has recently increased its level of reimbursement for employees who wish to pursue advanced degrees. The College now reimburses those employees at a rate equivalent to 100% of the current University of Missouri tuition for the appropriate course. As a result, nearly 20% of full-time employees have taken advantage of this opportunity to enhance their skills and expertise.

8P8 Measures of Effectiveness for CQI

The best measure of the effectiveness of planning continuous quality improvement is analyzing if strategic goals are being met. While a formal Strategic Plan performance report and a statewide performance report have yet to be created, many goals in these plans are continuously being measured. Measures, such as listed below, are monitored, analyzed and reported on regularly.

- Enrollment
- Finances
- Retention

- Completion
- Student success
- Community involvement and collaborative relationships
- Financial aid and affordability
- Student satisfaction

Other measures of effectiveness related to continuous quality improvement include, but are not limited to:

- AQIP Action Project feedback, updates, and implementation
- Master Plan project implementation
- Course and faculty evaluations
- Graduate student survey
- Campus Orientation surveys
- Technology survey
- Advisement survey
- Performing Arts Center survey
- Evaluations of particular activities on campus
- Performance evaluations of employees

Results from these activities are used by various College departments or academic divisions to monitor the performance or progress towards that department/division’s strategic goal.

8R1 Results for Institutional Strategies and Plans

The College’s previous Strategic Plan identified 3 strategic areas with 13 overall goals. The plan lacked a system for measuring the institution’s performance toward strategic goals. In 2008, the College began the process to develop a revised plan. The plan expanded to 7 strategic areas, 24 goals, over 100 goal supporting strategies, and nearly 100 measures of performance. While the plan is still under review, there is already evidence that the plan supports the College’s continuous quality improvement initiatives. Figure 8.2 displays the relationship between retired and ongoing Action Projects and specific goals and strategies outlined in the College’s Strategic Plan (see Figure 1.18 for Action Project descriptions and status).

Figure 8.2

Project	Strategic Plan Goal	Strategy
A.P. 1	<ul style="list-style-type: none"> • Increase access and improve the success of “at-risk” students (Goal 4, Student Success) 	4.1, 4.2
A.P. 2	<ul style="list-style-type: none"> • Provide the opportunity and support for all students to take advantage of postsecondary education (Goal 2, Student Success) • Create a college-wide understanding of assessment and establish a process for assessing student learning (Goal 3, Academic Affairs) • Enhance teaching and learning by integrating and increasing instructional technology (Goal 4, Academic Affairs) 	2.4 3.4, 3.5, 3.6 4.1
A.P. 3	<ul style="list-style-type: none"> • Increase access and improve the success of “at-risk” students (Goal 4, Student Success) 	4.3, 4.4
A.P. 4	<ul style="list-style-type: none"> • Ensure an institutional climate that values employees (Goal 2, Institutional Environment) 	2.3, 2.4, 2.5
A.P. 5	<ul style="list-style-type: none"> • Promote and strengthen the academic advising system (Goal 2, Student Support Services) • Provide an array of student support services to enhance students’ collegiate experience (Goal 1, Student Support Services) 	2.1 – 2.8 1.3
A.P. 6	<ul style="list-style-type: none"> • Provide the opportunity and support for all students to take advantage of postsecondary education (Goal 2, Student Success) • Provide an array of student support services to enhance students’ collegiate experience (Goal 1, Student Support Services) 	2.5 1.10
A.P. 7	<ul style="list-style-type: none"> • Improve the visibility and positive awareness of East Central College (Goal 2, Community Leadership & Collaboration) 	2.1

In some departments and organizational units, strategies and implementation plans are carefully laid out and accomplished; results are dependent upon the unit developing the plan and the nature of the plan or project. Results may be tangible and/or measurable (e.g., a remodeled art gallery, improved salary plan - see ECC 2008-2011 Strategic Plan, Institutional Environment, Goal 2, Strategy 2.2), or intangible and/or indirect (e.g., revised and updated assessment plans, results of Action Projects).

A current example is the cost to attend East Central College. Currently, the College has the lowest tuition in the state. This is the result of the institution's affordability goal (see ECC 2008-2011 Strategic Plan, Student Success, Goal 2, Strategy 2.2) and based on sound management of resources. The result is quantifiable and can be compared to peer institutions.

8R2 and 8R3 Performance Projections and Comparison Measures

Within the College, certain strategies and plans are clearly defined and articulated with performance goals. One example is the College Master Plan. The Master Plan has provided a framework for the College to implement several major projects and renovations to be carried out in the next 1-3 years.

The Strategic Plan, now under development, does not include performance projections. As the Strategic Plan evolves, performance projections and implementation plans will be included. The College's participation in the National Community College Benchmark Project and the statewide Coordinated Plan has provided the framework for the institution to develop relevant targets and a mechanism for comparison to other higher education institutions.

8R4 Evidence of the Effectiveness of Current Planning Processes

As previous sections of this document indicate, the emerging planning process has helped the College order its priorities and achieve significant results. To facilitate the state and institutional goal of increasing student access, the College has made keeping tuition and fees low, a high priority. Likewise, the College has sought to recruit and retain high quality faculty and staff by making significant salary increases and professional development opportunities a high priority.

Action Project #5, Redesigning Student Advisement, led to the formation of the ECC Quality Services Group (QSG). The group tackles issues related to student support services; primarily dealing with improving customer service and the enrollment process. QSG is lead by the Dean of Student Development and has representatives from departments such as Admissions and Registration, Counseling and Advisement, the Bookstore, Business Office, Information Technology, the Learning Center, Library and Instruction. The group meets regularly and through this collaboration has effectively tackled several issues, such as:

- Improvements to online registration through changes in the cutoff date for online course drop/adds
- Cost-effective and timely communication to students has improved through a collaborative effort to get all students to activate and utilize their Falconmail (student email accounts)
- The process for student deregistration for non-payment was changed because the current process was ineffective and time consuming

The College also expects specific evidence of continuous quality improvement to be shown once the ECC Strategic Plan is fully integrated, implemented and measured.

8I1 Improvement of CQI and Planning Processes

ECC continues to integrate continuous quality improvement and its related process within the institution. Comprehensive strategic planning processes continue to be refined at the College. Since these processes are being more fully developed, a measure of improvement will be their complete implementation. Part of the development process includes methods for analysis of effectiveness and accountability.

8I2 Targets, Improvements and Communicating Results

The Action Projects have been a useful tool in helping faculty and staff determine targets for improvement, planning for improvement and evaluating results. Each Action Project group has

learned from its predecessors in goal setting, planning and timelines. These iterations of project teams and project development have been examples of improvement.

The College recognizes its need for a structured planning process that is integrated across the institution. Seeking feedback on the College's various planning processes needs to occur at every level of the institution. The College will continue to collect and use data to determine the effectiveness of the current planning process. Additionally, finalization of the ECC Strategic Plan will address improvement priorities, targets and communication of results.

Category 9: Building Collaborative Relationships

9C1 Key Collaborative Relationships

East Central College creates, fosters and maintains key collaborative relationships with educational, community, civic, governmental and other external organizations. Figure 9.1 below lists the College's key collaborative relationships and the nature and purpose of the relationship.

While not an exhaustive list, the information below provides insight into the importance of the College's relationships within the educational community, the business community and the larger community it serves.

Figure 9.1

Collaborative Relationship	Purpose
Higher Learning Commission	<ul style="list-style-type: none"> • Ongoing accreditation • AQIP action projects • Faculty and staff development/educational opportunities and programs
Missouri Department of Higher Education	<ul style="list-style-type: none"> • Regular meetings of the Coordinating Board of Higher Education • MOBIUS (statewide library services) • Meetings with DHE staff and college staff
Missouri Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Ongoing faculty development opportunities • Regular meetings
U.S. Department of Education	<ul style="list-style-type: none"> • Grant opportunities
Local K-12 School Districts	<ul style="list-style-type: none"> • Regular meetings among administrators, faculty and counselors/recruiters • Annual counselors luncheon • Annual superintendents luncheon • Student visits to campus • Outreach efforts by the Fine and Performing Arts departments • Open House and other student-related activities
Four Rivers Career Center	<ul style="list-style-type: none"> • Program development • Advisory committee service
Baccalaureate institutions	<ul style="list-style-type: none"> • Developing partnerships • Formalized articulation agreements • Cooperative program development
Other Missouri Community Colleges	<ul style="list-style-type: none"> • Membership and representation among Missouri Community College Association committees • Annual meeting • Faculty and staff development programs
Local business and industry	<ul style="list-style-type: none"> • Customized training program • Advisory committees • New Jobs Training Program
Local government entities	<ul style="list-style-type: none"> • Building projects • Street and road projects • Grant opportunities
The members of the community	<ul style="list-style-type: none"> • Developing continuing education classes • Dynamic schedule of Fine and Performing Arts events • Community use of the Fitness Trail • Open House attendance • Senior Health Fair • International Day • Foundation activities
The ECC Foundation	<ul style="list-style-type: none"> • The Patrons of the Arts program and fundraising • Community outreach • Scholarship program

9C2 Institutional Mission

Our institutional mission is to “provide an environment for lifelong learning,” and our vision statement states, “East Central College will connect its community to its future.” By its very nature, a comprehensive community college is strengthened by the collaborative relationships it develops and sustains. East Central College has maintained long-term collaborations while continuing to develop new relationships. Each of these collaborations has provided returns for the College and the community.

Some examples of collaborations and their relation to the mission of East Central College are these:

- **Local and regional healthcare providers**

Hospitals, nursing homes and ambulance districts in the region provide student clinical opportunities. The College provides programming in nursing, emergency medical technology, and paramedic technology; students in the region can receive local training and education and serve the community by staying in the local workforce.

- **K-12 Districts**

Local K-12 districts provide early field experience opportunities to students enrolled in the College’s teacher preparation program (the AAT). The College added a literacy service learning project to the curriculum in teacher preparation which places students in local schools to provide one-on-one literacy training to students in need of additional help. The local school districts are able to meet and observe prospective teachers from the region.

- **Business and Industry**

Local business and industry turns to the College’s customized training program to provide specialized, non-credit training. In delivering this training, the College often recognizes opportunity for credit coursework and programming. In addition, students receiving the training can learn about other programming at the College.

While the College relies on these collaborations to deliver its mission, it also recognizes that the internal collaborations among faculty, staff and students are also an important part of the mission of the institution. Without collaborative work between divisions, departments and other units of the College, the College would not meet the needs of the students and community it serves.

9P1 The Collaborative Relationship

East Central College develops collaborative relationships in many of ways, all intended to meet the needs of the various stakeholder groups served by the College. The mechanisms that drive the creation and development of such relationships include, but are not limited to the following:

- Planning
- Student benefit
- Legislative activity
- Requirements or recommendations of accrediting or other regulatory bodies
- Compliance with local, state or federal regulations
- Opportunity for growth or program enhancement

Relationships with Educational Institutions and Other Organizations Sending Students

Figure 9.2 details key collaborative relationships with educational institutions and other organizations sending students to ECC. The primary relationship in this category is with the K-12 districts; these partner educational organizations are collaborative and supportive of the efforts at ECC. The input we receive and the feedback we seek in strengthening these relationships provide benefit to our students.

Relationships with Educational Institutions and Employers Accepting Graduates

Figure 9.3 details key collaborative relationships with educational institutions and employers to whom we send students and graduates of ECC. The primary relationship in this category is with the many baccalaureate institutions that receive our students in transfer. These relationships are strengthened by the success of our students in transfer and degree completion. ECC continually seeks to strengthen and grow such collaborations and recognizes that these 2+2 relationships are key to our students’ success.

Relationships Providing Services to our Students

Figure 9.4 details key collaborative relationships with organizations and community members that provide services to our students. While the majority of student services are accomplished by staff and divisions at ECC (including counseling services, the Learning Center, tutoring support, etc.) the College recognizes that external organizations provide a less visible and yet important stream of support for our students.

Figure 9.2

Collaborative Relationship	Create, Prioritize and Build by:
Local K-12 School Districts	<ul style="list-style-type: none"> • Dual credit/dual enrollment opportunities for students • Invitations to campus for counselors, principals, superintendents to inform and update on college activities • Student career and program exploration; visits to campus to learn about degrees, courses, programs and careers (College Night, Math Science Career Night, Career Fair, etc.) • Fine and Performing Arts outreach (Art Portfolio review day, Band director visits, District Music Festival, etc.) • Open House for prospective students and their parents • Tech Prep articulations for dual technical credit coursework • Senior Options programming at the local career center • WYSE Scholastic Competition
The members of the community	<ul style="list-style-type: none"> • A diverse program of continuing education coursework and opportunities for participation in same • Fine and Performing Arts events and International Day plus all other events intended to entertain and educate the community; in a typical year, these combined activities bring over 8,000 community members to campus activities. • The Fitness Trail • Participation by college faculty and staff on local boards and other community based organizations
Four Rivers Career Center	<ul style="list-style-type: none"> • Joint program offerings and development • Shared and leased facilities for off-site course offerings • Tech Prep articulations for dual technical credit coursework

Figure 9.3

Collaborative Relationship	Create, Prioritize and Build by:
Baccalaureate institutions	<ul style="list-style-type: none"> • Transfer and articulation agreements to enhance and insure the transfer process for students • Faculty meetings and visits regarding programming and curriculum. • Presentations and campus visits by partner institutions • Transfer conferences and other meetings to enhance the 2+2 partnerships • Providing space on campus for partner institutions to offer completer programs
Other Missouri Community Colleges	<ul style="list-style-type: none"> • Membership and representation among Missouri Community College Association committees
Local business and industry	<ul style="list-style-type: none"> • Customized training program • Work and membership on the local career technical program advisory committees

Figure 9.4

Collaborative Relationship	Create, Prioritize and Build by:
Higher Learning Commission	<ul style="list-style-type: none"> • Accreditation process (AQIP) to insure quality in the program offerings and transferability of coursework • Ongoing professional development for faculty and staff
The members of the community	<ul style="list-style-type: none"> • Participation on and support for the advisory committees in the career technical programs, education programs and fine and performing arts programs. • Business and industry opportunities for student internships, practicum experiences, clinical and other programmatic arrangement • The locally elected Board of Trustees; volunteer community members who govern the College
U.S. Department of Education	<ul style="list-style-type: none"> • Title III Grant activities including programs to improve student retention and success rates (AIM program development, etc.) • Financial aid provisions to increase access to higher education for eligible students and to support student worker grants
The ECC Foundation	<ul style="list-style-type: none"> • The foundation scholarship program which provides over 90 annual scholarship awards to students attending ECC • The Alumni Association provides fundraising and other activities to raise money to purchase signage, donate to scholarship fund, etc.; in addition, the association recognizes an alumnus of the year.
The State of Missouri	<ul style="list-style-type: none"> • The A+ Scholarship program provides access opportunities through paid tuition for students from participating school districts (546 students in Fall 2008)

Relationships with Educational Entities, External Agencies, Consortia and the General Community

Figure 9.5 details key collaborative relationships with education associations, external agencies, consortia partners, and the general community with whom ECC interacts. The key relationships included on the list are the Higher Learning Commission, the Department of Higher Education and the various regulatory agencies with whom our relationship enhances or validates the student experience.

Figure 9.5

Collaborative Relationship	Purpose
Higher Learning Commission	<ul style="list-style-type: none"> • Accreditation via AQIP • AQIP action projects to improve campus processes
State of Missouri Legislative Activities	<ul style="list-style-type: none"> • Various legislative activities related to community colleges and higher education (i.e. SB 389, etc.) • Funding legislation
Missouri Department of Higher Education/CBHE	<ul style="list-style-type: none"> • Regular meetings of the Coordinating Board of Higher Education to review and formulate higher education policy in the state • MOBIUS (statewide library services) • College academic and career program approval and oversight
Missouri Department of Elementary and Secondary Education	<ul style="list-style-type: none"> • Perkins funding distribution • Funding and oversight of career technical programs
Missouri Community College Association	<ul style="list-style-type: none"> • Regular meetings and development opportunities for community college faculty and staff • Missouri Consortium for Global Education activities
Local news media	<ul style="list-style-type: none"> • Promotion and public relations associated with college activities and programs
Local government entities	<ul style="list-style-type: none"> • Regulatory activities (i.e. Fire marshall inspections, etc) • Cooperative activities (i.e. street widening, etc.)

Figure 9.5 - Continued

Collaborative Relationship	Purpose
Various consortia arrangements	<ul style="list-style-type: none"> • Joint project to offer Occupational Therapy Assistant Program • Distance learning projects including technical support and training
NJCAA	<ul style="list-style-type: none"> • Athletic program oversight and regulation; review of student eligibility

ECC has a Board policy that encourages employees to join and participate in professional associations. Employees serve on local school district, library, Chamber of Commerce and United Way boards and regularly attend Rotary Club meetings in the surrounding communities. This involvement provides knowledge of community needs and ensures that the College is meeting these needs.

Certain academic units at the College, among them the Fine and Performing Arts and Nursing departments, have created survey instruments to gain feedback from their Advisory Boards and community members. Advisory committees, made up of local industry leaders, also provide advice and feedback to programs such as Emergency Medical Technology, Heating and Air Conditioning, Graphic Arts, Culinary Arts, Drafting, Fire Technology, and Industrial Engineering Technology.

Involving community leaders on ECC committees such as the Citizens’ Advisory Committee (2001), Master Planning Committee (2005) and Bond Campaign Steering Committee (2006) has provided valuable insight and culminated in the currently ongoing construction of a new Nursing, Health, and Science Building.

While no formal process exists to ensure the varying needs within the many collaborative relationships are being met, the longevity, growth and success of many of the relationships speaks for itself.

9P3 Building Internal Relationships

The faculty, professional staff and support staff organizations have regular meetings to discuss various topics. In addition, the respective presidents of these organizations are regular attendees and have a place on the agenda at monthly Board meetings.

Pre-semester week offers full-campus involvement and relationship building. The week is packed with opportunities for communication among employees with at least two or three all-campus meetings, plus departmental meetings and training opportunities. These activities provide opportunity for a full range of conversation and interaction.

Various committees build relationships as faculty and staff work on common cause within the institution. In particular, depending upon the committee charge, the goals of the committee require both integration across campus employee groups and communication among these entities. The various AQIP committees and Action Projects have provided such opportunities.

ECC Announce is an e-mail form of communication for all College employees. The Director of Public Relations issues news releases via ECC Announce. News releases are always distributed following Board of Trustee’s meetings to communicate to all employees any decisions or policy changes that were approved by the Board.

The Director of Human Resources and staff communicate health and wellness information via e-mail.

Student Senate, PTK, All Campus Day, athletic contests, and other student events provide opportunities for College employees to connect with students.

9P4 Measures of Building Collaborative Relationships

Measures of building key collaborative relationships that are collected and analyzed regularly include:

- Student enrollment from area high schools and technical schools
- Counselor and superintendent representation at the Annual High School Counselors Luncheon
- Transfer student demographics and performance

- Institutional destination of ECC transfer students provided by Missouri Department of Higher Education or the National Student Clearinghouse
- Articulation/transfer agreements with four-year institutions – number of agreements and student participation
- Agreements with other educational and professional entities (e.g. collaboration with four-year institutions to offer courses on the ECC campus and nursing clinicals held at local hospitals)
- Career and technical graduate placement rates
- Continuing education enrollment
- Number of training contracts and dollars through the Missouri Customized Training Program and the Missouri New Jobs Training Program
- Program advisory committee participation (number and variety of businesses/industries)
- Program and curriculum improvements
- Positive public relations
- Community survey results
- Funding received from the community (scholarships, donations and sponsorships), state, local and federal government
- Community support through attendance and underwriting of events (athletics, fine and performing arts, and other community events)
- Alumni membership and participation

9R1 Measures of Building Collaborative Relationships

The College has articulation agreements with four universities in Missouri, allowing ECC students the possibility of transferring credits to over 50 programs.

The College has an agreement with Central Methodist University (CMU), a four-year liberal arts college based in Missouri, to use part of its main campus to host courses. Five degree programs, including a Master of Education, are offered through CMU at the ECC main campus. From fall 2003 to spring 2008, nearly 500 CMU students have enrolled at the ECC main campus.

To assist ECC students in their transition from college to their career, over 20 ECC programs use Advisory Committees. Programs with Advisory Committees range from Biotechnology to Precision Machining.

Since 1991, 14 high schools have participated in ECC’s Dual Credit program. Nearly 6,000 students have received ECC college credit while still in high school. Figure 9.6 shows an unduplicated headcount of the students enrolled in dual credit coursework.

Figure 9.6

2004	2005	2006	2007	2008
565	532	576	631	607

The ECC Foundation enjoys generous support from the community. Presently, its assets stand at \$3 million. Figure 9.7 shows the involvement and profits from two of the Foundations programs offered to the public:

Figure 9.7

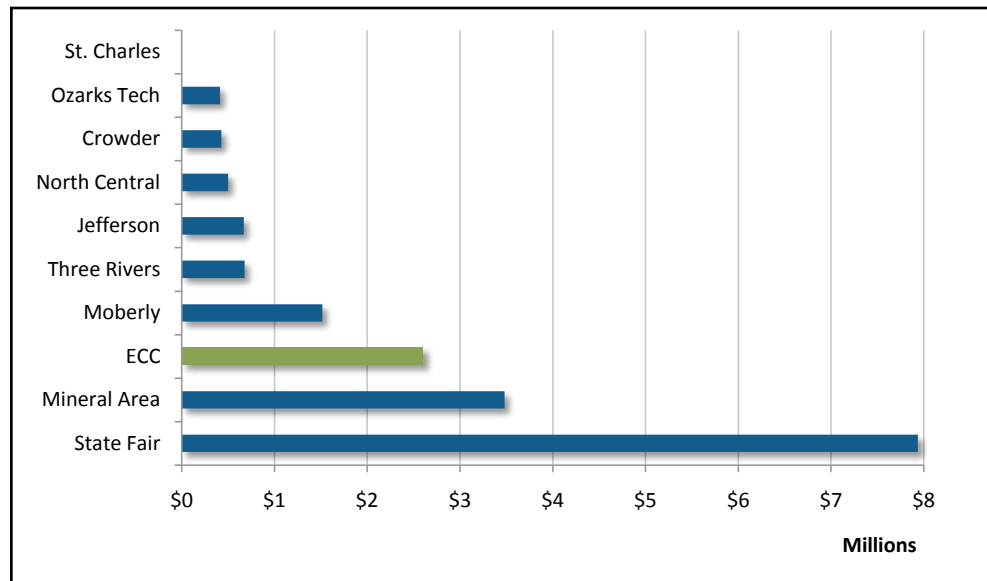
Golf Tournament					
	2003	2004	2005	2006	2007
Profit	\$8,179	\$9,853	\$10,475	\$10,948	\$12,030
Attendance	84	100	92	80	135
Patron of the Arts					
	2003	2004	2005	2006	2007
Profit	\$12,823	\$23,941	\$21,771	\$22,724	\$18,655
Patron Members	214	384	317	282	308

Results for other collaborative relationships, such as Customized Training, Continuing Education, and additional information on the ECC Foundation, are detailed in Category 2.

9R2 Comparing Results

Through the strong support and efforts of the ECC Foundation, the College maintains one of the largest endowments compared to Missouri peer institutions. Figure 9.8 represents 2007 year-end gross investments of endowment funds, term endowment funds, and funds functioning as endowment for the institution and any of its foundations and other affiliated organizations.

Figure 9.8



9I1 Improving Collaborative Relationships

Improvement occurs most often through informal one-on-one conversations between representatives of the College and its partners. College administrators and staff are well represented in community activities, local agencies, school boards and other venues where relationships are often formed. While this informal process for building collaborative relationships has been successful for the institution, the College is looking to intensify efforts to promote the institution. One effort is to redesign the College website to better promote the College and share information with the community, students and staff about its collaborative relationships.

Action Project 7, Renewing the Campus Image, specifically addresses the goal of improved collaborative relationships, including not just current but increasing the number and scope of such collaborations. In describing the intent of the Action Project, the committee said “East Central College intends to redefine to the community its “brand”. As part of this activity, the College will reestablish its identity, clarify its mission and purpose, and strategically review its marketing practices. The importance of a community understanding the role, purpose and ability of its local community college is immeasurable. The College has experienced significant turnover in faculty and staff as the community has grown as families discover the area. All of this “newness” requires a retooling of the campus image.”

When complete, the project will have created new collaborations and strengthened existing relations. The College recognized, in its development of this project, that in its 40th year of serving the community, both the community and the College have changed. By renewing its image, the College and the greater community will have improved collaborations in all contexts.

9I2 Current Results and Targets for Improvement

The College sets targets for improvement based on feedback from its collaborative partners in business and industry, education, and the community. This feedback is acquired through advisory group meetings and informal meetings and conversations. Regularly scheduled advisory

committee meetings and annual meetings with public school personnel provide an opportunity for frank conversation and suggestions for improvement. Additional targets for improvement are detailed below.

Addressing Specific Priorities

- Retention through Title III educational grant
- Licensing/certification scores based on individual program evaluations. Each individual program uses current information available to find methods to improve or maintain current licensing scores or pass rates (as some program scores are only recorded as pass/fail). This information includes assessment scores. Each program, with its own unique guidelines, works to address improvement in a variety of ways. This includes recruitment strategies, program revision, and ensuring that students are prepared to enter the program through pre-requisite requirements or entrance exams.
- Job placement through the Career and Technical Graduate Follow-up.
- The Office of Instruction and the Assessment Committee are working with all divisions to update academic unit and program assessment plans and to formalize a reporting mechanism to the campus at large.

Communicating Current Results and Improvements

ECC communicates to its collaborators and stakeholders through a variety of print media, meetings, newsletters (the Fine and Performing Arts newsletter, the Alumni newsletter, etc.), the campus newspaper, news articles, radio interviews, advertisements, the website, e-mail forums, reports to various entities, and other forums as the opportunity presents itself. The non-exhaustive list is as follows:

- News releases
- Work with the various Chambers of Commerce
- Visits/speeches to service organizations (Speakers Bureau)
- Website improvement
- Foundation year-end letter to donors and annual appeal brochure
- Institutional Research Fact Book
- Recruitment