

RESPONSE TO 1992 TEAM REPORT & TEN YEAR CHANGES

Response to 1992 Concerns

The College should adjust the general education requirements for the Associate of Arts and Science degree to meet the state recommended minimum model for the Associate of Arts or the Associate of Science degree.

In 1993, Illinois Central College changed its requirements for the Associate in Arts and Science degree to meet the state-recommended minimum requirements for both the Associate of Arts and the Associate of Science degrees. The new requirements added three more semester hours of both mathematics and humanities. Meeting the state model for these degrees made Illinois Central College eligible to participate in the Illinois Articulation Initiative (IAI), which is designed to allow students to meet the general education requirements at more than 100 participating universities and colleges in Illinois.

Information about IAI, its purpose, and the College's participation is disseminated to students and the general public through the *2001-2003 College Catalog* (page 9). Also, within the course description information of the *2001-2003 College Catalog*, the IAI reference number for each course that meets its guidelines, both for General Education and within specific curricula, is given. Further discussion concerning the General Education/IAI status may be found in the Instructional/Academic Programs Chapter 9.

The student services function should have a strong and effective advocate holding the same institutional status as major instructional functions.

In 1995, the position of Dean of Student Services was created and is a cabinet-level post. The Dean reports to the Vice President of Academic and Student Services and provides leadership and direction to the student services offices. The Dean directly supervises staff in areas of Enrollment Management, Assessment, Advisement and Counseling, Financial Assistance and Veterans Affairs, Student Activities, New World Support, Athletics/Fitness Center, and the Physical Education academic department. As a result of this position, communication and cooperative efforts between student services and academic divisions have been enhanced.

The program and course development process now in use applies equally to credit and non-credit offerings. It appears the process for non-credit offerings delays institutional response needed to meet community needs in a timely fashion and should be reviewed.

Noncredit courses are processed through the Curriculum Committee and sent to the Illinois Community College Board (ICCB). There was a period of time that the ICCB did not have colleges send noncredit courses but the process has been resumed. The College now must submit separate noncredit reports that have been developed in response to legislative demands. The reports are designed to show the usage of College resources dedicated to efforts other than credit-based instruction. Because of this requirement, the Curriculum Committee recommended that noncredit courses continue to be processed through the committee for approval.

The Curriculum Committee procedures have been revised and simplified for both credit and noncredit courses. Noncredit course approval now involves less paperwork and has a much quicker turnaround time, but further consideration of shortening the process is needed.

The college should continue to develop the automation of student services to expand support for registration, marketing, and student tracking systems.

The College has made progress in this area by offering direct telephone registration by using touch-tone phones. The registration process also has been streamlined through the use of updated computer technology. All students now have the following registration options available to them: in person, touch-tone, operator assisted, mail-in, on-site, and TTY. The College is in the process of switching from a mainframe system to a client-server system, PeopleSoft®. In the near future, registration options will include web-based registration. Further information may be found in the Student Entry/Access chapter.

To adequately prepare students for a diverse workforce and to respond to the demographic needs of the community, the college should act aggressively to promote a diverse employee profile. It should also provide opportunities for understanding and appreciation of diversity through its curriculum and employee development programs.

A variety of programs and services have been implemented in an effort to diversify more fully the College student populations. These efforts include partnerships with high schools that have high percentages of minority students. These partnership programs, sometimes funded by local businesses, include CILCO College Yes, Grow Your Own Teachers, Upward Bound, Caterpillar Young Scholars, Expanding Your Horizons, and Changing Faces in the New Millennium.

To act aggressively to promote a diverse employee profile, the College performs the following:

- Reviews and revises employment policies and procedures on a continuous basis.
- Recruits and advertises nationally as needed.
- Attends Career Fairs and develops partnerships with community leaders to diversify the applicant pools.

The College's recruiting efforts have expanded from local, more traditional approaches, to national, nontraditional ways, including advertising in and utilization of the following:

- Minority journals and papers such as the *Hispanic Outlook*, *Minority Nursing*, and *The Traveler*.
- Professional journals such as *University Faculty Voice* and the *Chronicle of Higher Education*.
- Comprehensive web sites such as *Monster.com* and *Ccolleges.com*.
- Placement centers at historically black universities such as Alabama State and Howard University.
- Local minority agencies such as Carver Community Center, Tri-County Urban League, and Community Action Agency.
- Networking with Tri-County Urban League and Peoria Housing Authority.
- The message on the Peoria Recreation Center digital sign.

Employee diversity is also being addressed with efforts such as Cultural Diversity Awareness workshops, faculty exchanges with the City Colleges of Chicago, and hosting of Higher Education Cooperative Act interns who may be eligible to fill vacancies within the College. Since the last Self-Study, the gender distribution among the administrative staff has become more equalized with an increase from 25% female in 1991 to 46.7% female in 2000. The College's staff development programs have included such topics as gender bias, diversity in the workplace, and nontraditional role modeling.

Efforts to improve diversity within the classroom/curriculum include team-taught non-Western humanities courses, Growing Together parenting courses, exchanges among faculty members within the Illinois Consortium of International Study Programs, and the formation of an on-campus International Studies office. The College has also expanded its international courses to include ones on Africa, Latin America, China History, China Society, and the Middle East. Further information can be found in the Faculty/Staff Development Chapter 10.

This issue requires ongoing efforts to continue improving the ethnic diversity and climate of the College.

The College needs to develop a financial plan for the construction of a student center building.

The student center has been provided through a remodeling of the bookstore, cafeteria, and classroom area in the main building on the East Peoria Campus. Space for this remodeling became available after several programs were located to a new facility in downtown Peoria. This student area, remodeled to its present configuration in 1996, includes a student lounge with a big-screen cable television, student organization offices, an art gallery, a bookstore, a cafeteria, and a deck. Further information can be found in both the Financial and Physical Resources Chapter 6 and the Student Access/Entry/Services Chapter 8.

The College's dependency on traditional delivery systems may, in the future, limit its ability to respond to community needs.

To meet the needs of and increase its ability to serve the community, Illinois Central College has expanded or created the following delivery systems:

Interactive Distance Learning: The College both sends and receives these classes. The College is currently transmitting 36 classes with 1,533 hours of instruction offered. During the 2000-2001 school year, 1,112 students were enrolled in distance learning classes, many of whom attended remote sites within the district.

On-line courses: The number of on-line courses is increasing. Many faculty members use the College's web site to reach students who are otherwise unavailable due to barriers such as distance, time frames, and disabilities. The College will offer over 50 on-line courses by December 2001 and anticipates offering over 60 by May 2002.

Telecourses: Currently 25 telecourses are broadcast on cable systems. During 2000-2001, 544 students enrolled in telecourses. These courses also are available on video tapes at 15 area libraries.

Minimesters: The College continues to provide and has increased its minimester offerings between semesters and in the summer. During the Fall 2000-2001 academic year, the College scheduled 86 classes through minimester delivery. This allows a student to complete a semester class through a concentrated three-week study.

Cooperative Classes: Classes are currently being offered in cooperation with area high schools. These dual credit classes are held during high school hours at high school sites and allow students to earn both high school and college credit.

The College is also working with other colleges to offer cooperative classes providing credit for students enrolled at both colleges. Additional information may be found in the Instructional/Academic Programs Chapter 9.

Ten Years of Change

In addition to those initiated in response to the 1992 team concerns, other changes and new endeavors have occurred at the College during the last ten years. These changes have been College-wide: physical facilities, academics and technology, support services, and personnel. Many of the changes highlighted here are discussed in detail in later chapters of the Self-Study Report.

PHYSICAL FACILITIES

- The Health and Public Services Building was acquired, remodeled, and dedicated in 1995 and houses a library and classrooms for the Health Occupations and Police and Fire Sciences programs.
- The Caterpillar Technology Building, opening in 1999, and the Horticulture Land Lab Building, opening in 2000, have increased the number of buildings on the College's East Peoria Site.
- One area of the academic building was reconfigured to provide a student registration center, information center, transfer center, larger bookstore, new cafeteria, deck, multipurpose room, student center area with moveable walls, and a new art gallery. Offices for student activities, an atrium, and new meeting rooms were also added during the remodeling done in 1996-1997.
- "Smart Classrooms" with technology available for instructors were installed.
- The Perley Building has been remodeled to be more "student friendly."

ACADEMICS AND TECHNOLOGY

- New Applied Science programs have been added such as the CISCO Program, the Caterpillar Dealer Technician Training Program and the General Motors Automotive Service Excellence Program. In addition, fourteen new certificates have been added to the curriculum.
- Illinois Central College was selected to receive the Illinois Community College Board Award for Excellence in Leadership and Core Values for its initiatives "A Circle of Values." The "Circle of Values" was based upon the College's Core Values.
- All faculty members have access to computers, and the creation of online courses has exploded.
- Approximately 400 computers were available 10 years ago; today the microcomputer count exceeds 1,800.
- The College has computer classrooms and labs dedicated for use by composition, computer studies, and business classes.
- The College library has online resources and an online public access catalog.

STUDENT SUPPORT SERVICES

- Sports programs gained recognition when Coach Lorene Ramsey was named to the National Hall of Fame for contributions to women's sports in softball and basketball and to the Illinois Basketball Coaches Association Hall of Fame. In addition, her teams have won five national championships.
- The number of students served by the Disabilities Services Office has increased from 121 in 1990 to 285 in 2001.
- Academic placement tests are now computerized.

PERSONNEL

- The fourth President, Dr. John Erwin, arrived in January 2001.
- The Institutional Research Office was established.
- The position of Dean of Students was created.
- A Cultural Diversity training program was offered to all employees of the College beginning in 2001.
- The Wellness Program for faculty and staff members was instituted.
- The number of vice presidents was decreased.

Many of these changes or initiatives begun in the last ten years are more fully discussed in the following chapters.

