

All college departments are required to have Institutional Effectiveness plans that include measurement techniques and assessment methods for continuous improvement. These plans are updated and revised yearly. For example, Human Resources annually assesses the training and development opportunities it offers. Based on feedback from the college's administrative support staff, a college-credit Information Management Systems program was created primarily for support staff. The classes not only give staff the opportunity for professional development, but also allow staff to earn college credit, which leads to professional certification and eventually an A.A.S. degree. Classes were offered for the first time in spring 2008.

4I2 SETTING AND COMMUNICATING TARGETS FOR IMPROVEMENT

The recommendations of the AQIP action project for the Recruitment and Retention of Diverse Faculty and Staff discussed in 4R2 have been approved for implementation. In addition, as explained in 4P8, 9, 10, the college has identified the need for developing an Employee Engagement Survey as one of its targets for continuous improvement.

Results and improvement priorities are communicated to internal stakeholders in a variety of ways, such as through presentations at the President's Advisory Council, Administrative Council, new employee orientations; in print publications such as the biweekly staff newsletter Valley View; and electronically through IPTV, weekly online staff newsletter MV e-News, and the college Internet and intranet sites.

CATEGORY 5: LEADING AND COMMUNICATING

The college mission, vision, and core values provide the direction for leading and communicating at Moraine Valley. While the leadership of the college makes good use of data and involves faculty and staff in the decision-making process, the AQIP Action Project: "Implementing a College-wide Institutional Effectiveness Process" includes recommendations for improving connections between the annual and strategic planning, budgeting, institutional effectiveness, assessment of student academic achievement and performance evaluation processes.

5C1: LEADERSHIP AND COMMUNICATION SYSTEMS

Some of the groups that comprise the leadership and communications systems of the college are:

- **Board of Trustees:** Elected representatives of the community make college policy and, when appropriate, approve administrative recommendations.
- **Executive Leadership Team (ELT):** The college president and vice presidents/chief financial officer make major administrative decisions for the college.
- **Deans' Council:** The Academic Affairs deans and the Dean of Counseling and Advising meet with the Vice President of Academic Affairs to make decisions and implement processes for the division.
- **Academic Leadership Team:** Members of the Deans' Council, along with the assistant deans and program directors of Academic Affairs, meet to provide input into decision-making and enhance communication within the division.
- **Student Development Leadership Team:** The Student Development deans, two directors, and the Dean of Academic Initiatives and Accountability meet with the Vice President of Student Development to make decisions and implement processes for the division.
- **Student Development Supervisors Council:** Members of the Student Development Leadership Team, along with all managers in the Student Development Division, meet to provide input into decision-making and enhance communication within the division.
- **Administrative Council:** Collegewide administrators meet for communication about internal and external issues.
- **President's Advisory Council:**, Open to the entire college community, faculty, staff, and students meet for communication among all stakeholders of the college.
- **Department Chair Roundtable:** Academic department chairs meet monthly during the academic year. A representative from Deans' Council attends as a liaison from the administration.

- **Faculty Association, Support Staff Association, and Adjunct Faculty Association:** These bargaining units represent full-time faculty, support staff, and adjunct faculty in all contractual issues.
- **Ad Hoc Groups:** Composed of a variety of college personnel as determined by the senior leadership, examples include:
 - Strategic Priority Task Groups
 - AQIP Systems Portfolio Teams
 - AQIP Action Teams
 - College Expansion Planning Teams
- **Advisory Councils:** Community residents and business/organization leaders serve as advisors to various academic areas of the college.

In addition to these leadership systems, methods of communication include:

- *E-News in Brief:* a weekly online newsletter for all employees
- *Valley View:* an employee newsletter printed and circulated biweekly
- President's memoranda: updates on college activities sent via e-mail
- All-employee in-service: a formal program in the fall and spring semesters with an update by the college president on all major initiatives and opportunities
- Staff development days: workshops on a variety of academic and related topics
- New staff and new faculty orientation programs: information on college policies, procedures and operations
- Periodic focus group sessions: conducted with faculty, staff, students, and community members on a variety of topics to collect their input
- *Glacier:* student newspaper
- Print publications: including brochures, fliers, and posters
- College Website
- Panel discussions, workshops, brown bag lunch sessions, and training on specific issues such as diversity, ethics, and sexual harassment

5C2, 3: ALIGNING LEADERSHIP PRACTICES; SETTING ETHICAL AND SOCIAL RESPONSIBILITY EXPECTATIONS

The president, who is responsible for the operation of the college, communicates with the Board of Trustees on a frequent basis both orally and in writing. The Board of Trustees conducts an annual retreat with the college's Executive Leadership Team, and the board members also are active in the college's strategic planning initiatives and in continual updating of the campus master facilities plan.

Each year, the college updates and reaffirms its Strategic Priorities, which are based upon the Core Values adopted by the Board of Trustees. These Core Values of integrity, responsibility, respect, fairness, and diversity are the foundation of the college's culture and provide the central theme and direction for all college projects, activities, and processes.

The college seeks to correlate its mission, vision, and values with the Illinois Community College Board's promise statement and with the guiding principles of other external agencies such as the League for Innovation in the Community College, the American Association of Community Colleges, and the Higher Learning Commission. By regularly attending conferences and workshops and serving on committees sponsored by external agencies, administrators, faculty, and staff expand the college's shared vision of successful practices for student learning and staff development. Institutional values and expectations are embodied in the college's Core Values and the President's Eight Expectations.

5P1: SETTING DIRECTIONS ALIGNED WITH MISSION, VISION, AND VALUES

The ongoing strategic planning process is the primary system that enables the leadership of the college to set directions aligned with the college's mission, values, and Strategic Priorities. The Board of Trustees, the president, and the Executive Leadership Team (ELT) approve AQIP Action Projects and set divisional goals that are aligned with the college's strategic priorities. Individual departments/areas of the college develop annual objectives (action plans) based on these priorities and divisional goals. A detailed explanation of the process is presented in 8P1-5.

Many college organizations like the Faculty Association and the President's Advisory Council also provide leadership by raising stakeholder concerns that need to be addressed in order for the college to fulfill its mission of student learning and success. In addition, community focus groups periodically assess ongoing strategic planning initiatives to ensure that the college is responding to the needs of the community. Advisory boards comprised of community and business professionals assist faculty and administration in reviewing and updating curriculum to prepare students for successful careers.

5P2: SEEKING FUTURE OPPORTUNITIES; BUILDING AND SUSTAINING A LEARNING ENVIRONMENT

Moraine Valley's strategic planning process guides the college in seeking future opportunities for its stakeholders. The goal is not just the final product but the value represented by the process and decisions that help shape the future of the college. To ensure a wide range of college and community participation, strategic planning retreats, held every two years, include faculty, staff, and area business, education, and community leaders.

The college leadership seeks to build a strong learning environment in a variety of ways. Through the vision and support of the Board of Trustees, administration, and faculty, the college developed the Center for Teaching and Learning to provide comprehensive training programs that enable faculty and student development staff to create and implement more effective instruction and student services. Many external organizations help the college build a sustaining learning environment. Some key examples are the Illinois Community College Board, the Illinois Community College Trustees Association, and Moraine Valley's partnerships with community and business leaders who serve on advisory councils, and the Moraine Valley Foundation. Working with four-year colleges and universities also enables the college to provide expanded learning opportunities for students. In response to the growing shortage of nurses and allied health workers, the college recently partnered with the University of Chicago in a program called "Grow Your Own Nurses." Students in the Associate Degree nursing program completed their coursework taught by Moraine Valley faculty on the University of Chicago campus.

5P3: MAKING AND IMPLEMENTING DECISIONS

The Board of Trustees approves the college mission and Strategic Priorities and sets policy for the college. In addition to the seven members elected from the community, an elected student trustee serves on the board in a non-voting capacity. Guided by the college mission and strategic priorities, the Executive Leadership Team, composed of the president, vice presidents, and chief financial officer, makes decisions about the management and operations of the college based on reports and recommendations from administrative staff, teams, and task groups.

The president and vice presidents appoint chairs and/or co-chairs and members of Strategic Priority teams to manage tasks identified in the strategic planning process. These teams complete the task or bring recommendations for completing it to the ELT. After approval by the ELT, the strategic teams move forward with implementation. In some cases, a project may be assigned directly to a department or individual for implementation.

After passage of its \$89 million capital bond referendum in 2006, the college formed expansion planning teams to work with the college architects on the design and functionality of new campus facilities and the renovation of existing buildings. Each team was responsible for developing plans within the approved budget.

Some other decision-making groups such as divisional leadership teams, Department Chair Roundtable, Student Government Association, and the Faculty Association make decisions and/or recommendations to the ELT as appropriate. The ELT communicates with these groups at all levels of the college and invites feedback from the broader college community in a variety of forums such as in-services, the President's Advisory Council, Administrative Council, staff development activities, and college communications like the Valley View newsletter.

The Deans Council, composed of eight deans, meets twice each month with the Vice President of Academic Affairs to make decisions and implement processes clearly and consistently, while recognizing the unique needs of each dean and subdivision. Recurring topics of discussion include faculty hiring, evaluation and retention, curriculum development, facilities and scheduling, student enrollment, retention, and student success. The Student Development Leadership Team, composed of administrative staff in the Student Development Division, meets regularly with the Vice President of Student Development to discuss common areas of operation, services, and programs. The ELT reviews and approves recommendations from the Deans' Council and the Student Development Leadership Team.

Students participate in some of the college's informational and decision-making committees. An elected student trustee reports on student activities at meetings of the Board of Trustees, and a student leader serves on the President's Advisory Council. Students also participate in other college committees like the Celebrating Diversity Task Group.

5P4: USING INFORMATION AND RESULTS IN DECISION-MAKING

In their decision-making process, the Executive Leadership Team uses information and results from many sources, including the Office of Institutional Research and Planning, the Illinois Community College Board, the League for Innovation, and employees within the five divisions of the college represented on the ELT. Recommendations for specific actions from AQIP Project Teams and other college task forces may require additional research or pilot projects before final approval for implementation. Once implementation has begun, the effectiveness of the action must be measured and the results analyzed to determine if student/stakeholder needs have been met and to target specific areas for improvement. All college teams are required to use the DRIVE continuous improvement tool (O1) when evaluating an existing process or developing a new process.

In addition to formal reports of information and results used in the decision-making process, the president, vice presidents, and other administrative leaders of the college depend on many other channels of information such as the President's Advisory Council, Deans' Council, Department Chair Roundtable, and the Faculty Association for open and collaborative dialogue about issues affecting students and all other college stakeholders.

5P5: COMMUNICATION BETWEEN AND AMONG INSTITUTIONAL LEVELS

Decisions of the Executive Leadership Team are communicated to college employees in a variety of ways, including *Valley View*, the employee newsletter; monthly Administrative Council meetings; fall and spring in-services; and the President's memoranda. Strategic Priority and AQIP Action Project teams, comprised of staff from all levels of the college, report regularly to the ELT, the Administrative Council, and other college organizations. Currently, reports on the college expansion project are frequently presented at meetings of the Administrative Council, the Board of Trustees meetings, President's Advisory Council, and staff development and in-service programs. Additional methods of communication are listed in 5C1.

5P6: COMMUNICATING A SHARED MISSION AND VALUES

The college communicates its shared mission, vision, values, and high performance expectations through publications and other communication venues. Institutional directions and opportunities are publicized for the college community and external stakeholders in the college catalog, Website, annual report, and the President's Perspective newsletter. A weekly e-newsletter and the biennial college in-service days emphasize the role all employees play in carrying out the college's mission for student success and learning. Students learn about the college mission, vision and values in the student success course, College 101, and this learning is reinforced with framed documents throughout the college displaying these principles as well as the President's Eight Expectations of College Staff. In addition, the college offers IPTV to all employees allowing access to college programs, special event videos, and TV commercials.

The college promotes ethics and equity by stressing the importance of its Core Values and Eight Expectations, providing diversity training, and meeting state requirements of online ethics training for all staff. Examples of the college meeting its social responsibilities include the Moraine Valley Foundation's employee annual giving program and student scholarships, student organizations' initiatives for local and special-circumstance charities, and blood drives.

5P7, 8: LEADERSHIP DEVELOPMENT AND SUCCESSION PLANNING

The college offers many opportunities for developing the leadership abilities of faculty, staff, and administrators. Examples include In-service and Staff Development Days, the Non-Tenured Faculty Orientation Program, mentoring for department chairs, training workshops offered by the Center for Teaching and Learning <http://www.morainevalley.edu/CTL/events.htm>, and external conferences and seminars. Faculty who attend conferences or seminars funded by the college are required to share best practices with their departments, while administrators report on their learning experiences at the Administrative Council. Annual awards like Professor of the Year, Master Teacher, Innovation of the Year, and Vernon O. Crawley Leadership Award highlight and encourage excellence in leadership.

The college supports management training through workshops, seminars and mentoring activities for administrative, faculty, and support staff leadership; however, the college does not have a formal leadership succession plan. While Board policies and job descriptions serve as guides for future leaders, given the large number of anticipated retirements in the administrative staff during the next three years, developing a formal leadership succession plan would be beneficial.

5P9: MEASURES OF LEADING AND COMMUNICATING

All employees participate in performance appraisals which include evaluation of how well performance objectives are met. Tenured faculty are evaluated every two years, using a process that reviews instructional practices, student surveys, professional development, and contributions to the college and community. Evaluation for nontenured faculty uses a similar process but also includes an evaluation committee, classroom visits by the dean or representatives, and submission of a portfolio of work. Administrative/professional staff and support staff are evaluated annually by their supervisors. This evaluation process includes reviewing how well the previous year's objectives were met and setting performance objectives for the upcoming year.

The Community College Survey of Student Engagement (CCSSE) provides college leaders with national benchmarks to measure the effectiveness of the college's efforts to promote student learning and success. New data received in November 2007 from the National Community College Benchmark Project (NCCBP) provides additional measures of effectiveness. The Office of Institutional Research provides additional measures of leadership and communication in annual reports providing data about student retention, learning outcomes assessment, enrollment trends, institutional effectiveness, and graduate and employer survey results.

While Moraine Valley does not currently conduct surveys of employee satisfaction, the college is exploring the development of its own customized survey (4P8, 9, 10). This survey could provide some measures of leading and communicating at the college.

5R1, 2: RESULTS FOR LEADING AND COMMUNICATING

Currently, the college does not collect data to assess leading and communicating processes and systems. In the past, Moraine Valley has employed an external consultant to conduct a campus climate/employee engagement survey. However, the survey was not considered very helpful because of the long turn-around time for survey results. As noted in 5P9, the college is working to develop its own employee satisfaction survey.

5I1, 2: USING RESULTS TO IMPROVE CURRENT PROCESSES FOR LEADING AND COMMUNICATING

Although the college does not collect data measuring the effectiveness of leadership processes, annual administrative evaluations include leadership goals, and faculty and support staff evaluations include college and department goals.

Through the strategic and annual planning processes, the following improvement goals have been identified related to leading and communicating.

- Make data-driven decisions with input from stakeholders across the organization
- Improve current internal communication mechanisms to achieve greater collaboration and efficiency
- Emphasize comprehensive professional development, including training employees to keep pace with technological advancements
- Promote innovation and risk-taking to strengthen organizational capability

Results and improvement priorities are communicated via the mechanisms indicated in 5C1 and 5P2. In addition, external communications include presentations to and active participation in local, regional and national organizations; the President's Perspective periodic newsletter to external constituents, the college's Annual Report, and the college Website.