Close Up On AQIP

The Heartland Community College AQIP Newsletter

Vol.2, No.2 Spring 2008

The 9 AQIP Categories

I. Helping Students Learn
II. Accomplishing Other Distinctive Objectives
III. Understanding Students' & Other Stakeholders' Needs
IV. Valuing People
V. Leading & Communicating
VI. Supporting Institutional Operations
VII. Measuring Effectiveness
VIII. Planning Continuous Improvement
IX. Building Collaborative Relationships

These **9** categories are the key processes for measuring and analyzing our institution's performance within AQIP.

CAMPUS CONVERSATION DAY #4

Date: March 28, 2008
Time: 8:30 am – 2 p.m.
Place: CCB 1406/1407



"Close Up on AQIP" newsletter designed by Tom Corcoran, Instructional Development Center

Action Projects – The Next Generation

Cindy Johnson, Associate Professor of Mathematics

After students complete their studies at Heartland, then what? Many transfer to another school. But what about those students who are ready to go get a job? What about the many transfer students who don't know much beyond the fact that they want to transfer someplace to get a bachelor's degree in something? One aspect of the many services Illinois Community College Board mandates Heartland to provide our students and community is career counseling and job placement.

During Campus Conversation Day in 2006, one area of importance to faculty and staff was a project aimed at increasing internal and external understanding and use of the available services provided by our career/placement center. Therefore, the first of the second generation of action projects will be Defining a Comprehensive Career Placement Process.

MaryBeth Trakinat is sponsoring this project which has the goals: To educate and promote a broad-based understanding and use of available career and workforce services and resources required; define the ideal career resource process; and identify resources to reach the ideal. By increasing the understanding and promotion of current services and resources, Heartland will better serve students' and other stakeholders' needs. The action project team will conduct internal pre- and post-surveys of knowledge of current career resource services offered. In addition, they will define what services and resources should be provided by a comprehensive career/placement center and identify any gaps between the ideal and current practice.

AQIP Systems Portfolio

Tom Corcoran, Media Technologist

As part of the AQIP process, each institution is required to develop and write a Systems Portfolio. Padriac Shinville, Paul Folger and I had the opportunity to attend the AQIP Systems Portfolio Workshop in Lisle, IL on February 28-29 to gain a better understanding of the document's purpose and structure. So what is the Systems Portfolio? Ultimately the Systems Portfolio is a 100 page document that gives us a chance to highlight the strengths of HCC. However, it is also an opportunity for us to receive honest feedback about some of the challenges that the institution might address so that it can be constantly improving. In other words, the portfolio provides us with a means to assess our current activities across the campus as part of our never-ending quest for continuous quality improvement.

(For more information see AQIP SYSTEMS PORTFOLIO on page 2)

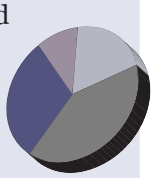
RETENTION: WHAT'S IT ALL ABOUT

Dana Rosenberg, Director of Institutional Research & Planning

Retention is the college's measure of keeping students in school; it is the flip side of *persistence*, which is the student staying in school until reaching their educational goals. They differ only in their perspective and are often used interchangeably.

Retention or persistence can be thought about as a series of steps through which a student progresses through the college experience. The first step is staying in class throughout the semester; the second is earning a grade that indicates successful mastery of course content, which we define as A, B or C; the third is returning for the next semester and subsequent semesters; the last measurable step in the sequence is graduation, earning a degree or certificate. In some cases we can also follow the student beyond HCC to transfer and/or employment.

Retention Nuggets:



- Students withdrew from 13% of their college-level classes and 17% of their developmental classes in Fall 2007.
- Of 1,718 new students in Fall 2007
  - 74% completed all of their classes (no withdrawals)
  - 48% received A, B or C grades in all of their classes
  - 66% returned for the Spring 2008 semester
  - Part-time students completed and succeeded in more of their classes than full-time students, but fewer returned for Spring semester
- Historically, retention from fall to spring has averaged about 60%, while retention from fall to the next fall has averaged about 40%.
- Retention rates are lower for minority, older and part-time students.
- HCC's Graduation Rate for full-time, first-time degree-seeking students (a federal benchmark) was 38% for the most recent reporting year, with another 22% transferring out before graduation. The corresponding Illinois community college averages are 23% for graduation and 30% for transfer.
- ICCB also calculates a "Cohort Progression Rate", which counts students as successful if they have graduated, transferred or are still enrolled after three years, using the same full-time, first-time cohort as the federal graduation rate. HCC's latest rate was 76%, compared to the state average of 70%.

What other questions do you have about student retention?
Our goal is to develop programs and strategies to improve student success as measured by retention.

- How can we assist students to be more persistent?
  - In their classes
  - In continuing their enrollment to future semesters
  - In staying until they graduate

Bring your ideas to Campus Conversation Day, Friday March 28!

AQIP ACTION PROJECT TEAM CHAIRPERSONS

Effective Campus Communication:
Kim McHale (Chair)

Tracking Student Success:
Brad Thomas (Co-Chair)
Faye Freeman-Smith (Co-Chair)

Tracking Developmental Education Student Success:
Steve Rummel (Chair)

Faculty Academy (completed):
Ed Carroll (Chair)
Janice Malak (Vice Chair)

Coordinating Committee:
Cindy Johnson (Chair)
Paul Folger (Co-Vice Chair)
Dana Rosenberg (Co-Vice Chair)

AQIP SYSTEMS PORTFOLIO

What is it?

The AQIP Systems Portfolio is a document through which HCC will identify and self-evaluate each of the major systems Heartland employs to accomplish its mission and objectives, such as Helping Students Learn and Valuing People. We anticipate that every part of the campus will be involved in creating the portfolio. The task of assembling the Systems Portfolio will give all of us a better understanding of the usefulness of the systems and processes used at HCC.

How can you help?

Contact AQIP Systems Portfolio Co-Chairs Padriac Shinville or Paul Folger if you would like to be on a team to help collect information for a section of the Systems Portfolio.

For more information about AQIP, visit us on the web at:
http://www.heartland.edu/aqip/