

## HUMAN RESOURCES

The traditional interpretation of the phrase *Human Resources* implies personnel, or employees. However, the scope of this Human Resources evaluation includes a broader range of individuals represented in one or more of the following Illinois Central College groups: students, community, faculty members, and staff. Throughout the history of the College, many people have been included in more than one of these classifications.

### ***Students and Community***

#### STUDENTS

Students are the most critical human resource at Illinois Central College. College professionals are to fulfill the Mission to serve and support students as they strive to meet their educational goals.

As indicated in the *Institutional Data Book* (pages 31-34), the College has experienced a pattern of declining enrollment since 1991. During this ten-year period, the enrollment ranged from 13,930 to 11,740 students, which represents a decrease of 15%. The average student head count for the fall semesters has been 12,500.

The full-time equivalent (FTE) data, however, is typically a more reliable means of assessing enrollment patterns. During the same time period listed above, the FTE data reflect less dramatic shifts in enrollment. With an FTE range from 6,775 to 6,092, the decrease represents a decline of only 10%. Despite decreases in the student head count, FTE figures have remained higher than 6,000 each fall since 1989. The FTE difference can be explained by a declining part-time population and increasing full-time population as Table 7-A indicates.

TABLE 7-A

	1991	2000
Full-time population	29.8%	36.7%
Part-time population	70.2%	63.3%

While a number of factors must be considered in evaluating enrollment, the Tri-County employment rates influence the patterns. A statistically significant (0.83) correlation between unemployment and College enrollment exists. Student enrollment can be expected to increase with the unemployment rates, and vice versa.

Another factor that adversely affected enrollment was the opening of Heartland Community College in 1992. Enrollment in neighboring community college districts, including Parkland College and Richland Community College, was also affected.

As reported in the *Institutional Data Book*, the following information provides a demographic snapshot of the students who were enrolled in credit coursework during Fall Semester 2000:

- 55% female      45% male
- 63% part-time    37% full-time
- 67% previously enrolled or continuing
- 22% new, first-time enrolled
- 54% between 17-24 years old
- 39% between 25-49 years old
- 6% 50 years old and above
- 90% Peoria, Woodford, or Tazewell county residents

The College serves a district population of more than 347,000 residents in approximately 2,300 square miles across Central Illinois. Students from Peoria, Tazewell, and Woodford counties represent the largest percentage of the student body even though the District also includes portions of seven additional counties. Serving 31.46 students per 1000 residents, the College ranks above the Illinois state average of 29.83 students per 1000 residents. During the fiscal year 1999, Illinois Central College ranked 10th largest in unduplicated student head count.

Student demographics parallel the Tri-County community population in gender breakdown:

Illinois Central College	45% male	55% female
Tri-County	48.3% male	51.7% female

Compared to regional population, women are more likely to attend Illinois Central College than men. From 1991 to 2000, a slight shift occurred with a decreasing percentage of male students and an increasing percentage of female students (*Institutional Data Book*, pg. 45).

The male/female student ratio remained fairly constant over the past ten years with a corresponding 2.8% increase in male enrollees and a 2.8% decrease in female enrollment.

The table below indicates significant similarities in the Illinois Central College and 2000 Census community ethnic populations.

TABLE 7-B

### Ethnic Populations

	White Non-Hispanic	African-American	Hispanic	Alaskan Native American	Asian	Other
Illinois Central College	85.5%	8.7%	1.6%	0.3%	1.8%	0.0%
Tri-County	87.7%	8.8%	1.5%	0.0%	1.1%	0.0%

*Institutional Research Office*

The ethnic profile of the Illinois Central College student body has changed. In 1990, 925 students declared themselves as Asian/Pacific Islander, American Indian/Alaskan, African American, Hispanic, or nonresident alien while in 2000 that number was 1,384. This is an increase of 33%. In each of the listed categories, there was an increase. Correspondingly, the number of White Non-Hispanic students decreased in the ten-year period from 11,224 to 9,449, a 16% decrease.

The age levels of the College student population have remained fairly constant with a median age of 24-26.5 years. The mean age of our student body has remained constant, but the median age, correlating to the number of traditional students, has decreased. In 1990, the mean age of students at the College was 29.49 years, and the median was 26.33. In 2000, the mean age was 29.61, and the median was 24.98. Since the median age was lower in 2000, we can assume more of the traditional students in the area are choosing to attend Illinois Central College.

With degree and certificate completion rates being a common measure of institutional quality, the College has remained consistent since 1991. Across this ten-year period, the College has awarded an average of 1,430 degrees and certificates annually. While the number of Arts and Science and Applied Science degrees awarded has decreased slightly, an increase in the number of Occupational certificates has occurred (*Institutional Data Book*, page 47).

TABLE 7-C  
**ICC Summary of Opening Fall 2000 Headcount Enrollment  
 By Instructional Program Area**

General Associates	Baccalaureate Transfer	Occupational	General Studies Studies	Vocational Skills	Adult Basic Education Education	Adult Secondary Education	English as a Second Language
1,758	4,498	4,367	110	47	140	86	47

*Data and Characteristics of the Illinois Community College System (August 2001).*

The two academic deans review enrollments by academic discipline and/or occupational program at or near the beginning of each semester and report that information to the executive cabinet, College council, Board of Trustees, faculty members, and department chairs. If a discipline or program is found to be losing enrollments, further review is undertaken. When a trend of declining enrollments develops in a program or discipline, the Institutional Research Office is called upon to conduct an appropriate needs analysis.

Illinois Central College students graduate or transfer to four-year institutions within normal time frames at rates higher than the students at other Illinois community colleges. Specifically, in fiscal year 1997, 25.7% of Illinois Central College students graduated “within 150% of normal time” compared to the State average of 20.9%. Likewise, 19.7% of Illinois Central College students transferred in the “within 150% of normal time” compared to 16.9% transfer rate across Illinois (*Institutional Data Book*, page 48).

The enrollment projections for the next ten years suggest a slight increase. Since Illinois Central College relies heavily on feeder schools in the immediate area, the College’s enrollment tends to reflect the number of graduates in area high schools. The number of high school graduates in District 514 is projected to remain relatively stable over the next 12 years with an average of 1,414 students enrolling in the College the first semester following graduation. New high school graduates comprise an average of 13% of the College’s enrollment with 44% of all area high school graduates attending Illinois Central College the first semester following their graduation. The Institutional Research Office enrollment projection data indicates that student populations for 2000, 2001, and 2002 should be relatively low while numbers are projected to increase in 2003 but drop again in 2004. After that the enrollments should remain stable until 2012.

## EVIDENCE OF STUDENT SATISFACTION

The degree to which the College meets the needs of students is measured in several ways. A primary means of this determination is through surveys of currently enrolled students. In responding to the comprehensive surveys that were developed for this study, 40.8% of students surveyed indicated they are “very satisfied”, and another 44.7% indicated they are “satisfied” with the College. In regard to whether the College is adequately meeting the needs of the community, 29.9% responded they “strongly agree” and an additional 63.8% “agree.”

Based on the students’ response rates to questions regarding the atmosphere of the College, it appears that most students are satisfied with the overall climate.

Pleasant – 95.7% “agree” or “strongly agree”

Intellectually stimulating – 83% “agree” or “strongly agree”

Encourages their creativity – 75% “agree” or “strongly agree”

Treated with dignity – 80% “always” or “most of the time”

Thirty percent of surveyed students expressed the need for improvements while 69.9% indicated that the College atmosphere does not need improvement. In addition, 71.6% feel like a person rather than a number. Based on these response rates, most students like the College atmosphere and do not feel that they are a number rather than a person.

## STUDENT EMPLOYMENT

Student employment makes it possible for some students to stay in school and attain academic goals while earning an income. The benefits to working on campus include the timesaving convenience of being right at the worksite, flexibility of hours arranged around class schedule, a testing ground for work skills, and a chance to develop work experience in a nonthreatening environment.

A former student worker in the East Peoria Dean's office reconfirms the above statements: "I would say that working at the school simply made things more convenient. It cut out driving time and enabled me to get more schoolwork done. I only wished I could have worked more hours! And you know it was all for the money . . . that \$5.15 an hour just cannot be beat! Really though, to me it was more about the job experience than it was the money. Anyone can make minimum wage at a job, but working for a college looks better on one's resume than working at McDonald's. In addition, one can make some good references as well!"

The Student Employment/Federal Work-Study Program has been a viable component of the College during the past ten-year period. Wages have followed the minimum wage law with starting wage beginning at \$4.25 in 1990 and ending at \$6.00 in August 2001.

In October 1999, the Federal Work-Study Program was separated from Student Employment and placed under the direction of Human Resources Office while Financial Aid was assigned to monitor the Federal Work-Study Program. Human Resources is currently developing new guidelines for the Student Employment Program. Also in October 1999, an Equal Opportunity/Affirmative Action rule was added to the Student Employment/Federal Work-Study plan to make it in compliance with applicable Federal and State laws.

TABLE 7-D

### Number of Students Employed on Campus

Year	Students Employed
1991	266
1992	246
1993	257
1994	255
1995	249
1996	290
1997	267
1998	250
1999	200

### College Personnel

The College successfully supports the student and community needs with a network of faculty and staff members serving in a multitude of functions ranging from classroom instruction to custodial operations. Regardless of whether these personnel are in direct contact with students or not, all levels of human resources provide critical roles in the operation of the College. Garnered from the Fall 2000 *Institutional Data Book* (pages 20-24), a description and analysis of the various employee groups follow.

TABLE 7-E

**Employee Information**

Fall 2000	Full-time Faculty	Part-time Faculty	Administrators	Professional/Supervisory/Support	Classified	Custodial	Funded
<b>EDUCATION</b> D=Doctorate & Prof. M=Masters B=Bachelors A=Associates H=High School O=Other-Some College or Certificate	13.5% D 72.9% M 10.6% B 1.2% O 1.8% A	5.1% D 30.9% M 24.3% B 32.2% O 3.0% H 4.5% A	23.3% D 56.7% M 20% B	0.8% D 26.7% M 28.8% B 8.2% A 2.0% H 33.3% O	17% A 27% O 47% H	17% A 27% O 47% H	16% M 36% B 15% A 33% O
<b>GENDER</b> F=Female M=Male	39.8% F 60.2% M	49.2% F 50.8% M	46.7% F 53.3% M	56.8% F 43.2% M	80% F 20% M	60% F 40% M	64.5% F 35.5% M
<b>ETHNICITY</b> W=White Non-Hispanic AA= African-American H=Hispanic A=Asian O=Other NA=Native American	92.4% W 4.7% AA 1.2% H 1.7% A	96.1% W 2.1% AA 0.7% H 0.7% A 0.2% NA 0.2% O	86.7% W 10% AA 3.3% H	91.4% W 5% AA 1.2% A 0.8% H	82.3% W 10.4% AA 0.1% H 0.06% A 2.11% O .03% NA	87% W 10.6% AA 2.4% O	87% W 10.4% AA 2.6% O
<b>FULL-TIME</b>	171	0	30	70	104	58	100
<b>PART-TIME</b>	0	569	0	173	206	27	215
<b>AVERAGE YEARS OF SERVICE</b>	14.7	6.2	15.4	14 F 5.2 P	12.3 F 4.6 P	12 F 4.6 P	5 F 6.2 P

**FACULTY MEMBERS**

Full- and part-time College faculty members provide student instruction and support in a variety of settings. As indicated in the comparison data from 1991 to 2000, the total number of faculty members has increased 16% over the past ten years. The ratio of full to part time has shifted slightly with a 27% increase in the number of part-time faculty members and a 9.5% decrease in the number of full-time faculty members.

	1991	2000
Full time	189	171
Part time (active)	445	569
Total	634	740

This shift was identified as problematic by the full-time faculty members in the Self-Study survey. In order to address the concerns raised by faculty members, it is recommended that the College develop a standard means of analyzing faculty data and disseminate and discuss it with faculty members.

The Illinois Community College System data indicate that, statewide, 50.3% of all credit hours are taught by full-time faculty members. During the Fall Semester 1999, 68.2% of all Illinois Central College credit hours were taught by full-time faculty members. By comparison, at the time of the 1991 Illinois Central College Self-Study, full-time faculty members provided 65% of the classroom instruction. Therefore, the percentage of instruction provided by full-time faculty members has increased slightly more than 3%. Furthermore, in comparison to the State average of 50.3%, a significantly higher percentage of credit hours are taught by full-time faculty members at the College.

According to the current Faculty Agreement, on file in the Resource Room, "a full-time member shall teach 30 equated hours per academic year or shall assume other responsibilities requiring essentially the same commitment of time." Equated credit hours are 1:1 for lecture hour classes, 1:0.75 for instructional laboratory hour and 1:0.5 for supervisory lab hour.

It is also important to note that the Human Resources Office maintains the official records of part-time faculty members and keeps them “active” in the department, regardless of whether they are teaching during a particular semester. Therefore, when part-time faculty members are not offered teaching assignments, they are still counted in the total part-time faculty count. Specifically, in Fall Semester 2000, only 434 of 569 potential part-time faculty members taught credit hour courses. These data indicate that approximately 75% of the part-time faculty members who are eligible to teach actually do so. Rather than simply counting the total number of part-time faculty members, the College could more accurately depict the full-time/part-time ratio with data about the number of faculty members in each category who are teaching at that particular time.

Because of concerns raised regarding ratio of full- to part-time faculty members, the student survey included a question pertaining to this issue. While 20.1% indicated a preference of classes taught by full-time faculty members, 68.1% replied they have no preference.

The gender distribution for full- and part-time faculty members is 53% male and 47% female. These numbers compare to the State data of 50.5% male and 49% female distribution. Based on these data, the College’s gender distribution among faculty members is comparable to other community colleges in Illinois with a slightly higher number of male faculty members.

Regarding age distribution, an analysis of the full-time faculty members indicates a significant number of personnel nearing retirement age. Specifically, 29.2% of the full-time faculty members are between 40 and 49 years of age; 18.1% are between 50 and 54 years of age; and 20.5% are between 55 and 59. The College will face significant challenges in replacing experienced faculty members in the next five to ten years.

One measure of the quality of the campus climate is employee longevity. The average length of service to the College by full-time faculty is 14.7 years. Further, 38.6% have served more than 16 years.

The current ethnic distribution of both full- and part-time faculty members reflects representation from groups, as currently defined by state-reporting regulations. Unfortunately, data from 1991 only indicated classifications of “White (European descent)” and “Other,” so a comparison to current data would be unreliable.

TABLE 7-F

### Ethnic Distribution

	FT	PT*	Total	% of Total
White Non-Hispanic	158	547	705	95.3%
African-American	8	12	20	2.7%
Hispanic	2	4	6	0.8%
Asian	3	4	7	.09%
Native	0	1	1	0.01%
Other	0	1	1	0.01%

\*Those authorized in system

However, the College’s faculty population does not mirror the ethnic make-up of the community. Ongoing efforts have been made in the Human Resources Office to diversify the faculty and staff population. Continued use of the Illinois Minority Graduate Incentive Program and the Illinois Consortium for Educational Opportunity will assist in these efforts. Recently, the College formally became involved in *Diversity Awareness*, a State-wide effort to recruit, select, and retain qualified ethnically diverse candidates for all positions on campus. It is expected that future review of ethnic demographics will show improvement in this area.

Educational background of full-time faculty members remains strong with 72.9% having earned a Master's degree and 13% with a Doctoral or Professional degree. Among part-time faculty members, 30.9% have earned a Master's degree, and 4.9% hold a Doctoral or Professional degree. It is important to note that advanced degrees are not required for faculty positions in selected vocational/occupational programs.

Full-time faculty members are employed under the terms of a three-year agreement, which is formally negotiated by a faculty and administrative committee with final approval from the Board of Trustees. Terms of the Agreement include conditions of employment, compensation, performance evaluation, and benefits.

Each semester, the department chairs complete the class assignments for full- and part-time faculty members. Full-time faculty members have input into their teaching schedules, and part-time faculty are assigned or offered courses after the full-time faculty schedules have been established. If a faculty member is not available for a particular course, a full-time person may request the course as an overload.

Part-time faculty members are assigned course loads at the discretion of the department chair, with particular attention to whether a part-time candidate has expertise in the specific discipline and/or the candidate's area of employment. Part-time faculty members cover the majority of the evening and weekend courses, both on and off campus. Many part-time faculty members bring "real world" experience to the College learning environment. In addition, some part-time faculty members have a particular area of expertise that is not available among the full-time faculty members.

According to the faculty survey responses, 73.7% of full-time and 72% of part-time faculty members indicated that their supervisors seek input when appropriate. Although the survey did not specifically address the assignment of teaching schedules, the results suggest that there is a general acceptance of the procedures and practices for instructional assignments.

Ninety-nine percent of full-time and 93.8% of part-time faculty members interpret their role in terms of student contact as primarily "teaching," but also 77.3% of full-time and 25.7% of part-time faculty members interpret their role as "academic advisement." In addition, 59.1% of full-time and 26.5% part-time faculty members interpret their role as including "public affairs/community service." These data indicate that faculty members are primarily focused on teaching and student advisement and secondarily on serving the community in ways that go beyond the classroom.

Although the College does not specifically require it, "research" was interpreted as part of their role by 33.6% of full-time and 15% of part-time faculty members. The ability and willingness of the full-time faculty members to be engaged in research demonstrate their interest in remaining current in their chosen discipline and potentially contributing to important research.

The relevancy of the goals and objectives that guide faculty members was measured in the surveys conducted for this Self-Study. Of the part-time faculty members who responded, 61.1% indicated their work is "very relevant," and 28.7% indicated "generally relevant." The mean for all part-time respondents was 4.36/5.0. Similarly, 64.2% of the full-time faculty respondents ranked their work as "very relevant," and an additional 21.1% responded with "generally relevant" with a mean of 4.65/5.0.

## ADMINISTRATIVE PERSONNEL

The number of administrators has declined from 40 in 1991 to 30 in Fall Semester 2000. Consolidation of several departments and gradual reorganization account for the decrease of administrative personnel.

Similar to the faculty age distribution, the administrative group is heavily concentrated in age groups approaching retirement age. With 23.3% between 50 and 54 years of age, 26.7% in the 55 and 59 bracket, and 10% over 60 years of age, the College will face a number of administrative retirements in the next five to ten years.

Within the administrative personnel group, the average number of years of service to the College is 15.4. More specifically, 23.3% of the administrators have served 26 or more years. However, the College also benefits from the 40% of administrative “newcomers” who have ten or fewer years of service with the College.

The ethnic diversity of the administrative group has remained level since the 1991 Self-Study. Specifically, in 1991, 34 or 85% of the 40 administrators were classified White Non-Hispanic. The remaining 6 were classified as Minority/Other. In September 2000, 86.7% were classified as White Non-Hispanic; 10% were African-American; and 3.3% were Hispanic. As with the faculty population, the College faces significant challenges in its goal to recruit ethnically diverse candidates for campus vacancies.

The gender distribution has shifted significantly since 1991. At that time, 75% were male and 25% female. The percentage of female administrators has increased to 46.7%, and the percentage of male administrators has decreased to 53.3%.

The data in Table 7-G supports the College’s ongoing commitment to hiring administrators with advanced degrees. Among the academic administrators, 58.3% have earned Master’s degrees while 41.6% hold Doctoral degrees; at the time of the previous Self-Study, 14% had earned a Bachelor’s degree; 51.2% had earned a Master’s degree; 29.2% had earned a Doctoral or Specialist degree; and 4.8% were classified with “Other” educational levels. While the total percentage of administrators who have earned a Doctoral degree has decreased, the percentage of those with a Master’s degree has increased.

TABLE 7-G

#### Highest Level of Education

Bachelor’s Degree	4	20.0%
Master’s Degree	13	56.7%
Doctoral/ Professional Degree	4	23.3%

*2000 Institutional Data Book*

Even though the respondents strongly agreed that their workloads have increased, the majority stated they are satisfied with the current situation. (See Table 7-H)

TABLE 7-H

#### Satisfaction with Present Position Administration Response

Very satisfied	10	47.6%
Satisfied	8	38.1%
Neutral	3	14.3%
Dissatisfied	0	0
Very Dissatisfied	0	0

*Administrative/Executive Survey Data*

TABLE 7-I

**Appropriate Assignment and/or Division of Responsibilities**

Department Chairs and the Dean		
Yes	14	63.6%
No	0	0
Can't judge	8	36.4%
Deans, Directors, and Vice Presidents		
Yes	15	68.2%
No	3	13.6%
Can't judge	4	18.2%
Coordinators and Department Chairs		
Yes	14	63.6%
No	0	0
Can't judge	8	36.4%
Managers and Directors		
Yes	11	50.0%
No	1	4.5%
Can't judge	10	45.5%
Foreman and Supervisors		
Yes	5	22.7%
No	0	0
Can't judge	17	77.3%

*Administrative/Executive Breakout Survey Data*

The majority of respondents feel that appropriate assignments and division of responsibilities exist. (See Table 7-I.)

When asked, 82.3% either “strongly agree” or “agree” that responsibilities of administration and staff officers are greater than the amount of time and resources available to complete their jobs, and 100% feel that the workload has increased in the last ten years.

TABLE 7-J

**Executive and Administrative Staff Data**

My job description is readily available.		
Yes	17	77.3%
No	4	18.2%
Can't judge	1	4.5%
I clearly understand my job description.		
Yes	17	77.3%
No	5	22.7%
My job description accurately reflects my actual duties.		
Yes	16	72.7%
No	5	22.7%
Can't judge	1	4.5%

*Self-Study Staff Survey*

## PROFESSIONAL/SUPERVISORY/SUPPORT STAFF

The Professional/Supervisory/Support Staff (P/S/S) represents a critical group of people who provide mid-level functions across the College. Compared to 1991 data the number of P/S/S Staff has increased nearly four times over with 63 in 1991 and 243 in 2000.

In the P/S/S classification, 28.8% are employed full time with the remaining 72.2% part time employees. Gender analysis reflects 56.8% females and 43.2% males. The ethnic background of the P/S/S staff is similar to other employee groups within the College. (See Table 7-K.)

TABLE 7-K

### Ethnic Background of P/S/S

	2001	1991
White Non-Hispanic	91.4%	90.4%
African-American	5.0%	0
Asian	1.2%	0
Hispanic	0.8%	0
Other	1.6%	9.6%

P/S/S staff have degrees in accordance with their position and responsibilities, and some hold advanced degrees beyond what the duties require.

TABLE 7-L

### P/S/S Educational Levels

High School	5	2.0%
Some College	61	25.1%
Certificate	3	1.2%
Associate's	20	8.2%
Bachelor's	70	28.8%
Master's	65	26.7%
Advanced	2	0.8%
Unknown	17	7.0%

Among the P/S/S staff, the average length of service to the College was 11 years in 1991 while the Fall 2000 *Institutional Data Book* indicates the group's average years of service to be 14 years for full-time and 5.2 years for part-time staff.

## CLASSIFIED STAFF

Employees who serve in roles requiring secretarial and clerical skills are identified as Classified Staff. Staff members in Public Safety and other technical positions are included in this employee group as well. The number of members of Classified Staff has increased significantly over the past ten years. In 1991, there were 119 members, and in fall 2000, there were 310 Classified Staff. Of the current group, 33.5% are full time and 66.5% are part time. This group consists of 249 women (80%) and 61 men (20%).

Ethnically, 87.3% of the Classified Staff are White Non-Hispanic, and 10.4% are African-American. Other ethnic groups are represented by less than 1% of the total population.

The longevity of these staff members is 12.3 years of service for full-time and 4.6 years for part-time members.

Educational levels vary significantly within this employee group with some college credit having been earned by 41.6%, a Certificate or Associate's degree by 20%, and a Bachelor's degree by 5.2%.

Because of the "front-line" nature of their positions, Classified Staff members present the College's image and first impressions. Based on the open comments provided on the staff survey, it is apparent that low morale, salary scale, and internal communication issues are prevalent. The College should consider completing a thorough review of environmental culture.

## CUSTODIAL/MAINTENANCE

Charged with the sizable responsibility of keeping the campus maintained and operational are the members of the Custodial/Maintenance group. The number of staff members in this group has grown from 54 in 1991 to 85 in 2000. While 58 members of this group are employed full time, 27 hold part-time positions. The ethnic background is White Non-Hispanic for 87% and African-American for 10.6%. Ethnic backgrounds are Unknown/Other for 2.4% of the members. Forty-seven percent of this group have earned a high school diploma while 27% have earned some college credit. Approximately 17% have earned a certificate or an Associate's degree. The average length of service is 12 years for those employed full time.

## FUNDED

An employee group that has been newly created since the last Self-Study is the "externally funded" group. This group includes staff members who are supported by grant budgets for special programs and services. For example, New World Student Support, Upward Bound, and Transfer Center Staff are all considered in the "funded" classification. Previously, staff funded by grants were simply included in the appropriate employee group.

The funded group includes 315 total employees, 100 of whom are employed full time with the remaining 215 part time. There are 112 male and 203 female members. Following a pattern similar to the ethnic backgrounds of other employee groups, 87% are White Non-Hispanic, and 10.4% are African-American. Other ethnic groups are represented in very small numbers, each less than 1% of the total number. For the full-time funded employees, the average length of service is 5 years, and unlike other employee groups, the part-time group has a longer average length at 6.2 years.

## PERSONNEL STAFFING ISSUES

Personnel statistics provided by the Human Resources Office indicated that as of Fall Semester 2000, the College's employees totaled 2,013. A comparison of personnel statistics from 1990 to 2000 shows that the College employed 339 more individuals in 2000 than it did in 1990. Currently, an additional 436 student employees also work on campus. (See Table 7-M.)

TABLE 7-M

### Total College Employees

Date	Total Employees	Part-time Faculty	Full-time Faculty	Difference
Dec. 15, 1990	1,238	526@	187	339 more part-time
Fall 2000	1,577*	420	172#	248 more part-time

\* Figure does not include student employees

@ Figure from 1990 Self-Study Basic Institutional Data Forms

# Figures include 3 temporary positions

Available information indicates that the College is generally meeting its staffing needs. An area of dispute is a perception that the College relies too much on part-time faculty members. While 64.2% of the part-time faculty members agree that the College is meeting appropriate staffing needs, only 36.4% of the full-time faculty members are in agreement. It must be noted that the part-time faculty member numbers reflect all faculty members who are approved for teaching assignments within the departments whether or not they are assigned a class during a given semester.

## FUTURE TRENDS

When attempting to predict future trends and the effect on existing resources, the College must be keep in mind it is dependent upon many outside forces. The Institutional Research Office was created in response to a recommendation from the 1990 North Central Committee, and it currently provides data for future planning.

The new President Dr. John Erwin has presented a plan outlining his focus areas for comprehensive planning, and each will create a demand on the existing human resources. If the primary focus of the College is to meet the educational and cultural needs in the district, staffing issues must be addressed in a timely manner.

The College will also continue to see changes in the student population and fluctuating enrollments. Enrollment trends will continue to be related to employment in the area. Other changes will come because of new methods of identifying students with various disabilities. This focus will create a demand for specially educated faculty and staff members as well as the corresponding specialized equipment. The “consumer” market will create demands on the College, which, in turn, will create demands on the College’s human resources. To be competitive, the College must be able to meet the changing needs and costs associated with these needs. If the College does not respond in an acceptable and timely manner, the “consumer” will go elsewhere for education and training.

The College needs to continue to assess and review all the data available to make informed and timely decisions when hiring new employees and retraining existing faculty and staff members. Wages and salaries must stay competitive and be able to attract highly qualified, diverse new employees to maintain quality personnel at the College.

## **Strengths**

- The profile of the student body at Illinois Central College reflects community gender and ethnic ratio.
- Enrollment projections for the next ten years suggest a slight increase.
- Most students “agree” or “strongly agree” that the College is meeting their needs, and most students are satisfied with the overall climate of the College.
- Individuals who are appropriately qualified educationally are the mainstay of Illinois Central College. Further, they are committed to the College goals and objectives, as reflected in their longevity with the institution. Regardless of job classification, employees are fulfilling their responsibilities in making the College accessible and accommodating to the students and community.
- Faculty members, both full- and part-time, focus primarily on student contact. In addition, a majority of the faculty members feel the purpose of their job contributes to the College’s Mission and Philosophy.
- The majority of administrative staff feel that their job descriptions and responsibilities are accurately described and that their work is specific to goals and objectives of the College.

- The College's administrative staff is highly educated, and those without degrees have years of experience and the appropriate background necessary to perform their duties.
- Most survey respondents expressed agreement that the College is meeting current human resource needs, albeit slowly.
- The Institutional Research Office was created to gather, organize, and analyze data for campus-wide use.

### ***Opportunities for Improvement***

- The College lacks significant ethnic diversity in employee groups.
- Declining enrollments pose a challenge to the College.
- Full-time faculty members perceive that the College relies too heavily on part-time faculty members.
- Faculty members express concern regarding governance, planning, decision making, and research.
- The age distribution of faculty members indicates that the College faces significant challenges in replacing experienced faculty members in the next five to ten years.
- The time required for the hiring process causes work duties from unfilled jobs to be added to current employees' workload which creates work overload, low morale, and frustration.
- The Student Employment Program and the Federal Work-Study Program are operating under two different departments and are administered differently.
- Student employment wages are not competitive with community wages.
- As the number of vice presidents has decreased, some of the job responsibilities have passed onto the deans and chairs, causing work overload for some.
- Combining departments has caused too much diversity for one chair to provide appropriate attention, time, or leadership.
- Classified Staff expressed low morale and dissatisfaction with salary and communication.
- The administrative workload has increased, causing staff to feel that responsibilities are greater than the amount of time and resources available to complete their jobs effectively.

### ***Recommendations***

- Seek a more diverse workforce.
- Develop a standardized means to collect and analyze employee and student data so that the College can respond immediately and effectively to a market-driven customer base.
- Make informed and timely decisions when hiring new employees and retraining existing faculty and staff members to meet the demands of the market-driven customer without abandoning proven traditional methods of education and training delivery methods.
- Continue the Student Employment and Federal Work-Study Programs, increase wages to stay competitive with off-campus jobs, and provide other benefits such as bookstore discounts and staff-lot parking privileges.
- Increase enrollment recruitment at area high schools, focusing on males, minorities, the disabled, and the learning-challenged student.

- Investigate further the issue that full-time faculty members perceive that the College relies too heavily on part-time faculty members. The College could more accurately depict the full-time/part-time ratio with data about the number of faculty members in each category who are teaching at that particular time or credit hours taught.
- Complete a review, analysis, and evaluation of ways in which the environmental culture can be improved.

