

## ORGANIZATIONAL OVERVIEW

### 01 DISTINCTIVE INSTITUTIONAL FEATURES

Moraine Valley Community College, the second largest community college in Illinois, is celebrating 41 years of service providing educational and cultural opportunities for the 26 communities and more than 380,000 individuals now living in the southwest suburbs of Chicago. Taking its name from its geographical location, the 294-acre campus is set in a valley cut thousands of years ago by a glacier between the Tinley and Valparaiso moraines. Surrounded by forest preserves and rolling hills left by the receding glacier, this natural setting is located 25 miles southwest of downtown Chicago (Figure 1). From an enrollment of 1,218 students when Community College District 524 first opened its doors in 1968, the college has grown to a total enrollment of 15,859 students in fall 2007.

Moraine Valley offers the community a wide range of degree and certificate programs along with continuing education opportunities, cultural activities, and other programs and services to fulfill its **Vision of a world-class college that meets current and emerging community needs for education and training through excellent services and outstanding programs offered in stimulating learning environments.**

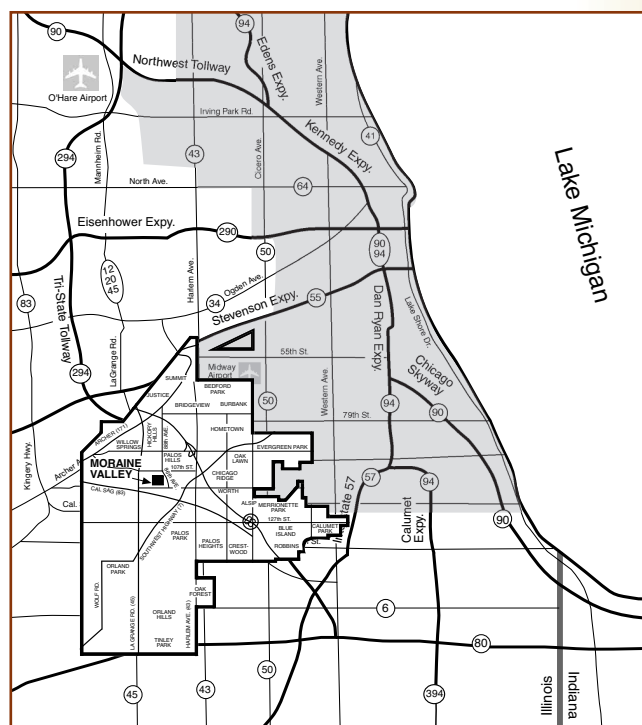


Figure 1

One of 48 colleges in the Illinois Community College System, Moraine Valley is recognized by the Illinois Board of Higher Education and by the Illinois Community College Board. The college is governed locally by a Board of Trustees that includes seven members elected at large in Community College District 524 and a student trustee elected by the students. In 2001 the Board of Trustees formally adopted an updated **Mission and Purpose** statement to guide faculty, staff, students, and all other stakeholders in working to fulfill Moraine Valley's vision of a world-class college:

*The mission of our college is to educate the whole person in a learning-centered environment, recognizing our responsibilities to one another, to our community, and to the world we share. We value excellence in teaching, learning and service as we maintain sensitivity to our role in a global, multicultural community. We are committed to continuous improvement and dedicated to providing accessible, affordable, and diverse learning opportunities and environments.*

The college fulfills this educational mission through its General Education and Transfer Programs, Career Education, Workforce Development, Student Development, and Developmental and Enrichment Education. In all of these educational programs and services, the college promises to provide a student-centered environment and to focus all college staff and resources on student learning, student development, and student success.

Working to create a student-centered environment, the entire college community is guided by its **Core Values: Integrity, Responsibility, Respect, Fairness, and Diversity.**

Seeking to fulfill its mission of creating a learning-centered college that dedicates all programs, services, and resources to student success, Moraine Valley focuses its efforts on five **Strategic Priorities**, with a commitment to continuously monitor, assess, and improve its performance in implementing each priority:

- *Emphasize and Promote Student Success*
- *Enhance Community Awareness, Connections, and Partnerships*
- *Embrace Diversity*
- *Plan, Achieve, and Manage Growth*
- *Build Organizational Capability Through Continuous Improvement*

In 2001, the president of the college introduced **Eight Expectations of College Staff**. As professionals, employees in our organization:

1. must be **team players**
2. should be **risk takers**
3. should be **self-starters**
4. must be **positive, upbeat, optimistic**, and able to **set a vision** for his/her area
5. must be **focused on students**, student learning, and student success
6. must understand that **communication** is an essential ingredient of **effective leadership**
7. must be able to **get along with people**
8. must understand that the use of **power, control, and ego must be avoided**

Specific goals and objectives set for each of the college's five strategic priorities and a full description of each of the eight expectations are available at: [http://www.morainevalley.edu/AQIP/College\\_documents.htm](http://www.morainevalley.edu/AQIP/College_documents.htm)

A charter member of the League for Innovation in the Community College, Moraine Valley has created an organizational culture that encourages faculty and staff to continually explore new ways to deliver quality instruction and services that will meet the needs of students and other stakeholders in the district. One of 12 community colleges in North America selected by the Pew Foundation for participation in the Vanguard Initiative sponsored by the League for Innovation (2000-2002), Moraine Valley reaffirmed its commitment to become a student-centered Learning College. Continuing its efforts to fulfill the goals set for its strategic priorities, the college undertook several new initiatives in Organizational Culture, Learning Outcomes, Selecting and Developing Staff, Underprepared Students, and Technology.

Accepted into AQIP in April 2004, faculty and staff began reviewing and updating the college's strategic priorities and derived three **Action Projects** from these strategic priorities:

1. Institutional Effectiveness—To improve institutional effectiveness efforts by integrating the following major college processes at all levels of the organization, departmental and college-wide: Assessment of student academic achievement, strategic and annual planning, budgeting, and performance evaluation.
2. Improving Student Learning, Student Development, and Student Success
  - a. To improve access to educational programs and services by: 1) maximizing utilization of on- and off-campus facilities, and 2) effective scheduling of programs, services and courses in response to student and community needs.
  - b. To Improve the retention and success of students in online learning by 1) examining factors that affect the success of students enrolling in online and web-assisted courses, and 2) identifying components for successful delivery of online courses, certificates and/or degrees.
  - c. To improve student success in Developmental Education by developing a plan to identify, assess, place, and establish support mechanisms for students in developmental education.

3. Diversity and Inclusion—To improve the college’s responsiveness to its changing community by 1) integrating diversity and inclusion into appropriate college processes, 2) implementing new strategies to recruit and retain diverse faculty and staff, and 3) integrating diversity into the curriculum and classroom.

To assist faculty and staff with process improvement, the college created the DRIVE continuous improvement model for strategic planning, AQIP Action Projects, and other college teams to use when developing a new process or improving an existing one. The DRIVE tool steps are:

**Define** – define the process to be improved

**Review** – collect and analyze internal and external data and identify improvement goals

**Initiate** – develop and pilot revised process

**Evaluate** – review outcomes of pilot and use results to refine process

**IntegratE** – incorporate revised process into ongoing tasks

DRIVE includes both an instructional and non-instructional version to allow for improvements in all college processes, including assessment of student academic achievement.

All of these ongoing efforts to carry out Moraine Valley’s strategic priorities will be reflected in responses to the nine categories presented in this portfolio.

## **02 SCOPE OF OFFERINGS**

Moraine Valley provides a wide range of instructional programs for over 46,000 credit and noncredit students each year. For students planning to transfer to a four-year college or university for a bachelor’s degree, the college offers four associate degrees: Associate in Arts (A.A.), Associate in Science (A.S.), Associate in Fine Arts (A.F.A.), and Associate in Arts in Teaching (A.A.T.). For students seeking immediate employment after graduation from Moraine Valley, the college offers an Associate in Applied Science (A.A.S.) degree in 27 career programs and certificates in 74 technical and career programs. Through cooperative agreements with other community colleges, students can pursue additional career programs while taking supportive courses at Moraine Valley or the cooperating institution.

In addition to its transfer and career programs, Moraine Valley offers many enrichment programs and services that include basics skills courses for students who need preparation for college-level work, courses/services in English as a Second Language, Intensive English Language, Literacy, Public Assistance Coordination for re-entering the workforce, Adult Basic Education, General Educational Development (GED), and academic coordination for the Learning Development Support System. The Academic Skills Center provides free tutoring, computer labs, and various short-term study skills and writing workshop opportunities.

In keeping with its mission to provide accessible and diverse learning opportunities and environments, Moraine Valley offers transfer and career programs and services at its 15 locations throughout the district; a broad range of online courses, independent study courses, study abroad, telecourses, dual enrollment, and weekend classes; and flexible class schedules ranging from 3 weeks to 17 weeks in duration. In 2008 the college will begin construction of a new 35,700-square-foot education center to conveniently provide full services to residents in the fastest-growing area in the district. Like its Education Center in Blue Island, the new southwest center will offer credit and noncredit courses during the day, evening, and on Saturdays.

### **03 STUDENT BASE/NEEDS AND REQUIREMENTS**

Of the fall 2007 enrollment of 15,859 students, 56 percent attend part-time; 57 percent are women; 58 percent are enrolled in transfer courses; and 32 percent are in career programs. The average age is 27 years old, and 84 percent of the students live in the district. While these statistics have remained fairly constant over the last several years, as the college district population continues to grow, it is becoming increasingly diverse. Over the last ten years diversity enrollment in the college has increased 89 percent. In fall 2007 Moraine Valley's student population included 14 percent Hispanic, 9 percent African-American, 3 percent Asian, 0.2 percent American Indian, and 2 percent foreign students. Responding to this growth in diverse enrollment, the college has made "diversity" one of its core values and "embracing diversity" one of its strategic priorities. In addition, the college has embarked on a "Diversity and Inclusion" AQIP action project described in Category 3.

Moraine Valley regularly assesses the educational and career needs of stakeholders in the district. To determine both long- and short-term student needs and requirements, academic departments use a variety of sources to assist them in providing programs and services that will meet these changing needs. The Office of Institutional Research and Planning regularly conducts a broad range of surveys to assess the needs of stakeholders in the college. Major surveys conducted in the last five years include:

- Community Focus Groups
- Scheduling Survey
- Nonreturning Student Survey
- CCSSE (Community College Survey of Student Engagement)
- Internet Class Survey
- Registration Services Survey
- Campus Climate Survey
- High School and Moraine Valley Latino Student Focus Groups
- Occupational Graduate Survey (annual)
- Transfer Program Graduate Survey (annual)
- Student Development Services Survey

Career programs receive ongoing input from community advisory committees to assist departments in revising, updating, and developing programs that will meet the changing needs of the workforce. The Office of Institutional Research and Planning also assists all academic departments in their Accountability/Program Reviews to assess enrollment trends in courses and programs to help guide departments in making curriculum revisions and appropriate scheduling of classes to meet student demand.

### **04 COLLABORATIONS**

Moraine Valley's vision of creating "a world-class college that meets current and emerging community needs for education and training" requires effective relationships with a wide range of educational, business, and governmental organizations. Many of these relationships began in 1967 when the college was founded; other collaborations have developed over the years as new opportunities have become available to meet the needs of stakeholders in the district.

From its inception Moraine Valley has built strong relationships with its secondary feeder schools by maintaining close ties with high school counselors, providing articulation for academic and technical programs, and offering summer programs for P-12 students. More recent collaborations with district high schools include dual enrollment courses and TRIO programs supporting first-generation students, students at risk, and students with disabilities. Continuing to develop its longstanding relationships with transfer institutions, the college fully participates in the Illinois Articulation Initiative to ensure smooth transfer of college credits and has established agreements with universities enabling students to complete some baccalaureate and master's degree programs at Moraine Valley.

In addition to its ongoing relationships with state regulating bodies like the Illinois Community College Board (ICCB), Moraine Valley's Workforce Development and Community Services subdivision has established partnerships with federal, state, and local entities to assist companies in strengthening their workforces through customized training and business services. Through its participation in business organizations like the Economic Development Council for the Southwest Suburbs, the college works with local companies to stimulate a healthy business environment in the community.

## **05 FACULTY AND STAFF BASE**

In fall 2007 Moraine Valley employed:

- 171 full-time and 607 part-time teaching faculty
- 19 counseling, advising, and library faculty
- 25 administrators
- 119 full-time and 15 part-time professional staff
- 181 full-time and 74 part-time classified staff
- 167 student aides.

Of the total faculty including counselors and librarians, 465 (56 percent) are female and 389 (44 percent) are male. The highest degrees held by the 171 full-time teaching faculty are 15 (9 percent) doctorate degrees, 144 (84 percent) master's degrees, and 12 (7 percent) bachelor's degrees/less. The highest degrees held by the counselors, librarians and advisors are 2 (10 percent) doctorate degrees, 11 (58 percent) master's degrees, and 6 (32 percent) bachelor's degrees. The ratio between Full-Time Equivalency (FTE) students and FTE teaching faculty is 20.3/1.

The Board of Trustees recognizes the AFT/IFT, Local 1600 Cook County College Teacher's Union, as the official bargaining unit representing full-time faculty, adjunct faculty, and classified employees of the college. The full-time faculty includes all teachers eligible for a teaching load of 15 equated credit hours, or 35 hours or 37.5 hours per week counselors, librarians, library technicians, and advisors. Adjunct faculty qualify for membership in the bargaining unit at the beginning of the third consecutive semester of teaching at least six credit hours or more per semester. Adjunct advisors, counselors, and librarians qualify for membership in the bargaining unit after they have worked three consecutive semesters for a total of at least 700 hours or more yearly. Full-time classified employees who work 2,080 regularly scheduled hours per year and part-time classified employees who work 532 regularly scheduled hours per year are eligible for membership in the bargaining units.

## **06 FACILITIES, TECHNOLOGY, AND ACCREDITATION**

Moraine Valley's main campus in Palos Hills currently includes eight academic buildings. The Fine and Performing Arts Center features an art gallery, fine arts studios, rehearsal rooms, classrooms, and two theaters. The remaining academic buildings include the Center for Contemporary Technology; the College Center, which houses most student services, the Children's Learning Center, and on-campus food service; and Building D, which offers students the Cyber Café and a bookstore. Eight extension centers include the full-service Moraine Valley Education Center in Blue Island. The recently remodeled library, located in Building L, houses 121,000 books, magazines, and electronic databases, and provides computer labs, small-group study/discussion rooms, and a coffee bar.

Using funds from the \$89 million bond referendum approved by voters in 2006, the college is embarking on several new construction projects in 2008: a science building, an instructional and job training center, a full-service education center in Tinley Park, and renovation and expansion of the College Center. In addition, the college will remodel some existing buildings and expand technology in instructional spaces.

The Department of Information Technology coordinates the acquisition, integration, and application of digital, multimedia, and emerging technologies, and offers support services and training to all academic and administrative users. Approximately 2,500 personal computers are provided in laboratories, open areas, and staff offices; 85 servers run production services and applications. The help desk is open 82 hours per week to support faculty, staff, and students. In the 2006-07 academic year, help desk staff responded to more than 2,500 requests for assistance. A dedicated Help Line for online learning supports 11,000 students in 902 available classes in the Blackboard System. Approximately 2,400 students are enrolled in online or hybrid courses.

All classrooms are wired for Internet and computer use, with 88 technology-assisted classrooms providing a projector, PC, DVD player, VHS player, CD player, and document camera. For the remaining 70 classrooms equipped with the Dynacom projection system, additional technology is provided as needed. All classrooms in the new buildings will be technology-assisted classrooms. Currently, nine Smart Boards are strategically located in the library labs and other appropriate sites on campus. The college monitors technology developments at other Illinois community colleges to maintain state-of-the-art technology services for students and staff.

In addition to its accreditation by the Higher Learning Commission of the North Central Association of Colleges and Schools, Moraine Valley is recognized by the Illinois Community College Board (ICCB) and is a member of the American Association of Community Colleges and the League for Innovation in the Community College. Allied Health, Nursing, and Automotive programs are also accredited by the appropriate agencies.

## **07 COMPETITIVE ENVIRONMENT**

Major competitors who offer the first two years of a baccalaureate degree include Robert Morris College, DeVry University, Trinity Christian College, and Saint Xavier University. While Moraine Valley has the advantage of providing a comparable education at significant savings, these institutions have opened new facilities within the district and invested heavily in advertising campaigns. To ensure that prospective students know the educational benefits Moraine Valley has to offer them, the college has increased its print, radio and television, and outdoor advertising. Expanding access to Moraine Valley's programs and services, a new education center will be built in the southwest area of the district. Efforts also continue to strengthen relationships with district high schools through visitations, dual enrollment courses, and the annual College Night. To compete with online courses of institutions like the University of Phoenix, the college offers students 140 online courses at in-district tuition rates. Steady enrollments over the past five years demonstrate that Moraine Valley is holding its own in this competitive online environment.

## **08 VULNERABILITIES AND OPPORTUNITIES**

State appropriations have decreased from 22.5 percent of operating revenues in 2003 to 17 percent in 2007. To compensate for this reduced funding, the college continues to seek alternative sources of financial support. While tuition has increased 13 percent over the past two years, the college aggressively pursues grants and solicits support from the Moraine Valley Foundation. During the past five years, the college has secured an average of \$4.9 million in grants annually to support college programs and services. During the past fiscal year, the Moraine Valley Foundation contributed \$185,000 to support student scholarships and college programs.

In fall 2007, full-time faculty taught 42 percent of the credit hours offered and part-time faculty taught 58 percent. The college has maintained the level of full-time faculty by replacing the large number of retirees over the past five years, by adding 10 new full-time faculty members in the past four years, and by committing to add 15 more new full-time faculty members in the next three years. However, even with continuous increases in student enrollment, budget constraints have limited opportunities to improve the full-time/part-time faculty ratio. Declining state revenues and property tax caps will make it difficult to remedy this problem in the near future.

To remain competitive, the college is expanding and improving its infrastructure to meet the needs of its students and other key stakeholders. In addition to opening the new Southwest Education Center in Tinley Park, construction of the new science building and instructional and job training center will provide expanded academic and support services with state-of-the-art technology. The \$89 million bond referendum will pay for the construction of these new facilities, but maintaining and supporting them presents ongoing budgetary challenges for the college.

In a review of its strategic priorities and goals in 2004, the college identified a need to improve processes for institutional effectiveness. The strategic priorities and goals listed in Category 8 indicate Moraine Valley's willingness to embark on a wide range of activities to fulfill its mission of student learning and success. Taking on so many goals, however, has created challenges in monitoring accountability and effectively measuring success in implementing these goals. To address this problem, the college's AQIP Action Project: "Institutional Effectiveness" has made recommendations for streamlining and integrating major college processes, including strategic and annual planning, assessment of student academic achievement, institutional effectiveness, and budgeting and performance evaluation.

Two additional AQIP Action Projects seek to address other challenges the college faces in meeting student and other stakeholder needs. The Action Project: "Improving Student Learning, Student Development, and Student Success" has made recommendations to improve the scheduling process for greater access to programs and services, to increase student retention in online courses, and to provide more effective assessment, placement, and support services for the growing number of developmental education students. The Action Project: "Diversity and Inclusion" has made recommendations to meet the needs of the college's growing diverse population by integrating diversity and inclusion in college processes, developing strategies for recruiting diverse faculty and staff, and infusing diversity into the curriculum and classroom.

Other opportunities for improvement discussed in this portfolio include implementing the plan for assessment of General Education Outcomes (Category 1), measuring employee satisfaction (Category 4), and succession planning (Category 5).

# MORAIN VALLEY COMMUNITY COLLEGE

## Organizational Chart—January 2008

### BOARD OF TRUSTEES

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Dr. Terry Ludwig

**VICE PRESIDENT\***  
Administrative Services  
and Facilities  
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Dr. Nancy Bentley

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and **TREASURER**  
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**EXECUTIVE ASSISTANT TO THE PRESIDENT**  
and **VICE PRESIDENT**  
Institutional Advancement  
Dr. Margaret Lehner

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and Learning Resources

Dean, Academic Initiatives  
and Accountability

Dean, Career Programs

Dean, Enrichment  
Programs and Services

Dean, Liberal Arts

Dean, Science, Business  
and Computer Technology

Dean, Workforce Development  
and Community Services

Director, Auxiliary Services

Director, Campus Operations

Director, Human Resources

Executive Director/CIO  
Information Technology

Chief, Police Department

Director, Purchasing

Dean, Enrollment Services

Dean, Student Services

Dean, Counseling and Advising

Director, Athletics

Director, Financial Aid

Controller  
Accounting; Grants; Assets

Supervisor  
Payroll

Supervisor  
Cashiers

Director, Resource Development  
and Institutional Effectiveness

Director, Institutional  
Research and Planning

Director, Marketing  
and Creative Services

Director, College and  
Community Relations

\* Executive Leadership Team (ELT)