

COMPENDIUM OF INSTITUTIONAL EFFECTIVE PRACTICES

2006 Statewide Performance Report:
Volume I



State of Illinois
Board of Higher Education

October 2006

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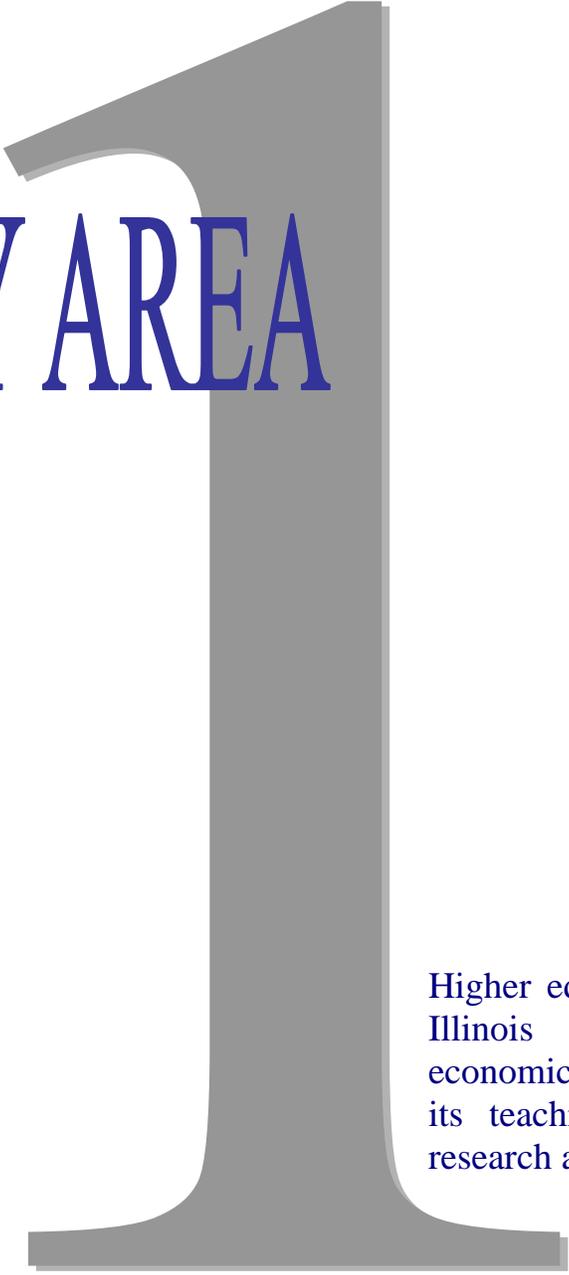
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Overview

The *Compendium of Institutional Effective Practices* presents 200 innovative practices submitted by Illinois higher education institutions and agencies as examples of methods utilized in achieving the six statewide priorities articulated in *The Illinois Commitment*. The compendium is composed of six sections representing the six statewide priorities of *The Illinois Commitment*. Effective practices are presented alphabetically by title within each of these sections.

Illinois higher education institutions share examples of at least two effective practices as part of the annual *Institutional Performance Report*. Institutions submit the effective practices via an on-line system utilizing a standard template. “Effective practices” are defined as institutional activities that have a direct connection to *The Illinois Commitment* with measurable outcomes, sustainability, and potential applicability to other colleges and universities. As such, this compendium creates a central source of innovative strategies that can be used by all higher education institutions throughout Illinois, and also to build partnerships among Illinois colleges and universities in addressing areas of common interest. In addition to this bound volume, effective practices are available in a searchable on-line database at www.ibhe.org. This database is updated annually and provides a comprehensive resource for the Illinois higher education community.

The Compendium of Institutional Effective Practices represents the first of two statewide reports that utilize the information provided by the higher education community in the annual *Institutional Performance Report*. The second report, *Assessing Progress of The Illinois Commitment*, will highlight the performance of the Illinois higher education community by setting the context, discussing statewide indicators and overall performance, and presenting data for both common and mission-specific indicators for each institution that submitted a report. The second volume will be presented to the Board at its December meeting.



POLICY AREA

Higher education will help Illinois sustain strong economic growth through its teaching, service, and research activities.

Accelerating Entrepreneurship in Central Illinois: A Catalyst for Regional Opportunity
Millikin University

What issue or need is addressed by the effective practice?

The purpose of Accelerating Entrepreneurship in Central Illinois was to engage economic stakeholders in analyzing and understanding the region's capacity for entrepreneurship development. In doing so, a more collaborative and strategic approach to entrepreneurship development was established.

Description of the effective practice:

Funded by a grant from the Teagle Foundation in 2004-2005, the Center for Entrepreneurship directed economic stakeholders from seven counties to participate in a research project conducted by Advance Research Technologies. The research project focused on identifying entrepreneurial activity, public attitudes, entrepreneurship infrastructure, and high performance firms and industry clusters. Information was gathered from over 250 stakeholders. A group of regional partners comprised of forty-eight members provided oversight and assistance. Results of the research were widely shared with economic stakeholders, and discussions regarding impact, implications, and new directions were facilitated by the Center. Both the research and facilitated discussions resulted in a stronger network across the seven counties and greater regional understanding regarding economic development for entrepreneurship.

How does this practice achieve sustainability?

The practice is sustainable by furthering strategic discussions and fostering collaboration with regional partners. The Center for Entrepreneurship's outreach has become more directed to the issues identified by this project. Follow-up research to determine growth and change in regional entrepreneurship development could be funded by additional grants.

What are the results/measurable outcomes?

Distribution of research and establishing a common working knowledge about the entrepreneurship activity, infrastructure, critical industry clusters, and gap analysis fostered clearer strategies and direction to further economic direction for entrepreneurship. Over time, the projects impact could further economic development as related to identifying, supporting, and growing entrepreneurship in the region.

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Business Opportunities for Self Success (B.O.S.S.)
Sauk Valley Community College

What issue or need is addressed by the effective practice?

The B.O.S.S. project is a joint effort to help individuals with disabilities become a small business owner or return to work. The B.O.S.S. project is a unique and innovative program that adds to its dimensions a strong component that helps build a community. Participants in this program are at points in their lives where they are ready to return to work for an employer or to begin their own business. During the presentation day, participants learn about the different training programs. Ideally they will work with their referring agency to determine which path is right for them.

Description of the effective practice:

The original purpose of this partnership was to provide a community based referral network among public, private, local, state and federal agencies. Our desire to bring customer service and quality programs to our community were our original intent. The most wonderful transformation took place: Our community was working together to create a community caring for those who live and work here. Founding partners for this program include: Benefits Planning, Assistance and Outreach (BPAO), Department of Human Services-Division of Rehabilitation Services (DHS/DRS), Illinois Assistive Technology Project (IATP), Illinois Department of Employment Services –Veteran Affairs (IDES/VA), Self Employment Resource Network (SERN), and Small Business Development Center of Northwest Illinois (SBDC) at Sauk Valley Community College and Highland Community College.

How does this practice achieve sustainability?

The third session of the B.O.S.S. project will begin in the fall of 2006. Improvements to the training program will include weekly meetings, additional classes held jointly, more quest speakers, and more community involvement. This partnership is self sustaining

What are the results/measurable outcomes?

The graduating class of 2006 was amazing. There were eight participants for the Work Plan group and ten (10) participants for the Business Plan group. At the final workshop, participants were offered an opportunity to speak about their experiences and several chose to do so.

Our original group of participants was 43. Throughout the duration there were a total of 49 participants: 28 participants in the Work Plan and 21 participants in the Business Plan. The Business Plan participants have a big project to undertake in the workshops. Out of the ten graduates, three are actively working in their businesses, five are currently considering all options and formulating their complete business plans, two will be moving forward with their businesses, but on a limited scale while seeking additional employment. These are great success stories!

Work Plan participants attended sessions throughout the workshops services. Some discontinued their participation due to having found employment. Fourteen individuals are known to have returned to the work force during this time period. Three people learned of their job leads directly from the network that was built by the participants themselves!

The most exciting opportunity for the participants is the building of networks within our community. The hope of participants was that they, in turn, would build their own community and network. Each workshop started out with a sharing time. Everyone was offered an opportunity to share their good news, such as job offers, personal accomplishments, and the attainment of goals.

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Center for Professional Development at Westfield Old Orchard Shopping Center
Oakton Community College

What issue or need is addressed by the effective practice?

This project addressed the need for workforce development and training, and the delivery of selected credit courses, to employees/residents near the Westfield Old Orchard Shopping Center in Skokie. The project also addressed the needs of local employers for training and development of current and potential employees.

Description of the effective practice:

In collaboration with the Workforce Board of Northern Cook County, Oakton established and offers programs and services at a new Center for Professional Development in the Westfield Old Orchard Shopping Center.

Employer focused objectives include:

- Develop activities that result in a stronger, more qualified workforce through customized training in identified areas of need;
- Provide resource services for identifying career ready job applicants through referrals, job postings/jobbank, and career fairs;
- Support employee retention efforts through educational outreach and assistance.

Employee focused objectives include:

- Provide developmental activities to prepare participants for employment opportunities, i.e. job readiness training, job search strategies; resume writing; and interviewing skills;
- Provide participants with counseling, academic advising and skills assessment opportunities to promote career exploration and job readiness;
- Provide skill based training in identified areas of need;
- Provide resources for future development and growth.

Oakton offered its first courses at the Center in Spring, 2006: ESL for Adults (40 participants); Bridges to Academic Reading (10 participants); Food Service Sanitation Supervision (8 participants); and Food Safety Refresher (7 participants). In addition to a continuation of courses already offered, future offerings at the Center will include: Doing Business Around the World, a series of international trade workshops; and Small Business Strategies, a series of entrepreneurship workshops.

Still a new initiative, the Center for Professional Development is continuing to identify itself and align services not only with the needs of the retail community in which the Center is housed but businesses in the nearby communities. Ongoing focus groups with mall retailers and community businesses leaders will assist in determining future learning opportunities to be offered through the Center. The project was first implemented in the fall semester 2005.

How does this practice achieve sustainability?

The College will use institutional and grant funds to support faculty salaries and other services available at the Center.

What are the results/measurable outcomes?

To date employer feedback about the Center has been highly positive, and Oakton faculty and administrators from the credit and non-credit areas are working together to identify and deliver an array of courses and services. The convenient location, in the mall itself, makes the Center particularly accessible for retail and service sector employees at Old Orchard, and ample parking and the central location of the mall within Oakton's district make it accessible for other individuals as well.

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Certificate of Graduate Study in Museum Studies
Northern Illinois University

What issue or need is addressed by the effective practice?

The primary objective of the Certificate of Graduate Study in Museum Studies is to prepare students for careers in a variety of institutions including natural history, historical, and art museums, or in the management of collections in public and private sites. The niche identified for students completing the certificate is the hundreds of small regional museums across the State of Illinois, which tend to employ only one or two individuals who must have the ability to fulfill all of the necessary roles associated with museum management - curatorship, education, public relations, collections maintenance, and administration.

Description of the effective practice:

The certificate in museum studies is jointly administered by the College of Visual and Performing Arts and the College of Liberal Arts and Sciences. It was designed to prepare students for careers in public and private museums and related historical societies, archives, or other agencies/institutions that work with artistic, cultural, and/or historical materials. The requirements for the certificate include 15 semester hours of course work: introduction to museum studies, field study or internship, and selected courses in museum methods, museum administration, museum education, museum exhibitions and interpretation, curatorial practice, or principles of public history.

Students enrolled in the certificate include traditional graduate students earning degrees in disciplines such as history, anthropology, or art; students-at-large completing certificate requirements only; and museum professionals seeking continuing education. The required field study/internship provides a valuable resource for many types of museums and collections. Interns have been placed at institutions including the Rockford Art Museum, Ellwood House, the Art Institute of Chicago, the Milwaukee Museum of Natural History, the Sycamore History Museum, the Geneva History Collection, Tinker Swiss Cottage, the Nehring Center, the NIU Art Museum, the NIU Anthropology Museum, private collections, and other sites. Not only do graduates fulfill the needs of smaller institutions, but interns also provide short-term assistance to many institutions in NIU's service region. In one case, an entire class served as consultants to a regional museum.

How does this practice achieve sustainability?

Costs for providing the certificate course work are shared by the two colleges sponsoring it, with each one providing faculty to teach relevant courses, and responsibility for administering the certificate is rotated between the colleges. In addition to NIU's museums, many units within the university are involved in activities that enrich students' experiences in courses and at practice sites; these units include the School of Art, the Center for Burma Studies, the Women's Studies program, and the Departments of Anthropology, Philosophy, History, and Counseling, Adult, and Higher Education. Individual courses required for the certificate are also taken by students earning degrees in many other disciplines, which contributes to its cost effectiveness. The practice of placing students in NIU's museum as interns creates further cost efficiencies for these units.

What are the results/measurable outcomes?

The Museum Studies Committee provides a venue for faculty teaching museum studies courses to communicate effectively about their curricular offerings, which eliminates overlaps in course content and offers students a coherent and cohesive educational experience. Intern sponsors are unanimously positive about the contributions of students to their institutions, and students speak equally positively of their service learning experiences. Currently 34 students are enrolled in the certificate, and 20 have completed the certificate since its inception in fall 2002. Of the 12 students who completed the program prior to spring 2006, 10 have been tracked; of these 7 were employed in museums within six months of graduation.

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Crime Scene Investigation
Northwestern Business College - Chicago

What issue or need is addressed by the effective practice?

The College's objective is to present criminal justice students with real world experience in the area of police science in general and active learning techniques to facilitate learning. In this practice, the focus is on crime scene preservation and investigation in particular.

Description of the effective practice:

Students in our Criminal Investigation Course attend a presentation by a Crime Scene Investigator with the Illinois State Police. The investigator discusses the misconceptions that the public has concerning the real role of the crime scene investigator. He also discusses and demonstrates several tools that are used such as fingerprint lifts, plaster tire casts and ultraviolet lighting to determine the presence of substances. He shares with the students some of the cases he has worked on and the evidence collected. He explains how the evidence leads to conclusions concerning the cause of death and method of execution of the offense. The students then participate in a mock crime scene investigation. The faculty create several crime scenes at the school. The scenes are made as realistic as possible with the use of shell casings, costume blood and simulated bullet holes. Victims are positioned in the crime scenes and witnesses are supplied to the students. The students then go about the task of securing the crime scene, identifying and tagging evidence and interviewing and memorializing witness statements.

A specific example: A crime scene was created in the bookstore by one of the college's professors. Four current municipal police officers were recruited to act as victims, witnesses, and police personnel. The crime presented to the students was an armed robbery. Bullet casings, blood splatters, a victim, bullet damage, witnesses, and a dead victim were all left at the scene for students to process. Students were to photograph the scene, interview the witnesses, and arrive at conclusions based upon the evidence. Each student was given a role to play in this exercise and graded on their performance.

Another example: One of the professors at the college was able to secure the SWAT truck shared by several local suburban police departments for class demonstration which coincided with a college-wide student event. The vehicle and three active SWAT officers displayed the equipment and procedures used by the team. Weapons and armor were available for all to handle and understand. The two hour program was highlighted by students being outfitted in full body armor weighing over 100 pounds.

Final example: One of the college professors in this program is a Master Instructor in the Police Simulator which is co owned by several southwest suburban police departments. The professor was able to invite his class to participate in a six hour session. Students were given a laser gun and instructed to respond to different orchestrated calls including a burglary, a traffic stop, an armed robbery, a domestic dispute, a car jacking, and several other scenarios. Students were graded by how well they gave verbal commands, the appropriate use of force, and their reaction times.

How does this practice achieve sustainability?

The crime scene exercise is a valuable tool in our criminal justice program to train future police officers in an important area of police science. Faculty teaching the course are either current or retired law enforcement personnel and bring real life scenarios to the students. Students are excited to take part, and it is wonderful to note their enthusiasm while training for the exercise and carrying out the investigation. Photographs are taken and displayed in the class rooms. We have noted that many actually seem to become transformed into quite serious police officers during the exercise. Students entering the program are told about the crime scene investigation exercise and look forward to participating in it.

What are the results/measurable outcomes?

Students are graded by at least two instructors on their use of proper police procedures in terms of crime scene preservation and investigation. Students also submit written reports concerning the investigation which are graded. Instructors then provide feedback to the students concerning their performance. Through this role playing exercise, students learn what is expected of them in actual law enforcement. Also, students rely on their writing skills to prepare an accurate report which is necessary for law enforcement personnel to be able to do.

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Customized Registered Nursing Training – An Alternative Approach
CCC - Malcolm X College

What issue or need is addressed by the effective practice?

The United States is facing a critical shortage of registered nurses. The Cook County Bureau of Health Services faces this dilemma every day. In order to mitigate the nursing shortage, Malcolm X College established a partnership with the Bureau to train the Bureau employees as registered (RN) nurses through a 30 month part-time evening nursing program. The aim of the partnership was to increase the number of RNs for the Bureau to meet the demands of patients and also develop a model to implement best practices in nursing and other health care career education.

Description of the effective practice:

The program was designed by both the Bureau and the College in terms of its curriculum, scheduling, recruitment, selection, support, and monitoring. The program followed the college associate degree in applied science nursing curriculum which includes general education requirements and registered nursing education requirements. However, all courses were scheduled in the late afternoon or evening to accommodate the working schedule of students during the day. Students were allowed to take a part-time course load. The courses were delivered in a cohort structure. The first cohort of students was recruited and selected by the Bureau initially among over 300 applications. The initially selected applicants were further screened and tested by the College according to the admission criteria and 35 students were selected for the first cohort. Their tuition, fees, and books were all paid by the Bureau. As some of them had not been engaged in formal academic instruction for years, students have been provided with tutorial services on Saturdays paid by the Bureau also. The program operation has been monitored by both the Bureau and the College through regular meetings to discuss the progress of the cohort

How does this practice achieve sustainability?

The program has continued for more than two years. Both the College and the Bureau are very committed to its success. The Vice President of Instruction at Malcolm X College has been directly involved in every phase of the project and hired an administrative assistant to handle day to day operation. The Bureau has assigned its Director of Nursing to serve as the primary liaison to the project. The leaders of both sides have regular meetings to discuss the progress of students, identify issues, make decisions together, and take responsibilities to address any concerns.

What are the results/measurable outcomes?

The first cohort started with 35 students and is continuing with 23 students with a retention rate of 66 percent. The remaining students have just finished the last course of the seven nursing course curriculum.

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Dean's Club
Eureka College

What issue or need is addressed by the effective practice?

Being a small residential campus some distance removed from the cultural opportunities of a large urban area puts many world class experiences beyond the reach of our students. The traditional response to this is to bring the "Arts and Lectures" to campus, but this limits exposure to those persons and groups who tour and make public appearances. The Dean's Club seeks to provide students and faculty the financial support necessary to ensure access to cultural events and opportunities off campus and outside of the immediate Central Illinois region, as well as to fund curriculum-related programming on campus that might not otherwise be possible.

Description of the effective practice:

The Dean's Club provides funding to faculty who wish to supplement their course content with world-class lectures, exhibits, museums, concerts beyond the immediate Peoria-Bloomington area. Funding for the Club is provided through solicitations to alumni and other donors through our Development Office. Faculty may then apply directly to the Dean for the necessary monies to cover transportation, admission fees, etc. In order to maximize the benefit of the fund, trips are limited to one-day turnarounds, and events are kept to a maximum cost of \$250.

How does this practice achieve sustainability?

Funded largely through solicitations through our development office, the overwhelmingly positive response from our donors has assured sustainability through the coming year and beyond. Additionally, although the program's founding dean has returned to teaching, he has agreed to continue administering the program, thus seeing it through the transition.

What are the results/measurable outcomes?

In all, over 50 students, some 10% of the student body were beneficiaries of the Dean's Club trips in its first year. Students attended a total of eight class trips (four museum trips, two literary conferences, one opera performance, and one lecture) and seven on-campus programs. The goal of seeing every student attend at least four Dean's Club events over their four years at Eureka College now seems achievable, given the positive response in this first year.

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DePaul University's Real Estate Center
DePaul University

What issue or need is addressed by the effective practice?

As the nation's third-largest city, Chicago boasts a large, complex and dynamic real estate market. DePaul University's Real Estate Center, part of the Kellstadt Graduate School of Management, was created in 2002 to prepare graduate and undergraduate students to succeed in this industry, to meet the ongoing educational needs of current practitioners, and to conduct research that will help enable Chicago and the Midwestern market to reach its full potential.

Description of the effective practice:

The mission of The Real Estate Center is to become "Real Estate Central" for the City of Chicago and the Midwest region. The center is accomplishing this through a continuum of educational and professional opportunities. The center began offering an MBA concentration in real estate when it was first opened; a master of science in real estate and an undergraduate major have since been launched. In addition, the center established a variety of career support programs, including internships, seminars and conferences, and a mentoring program.

To support professionals, the center hosts or co-sponsors numerous conferences and symposia annually. It also has completed two research projects and has successfully secured grants for a total of 13 research cases, which investigate real-life business situations that are then taught in the classroom to give students a practical, hands-on learning experience.

How does this practice achieve sustainability?

The Real Estate Center recruited 42 founding and sustaining sponsors, enabling it to continue its programming. In addition, in 2005 it received a \$2 million gift from Douglas and Cynthia Crocker to fund the directorship of the center.

What are the results/measurable outcomes?

More than 65 MBA students have graduated with a concentration in real estate since it was first offered in 2002. In late 2004, the center created a Real Estate major within the Bachelor of Science in Commerce degree; since then, five undergraduates have earned a BSC(RE) degree. Current enrollment includes 76 MBA candidates; six candidates for a master of science in real estate; 28 undergraduates majoring in real estate; and an additional 26 double majors.

The center also developed a summer internship program and identified part-time employment for undergraduates in 11 firms. It established additional relationships with 21 firms for full-time employment for graduating students. A total of 37 positions were posted with these firms in 2006.

Conference attendance began well and has steadily increased. Nearly 850 professionals attended the "Chicago Forecast Conference" in January 2006. Another 200 attended "Main Street Retail: Trends and Pitfalls of the Retail Revolution" in December 2005. More than 125 students from six universities attended the center's Second Annual Collegiate Real Estate Conference.

Published research includes "Spatial Competition and Shopping Externalities: Evidence from the Housing Market" and the upcoming "Cross-Sectional Asset-Pricing Analysis of the U.S. Housing Market with Zip Code Data." Three of the 13 funded research cases have been completed and are being taught in DePaul classrooms.

Real Estate Center plans for the near future include establishing accreditation for chartered surveyors; creating a distance-learning platform for coursework; publication of additional case studies; and maintenance and enhancement of the forecast conference and fall symposium as premier conferences in the region.

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Design at Home Progressive Dinner Fundraiser.

Harrington College of Design

What issue or need is addressed by the effective practice?

Through Harrington's commitment to service, and the work of this organization founded by Harrington graduates, families strive for greater economic independence.

Description of the effective practice:

The Harrington community sponsored a progressive dinner in a major design studio. Over 120 friends of Harrington attended the event and over \$6000 was raised to benefit "Design at Home" which is a not-for-profit organization that helps people design new spaces after moving from low-income housing.

Six tactics were used as Best Practices for the Design at Home Progressive Dinner fundraiser. The first was the creation of a student, staff and faculty planning committee and committee leader(s). The second tactic was the early involvement of Harrington alumni, board and "friends of Harrington". A concentrated media and public relations effort was the third. The fourth tactic was the implementation of project planning tools and methodologies, followed by weekly planning meetings. The last tactic used was frequent and consistent communications between all involved in the event.

How does this practice achieve sustainability?

It fosters Harrington's commitment to global awareness and social responsibility as reflected in its institutional priorities.

What are the results/measurable outcomes?

Over \$6,000 was raised to support the Design at Home organization. External constituents from the design community participated in the event.

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Developing an Institute of Real Estate
Roosevelt University

What issue or need is addressed by the effective practice?

"The city needs a School of Real Estate to prepare the next generation of architects, city planners and developers to continue a tradition that echoes Daniel Burnham's goal, in which Chicago "makes no little plans".
-- Mayor Richard M. Daley

The Chicago School of Real Estate is the newest school within the College of Business Administration at Roosevelt University. The Chicago School of Real Estate's mission is to raise the quality bar within the real estate profession, and to create career opportunities and enhance the resource base for the industry through a diversified program that attracts the best and the brightest of individuals to the school. This program is the first of its kind to be housed in a College of Business. The courses that have been selected for the program will develop professionals in real estate who will not just be able to manage and broker real estate, but also to provide guidance for future planning and development in their communities. In a field historically dominated by white males, the program also serves a diversification function, with more than half its students either women or minorities (or both).

Description of the effective practice:

The School offers three academic programs. The first is a Masters of Business Administration degree with a concentration in Real Estate. The second program is a Master of Science in Real Estate; a new degree program which enrolled 16 students for its inaugural Fall, 2005 semester. This new degree program offers specialized classes and an inter-disciplinary approach combining urban economics with "hands-on" real estate. For those who already possess a Masters degree in a related field, the program also offers a Certificate in Commercial Real Estate Development.

How does this practice achieve sustainability?

In addition to generating self-sustaining tuition revenue, the Institute of Real Estate finances its own expansion through individual fundraising, the centerpiece of which is an annual Real Estate Gala. At the 2005 Gala, Marshall Bennett and Honoree Jerry Fogelson committed to combined gifts totaling \$1 million to the School of Real Estate as a means of inaugurating a \$10 million Sustainable Funding Initiative. The Institute of Real Estate was also renamed in honor of Marshall Bennett to the Marshall Bennett Institute of Real Estate. Over 600 Real Estate Leaders attended the event, which yielded over \$200,000 in ticket and program gifts.

What are the results/measurable outcomes?

Since the program produced its first graduates in 2006, limited information is available on alumni successes and activities. However, the program has gained substantial recognition from the media, including an article in the Chicago Sun-Times and a TV interview on First Chicago Business. In terms of community outreach, the program sponsors the Gerald Fogelson Forum, held three times last year, which has become the premier public information-sharing event among Chicago developers, and has gained regional and national publicity.

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DeVry University's Internship Program
DeVry University-Illinois

What issue or need is addressed by the effective practice?

The program gives students hands-on experience in a business environment and provides local employers with student interns who are skilled, trained and eager to learn.

Description of the effective practice:

Initiated in 2005 as a pilot project, the internship program is an elective course offered to students at the DuPage and Tinley Park campuses of DeVry University. For their participation, they earn three credit hours and can enroll for three semesters. Local businesses are matched with students who are exploring careers in the areas of accounting, technical management, business information systems, human resources, project management, marketing, and operations management.

To participate in the program, a student must have a 3.0 grade point average, a minimum of 70 credit hours, three letters of recommendation and an up-to-date resume. Prescreened applicants are interviewed and, if accepted, carefully matched with a company. Interns may or may not be paid by the host company.

How does this practice achieve sustainability?

The pilot project at the DuPage and Tinley Park campuses has met with such success that the Chicago campus is planning to launch the internship program in fiscal year 2007. In addition, the results from 2005 and current activity in 2006 show a strong demand for the program among both businesses and students.

What are the results/measurable outcomes?

To date 11 students have completed their internship program course work and 11 more are currently enrolled. Twelve businesses have been involved and three more are signed up for future semesters. Several companies have included more than one internship student during a semester. Surveys with hosting businesses show positive feedback and three businesses have requested additional interns. Students also report positive experiences and many benefits from this type of "reality" education.

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Employee Success Program for Lucent Technologies
College of DuPage

What issue or need is addressed by the effective practice?

Several Lucent Technologies divisions needed to train a large number of staff members to become Certified Cisco Academy Administrators and Professionals. This training needed to take into account work schedules, time constraints, lab support, materials, certification vouchers and centralized billing.

Description of the effective practice:

A partnership was developed between the Business and Professional Institute (BPI), which is responsible for corporate training outreach, and the academic division of Business and Technology, which retains the credit faculty and curriculum responsibility. The academic division ensures that the time frame for instruction is appropriate, identifies the appropriately credentialed faculty member, and identifies lab time for instruction, as well as open lab sessions. BPI works with Lucent to make sure the class schedule fits within their work/train time constraints, acquires and delivers the texts and materials for the class, and invoices the company

How does this practice achieve sustainability?

Serving the business community and workforce development is a key portion of COD's mission and of both identified units. This partnership is part of what we each do, and therefore is very sustainable.

What are the results/measurable outcomes?

The initial cohort of students had almost a 100% success rate on the certification exam on their first attempt. Since that time, multiple cohort groups of employees from various divisions within Lucent have participated in the training, and the success of the participants has continued. We have scheduled an additional 8 classes for fall term. Lucent is exploring additional certifications that might be delivered to their employees.

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Employer Surveys

Fox College

What issue or need is addressed by the effective practice?

Update instruction, curricula, and assessment on the basis of regular surveys of employers about what graduates need to know and need to be able to do.

Description of the effective practice:

Each employer of a graduate is mailed a brief survey 16 weeks following completion of a program. The survey asks the employer to rate on a scale of 1-4 his satisfaction with the graduate's fundamental skills, professional attitude, communication skills, office attire, and punctuality and attendance. The data collected are both qualitative and quantitative. The rating scale provides quantitative data while the employer comments provides qualitative data.

How does this practice achieve sustainability?

Knowing the requirements of the employers are key to ensuring the College effectively prepares its graduates for the workplace. Curricula revisions are often driven by employer feedback. The employers are being well served as they continue to receive well-trained employees. The students also take with them strong cognitive and behavioral skills, enabling them to be easily brought into employers' companies and firms and be utilized with appropriate training and education.

What are the results/measurable outcomes?

The trend in employer responses has been encouraging in almost all areas. Specifically, the college has found it increasingly important to enforce its strict dress code and attendance policies to meet the needs of employers. In recent years the employer satisfaction of student's attendance has risen from 3.1 to 3.8. Further, the curriculum has dramatically increased its focus on oral and written communication skills to meet the needs of the employers. In recent years the employer satisfaction of students' communication skills have risen from 2.8 to 3.7.

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Entrepreneurship Program
Lexington College

What issue or need is addressed by the effective practice?

The need addressed is threefold: (a) to provide women with the knowledge and skills for entrepreneurial careers in the hospitality industry; (b) to foster their capacity for entry-level management; and (c) to provide them with the flexibility for life-long work-life balance as they combine professional aspirations with raising a family. Lexington College seeks to meet this need by fostering entrepreneurship among women, particularly minority and financially challenged women with the desire to create new business ventures in the hospitality industry.

Description of the effective practice:

Spearheaded by faculty, the entrepreneurial curriculum was introduced in 2004-05. Cost to launch the program required faculty dedication to the topic and research dollars to begin and develop the curriculum. Prof. Mary Hunt, together with Academic Dean Marta Elvira, developed the keystone course, Entrepreneurship, also involving members of the College's Industry Advisory Board. Since then, the College has hosted an on-campus entrepreneurial speaker series and participated in the Coleman Foundation Elevator Grant program. In February 2005, Lexington partnered with the DePaul University Center for Entrepreneurial Leadership to host a seminar on entrepreneurship in the restaurant and hospitality industry. The seminar was coordinated by Prof. Hunt, who spearheads the entrepreneurial program. In 2006, The Coleman Foundation awarded \$25,000 to Lexington College to integrate entrepreneurial skills into the college curricula to create a singular culture of entrepreneurship.

How does this practice achieve sustainability?

The College has been consistently funded by The Coleman Foundation and The Helen Brach Foundation for the establishment and development of its entrepreneurial coursework. Additionally, Lexington has dedicated private donations and institutional resources to develop the curriculum. The program has also been sustained through an increase in enrollment and partnerships with industry businesses. As students engage entrepreneurship concepts, they have a direct application when working with industry entrepreneurs participating in the Experiential Learning Internship Program.

What are the results/measurable outcomes?

Graduates of Lexington College average 95% overall job placement in the field of their choice within 90 days of graduation. A number of these graduates choose to start their own businesses either directly out of college or after several years in the workforce. In 2007, the College aims to solicit a three-year grant from the Coleman Foundation to be used for (a) technology-based resources that support entrepreneurship coursework; (b) continued support for a hospitality guest lecturer series at the College; and (c) faculty research in hospitality entrepreneurship.

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Environmental Print Initiative (EPI)

Morton College

What issue or need is addressed by the effective practice?

The EPI supports the College's goals to maximize resources to support student learning and to discover new ways to help students succeed by transforming College facilities to enhance learning. Research indicates that future generations of college students will be increasingly visual in learning style. The EPI is an effort to respond to that preference in a visual style using existing resources – College facilities. The College is trying to engage students with new knowledge and the possibility of learning. The hope is that making more of the College about student learning will help infuse the idea of learning as an opportunity in the College culture.

Description of the effective practice:

For many years, the Morton College district was known for three things: Al Capone, racial tension so severe in the 1960's that even Dr. Martin Luther King dared not march and, recently, the federal indictment of the former mayor, Betty Loren-Maltese. The town was more infamous than famous. Despite the town's troubled past there was a rich history beneath all of this, a history that included the fact that it was the location of the Hawthorne Works where ground-breaking sociological research took place. Also, the town was the manufacturing heart of the United States; it was the center for the production of phones, refrigerators, and trains, all of which completely transformed the lives of all Americans. This rich history had been lost in this often sordid past. Dr. Brent Knight, president of Morton College, decided to change all of this by creating the Environmental Print Initiative (EPI). EPI is a multi-layered project, which seeks to capture this rich history and create a sense of pride through innovative visual projects. It has resulted in a "wow factor" for the College and created a glowing sense of pride for the administrators, community members, faculty and staff.

Displays featuring the Hawthorne Works, telephones, aluminum manufacturing, Hotpoint appliances, the railroad industry, and the future ones planned for the Savings and Loan industry serve as a museum for the community and for the College. The museum will be open for tours and for connections to the curriculum in the elementary schools. Currently, planning is being done to develop a curriculum around the local history that can tie the school system and the College more closely together in an effort to build civic pride in the exciting heritage that belongs to Cicero. Also, in the halls where the science classrooms are located are exhibits of shells, insects, and animal brains, which students view as they are coming to and from class.

How does this practice achieve sustainability?

Resources required for present and future development of the EPI are largely time, though some fiscal investment (printing and installation costs) will also be required. Oversight will come from College administration. Maintenance will be performed on an as-needed basis. Several additions to the current elements of the EPI are in development; opportunities for future growth will be reviewed by pertinent administrators.

What are the results/measurable outcomes?

The College is trying to contribute to a substantial platform on which our students will build their understanding of the world. Outcomes should include increased understanding of those themes of the EPI (including, at present, local history of industry, Illinois historical figures, and more). Quality will be maintained through extensive research and review prior to and subsequent to development of new displays that are part of the EPI. Assessment of outcomes will be ongoing and involve pre- and post-testing of sample groups of students regarding content of the EPI.

An assessment model was developed to test the effectiveness of the EPI. The walls were covered and students' knowledge was tested about the themed room. Then the wallpaper was removed and students were exposed to the print. After months of being surrounded by the information, the walls were covered again. Students were given the same test. Repeatedly, student showed marked improvements.

Assessment results were analyzed by the environmental print committee. It was found the classes with the greatest gains were the ones which had strong visual elements rather than written texts. This indicated students learned more from the strong element than reading the information. This discovery greatly influenced the design of future print.

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Harold Washington College Student Resource Center
CCC - Harold Washington College

What issue or need is addressed by the effective practice?

Providing clinical/therapeutic services and general resources, which include workshops, guest speakers, discussion groups, and access to available printed materials, the Student Resource Center is a site at which interdisciplinary interests in community support and enrichment have borne fruit. While WSC retains general oversight over the student resource center and directly coordinates activities within the aegis of general resources, clinical/therapeutic services offered by the center require strict oversight by licensed clinical psychologists and licensed social workers within the HWC community and WSC.

Description of the effective practice:

The Harold Washington College Women's Studies Committee (WSC) has collaborated with members of the applied sciences department to organize the Harold Washington College Student Resource Center, which works with current student support structures to provide a progressive, interdisciplinary, and comprehensive support system dedicated to addressing the distinctive needs of City Colleges of Chicago students.

How does this practice achieve sustainability?

Currently housed in Room 713, the Center provides a safe space for students to have initial meetings with this year's social work interns from Loyola University. These interns provide free and confidential services to students in need of immediate care as well as referrals to outside resources in their service network as necessary. The Student Resource Center intends to offer all HWC students resources for addressing financial, mental, academic, social, and other personal needs. In so doing, we aim to empower them with knowledge and skills that go beyond academia. By modeling an environment that embraces the diversity of human experiences in a safe and welcoming setting, this resource center encourages members of the HWC community to be successful students and responsible citizens. Our initial workshops provide evidence for our commitment to the above-mentioned goals.

What are the results/measurable outcomes?

The Student Resource Center sponsored two workshops in collaboration with the Transfer Center on resume and personal statement writing - the College Admissions Workshops of October 13th and October 20th, and the Center sponsored a parenting workshop organized on November 9th. The workshops had a successful attendance of students who were interested in knowing if the Center had plans to schedule any additional workshops for the year.

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High Quality Faculty: Faculty Involvement in Scholarship
West Suburban College of Nursing

What issue or need is addressed by the effective practice?

Attracting and retaining high quality faculty is a necessary prerequisite to maintaining quality educational programs for students. One indicator of quality is the number and type of scholarship products that faculty produce. Scholarship for the West Suburban College involves community and professional presentations and publications.

Description of the effective practice:

The West Suburban College implemented a new College Strategic and Assessment Plan. One objective in support of the broad goal of attracting and retaining high quality faculty and staff was to increase faculty involvement in scholarship, including community and professional presentations and publications. The metric chosen was number of scholarship products per faculty member with a target of at least one per faculty member per year. This past academic year 2005-2006, 12 of 14 or 86% of full-time faculty produced a presentation or publication in comparison to 3 of 8 or 38% faculty in academic year 2001-2002.

How does this practice achieve sustainability?

Faculty scholarship products are a part of the Strategic and Institutional Assessment Plan metrics/benchmarks and targets, and academic department assessment plan benchmarks. Thus, activities will be tracked and reported on an annual basis. Revised faculty promotion and evaluation criteria have been developed to support faculty activities in these areas. By tracking and reporting targets and metrics for goals and objectives, we have increased awareness and focused activities on reaching those goals.

What are the results/measurable outcomes?

The metric chosen was number of scholarship products per faculty member with a target of at least one per faculty member per year. Faculty presentations and publications are noted in the annual college newsletter and reports. One of the hallmarks of the College mission statement is service learning and scholarly endeavors. Several presentations were provided for local community organizations.

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Innovative Solutions in Workforce Development

Kishwaukee College

What issue or need is addressed by the effective practice?

Nestle USA occupies an 850,000 sq. ft. distribution center in DeKalb, one of five that Nestle uses in the United States to receive and distribute its products. A major challenge of the company was finding adequate numbers of applicants able to pass basic math and career skill requirements

Description of the effective practice:

Through the initial contact between John Moulton, Nestle's General Manager in DeKalb and Roger Hopkins, the Executive Director of the DeKalb County Economic Development Corporation, the Illinois and Employment Center (IETC) in DeKalb was identified as an avenue to resolve the workforce needs of Nestle. The IETC partnership includes Kishwaukee College, the Illinois Department of Employment Security, Kane County Department of Employment and Education, and First Institute. In addition, a sub-contract with Waubensee Community College contributed to the comprehensive programming that resulted. The "Innovative Solution" required a team approach in order to be timely, efficient, and effective. The team identified several processes to address the specific needs of Nestle: distribution of applications; assessment of skill sets in order to be employable by Nestle and other employers; certification process for those who meet the math, basic computer and soft skills requirements; and referral to Nestle. But an extra step was added. A training program was developed for those who did not meet the skill requirements. Kishwaukee College developed a math program and coordinated a soft skills training component that will enhance the skills necessary for entry into the job market. The processes developed as a result of the Nestle experience has proven successful and can assist other employers in their workforce needs.

How does this practice achieve sustainability?

The team approach and the identification of processes from application to assessment and follow-up training have been integrated into the functions of the IETC, particularly when assisting employers in identifying potential applicants. Kishwaukee College will continue to offer Math for Employment classes, basic computer skills training, and soft skills training at the IETC.

What are the results/measurable outcomes?

The response to Nestle's needs demonstrated the IETC's ability to assist employers in finding solutions to their workforce needs. Over 250 job seekers were assisted in the application, assessment, and referral process with follow-up for those who needed additional math, computer, and soft skills instruction. This process has been used with other local employers with similar needs.

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Instructional Enhancements Grants for Faculty

CCC - Olive-Harvey College

What issue or need is addressed by the effective practice?

This practice addresses the issue of needing to improve teaching and learning so that higher numbers of students are retained, graduate and therefore positively impact economic growth in the state of Illinois.

Description of the effective practice:

Full or part time faculty from credit, adult education, pre-credit, and/or continuing education have the opportunity to create an individual retention strategy to be implemented within their class. Small grants fund these projects. A College-retention committee reviews applications and awards funds. Grant recipients report the results of the activity to the committee.

How does this practice achieve sustainability?

This effective practice is currently funded through a grant. It is expected that this activity can be institutionalized since its results will increase retention, which in turn will increase revenues. This will permit for the continued allocation of funds to this activity.

What are the results/measurable outcomes?

Increased retention rates within classes where faculty member has been awarded an instructional enhancement grant.

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Local Partnership to Provide Expanded Opportunities in Health Care Education
Highland Community College

What issue or need is addressed by the effective practice?

The partnership addresses the insufficient number of qualified nurses in the district. Additionally it addresses program access, space limitations, and budget constraints by offering a complete Associate Degree Nursing program in the evening and by jointly establishing an advanced learning lab.

Description of the effective practice:

Highland Community College (HCC) has entered a partnership agreement with Freeport Health Network (FHN) to market, recruit, and fund a full-time evening program in the Associate Degree in Nursing. Additionally, the agreement provides the College with the opportunity to develop continuing education opportunities for employees of the Network.

As a result of regular meetings to implement the partnership agreement, HCC and FHN have developed additional collaborative agreements. FHN has agreed to support the College's fund-raising activities in the community to build designated space for the nursing program and to provide equipment for an advanced learning lab; and in return HCC has agreed to share the advanced learning lab with FHN for its continuing staff development program. The partners are exploring ways to expand clinical experiences for HCC nursing students using FHN staff.

How does this practice achieve sustainability?

Start-up costs have been shared by the partners for the first three years of the evening ADN program with the College budgeting funds to assume full responsibility for faculty salaries once the evening program is viable. Continuing education offerings generate fees and reimbursement dollars.

Enrollments have been strong and applications continue to exceed the number of spaces available.

What are the results/measurable outcomes?

Applications for the evening program have been strong and the program has been filled each fall since its implementation. Spring 2005 the program graduated its first class with 5 students completing, and spring 2006 a second class graduated 6 students. To date graduates have a 100% pass rate on the NCLEX.

Staff development offerings through Highland's Business Institute have generated 126 reimbursable credit hours and have offered continuing education to 523 trainees for an income of \$28,334.

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McKendree College Career Services
McKendree College

What issue or need is addressed by the effective practice?

The McKendree College Career Services Office promotes and encourages economic growth and opportunity for area businesses. Employers often utilize McKendree College Career Services Office when searching for candidates for full-time, part-time and internship positions. In turn, McKendree graduates are very successful in securing employment in the region that surrounds McKendree College, the St. Louis metropolitan region, to pursue their careers.

Description of the effective practice:

McKendree College Career Services Office utilizes the College Central Network Program to link together employers and McKendree College students. It has been repeatedly documented that employers and students enjoy this user friendly program and view it as a valuable resource. Employers post job vacancies and search the McKendree College database to find qualified individuals. McKendree College students can discover vacant positions for which they are eligible. It is important to emphasize that the College Central Network Program is a service and opportunity that is provided at no cost to McKendree College students and employers.

The McKendree College Career Services Office hosts employer panels on an annual basis. These panels give employers and students a chance to meet face-to-face and learn about each other. Employers provide information for students about career paths and career opportunities. It allows employers to gain information about potential candidates for their employment needs as well as providing significant opportunity for interaction with McKendree College faculty. Students are provided information about employment opportunities as well giving them an initial opportunity to actually network with area employers.

How does this practice achieve sustainability?

McKendree College Career Services Office regularly assists many businesses and organizations throughout the region. The office shares scholarly knowledge and information with businesses and organizations in order to assist them with their growth, development and delivery of services. Partnerships and relationships between McKendree College and area businesses have significantly grown and expanded because of the presence of the McKendree College Career Services Office.

What are the results/measurable outcomes?

Percent of degree recipients either employed or enrolled in further education within one year of graduation.

	Success Number	Survey Respondents	Percent Employed/Enrolled
2005	291	301	96%
2004	251	260	96%
2003	346	364	95%

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New Beginnings with Manufacturing Technology
Spoon River College

What issue or need is addressed by the effective practice?

This practice directly speaks to the need for current and relevant programs to address employer needs and economic growth within the district.

Description of the effective practice:

As one of ten community colleges to receive a MentorLinks grant, Spoon River College started the process of developing Manufacturing Technology curriculum and training. Careful timing of this project has been vital as it has aligned with the building of the Pella plant and the expansion of NTN Bower.

This grant has provided SRC with a mentor and the two-member grant team (an administrator and a faculty member) attended the ATE conference in October to meet the mentor and share ideas, visited Piedmont Community College's campus to observe and tour their new manufacturing technology facility and to acquire knowledge from the experience of their staff.

The project team has met with Western Illinois University staff to cement relationships and to discuss the transferability of the classes and program. The project team has also met with faculty and administration at the Carl Sandburg College Center for Manufacturing Excellence.

This grant was obtained during this last academic year while Pella was hiring new employees, giving SRC a unique opportunity to align training and development with the company needs from the inception under the tutelage of an experienced mentor. Employees from Pella and NTN Bower are serving on an advisory committee, which helps to keep the training and programs current.

The process that was used to identify the needs of the company, the use of a mentor, and the development of curriculum aligned to industry needs could be replicated by other colleges.

How does this practice achieve sustainability?

This project will strengthen the relationships between Spoon River College and the manufacturing companies and will provide the college staff with access to peers in the field and the knowledge to keep the programs viable.

What are the results/measurable outcomes?

The outcomes would result in educational opportunities for currently unemployed/prospective employees, and training for Pella/other manufacturers as unique training needs arise. The final outcome will have a significant impact on the economy in SRC's district.

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Optimizing Green Roof Technologies in the Midwest

Southern Illinois University - Edwardsville

What issue or need is addressed by the effective practice?

Urban storm water runoff has become an environmental issue of concern to the public and, therefore, to local municipalities and federal regulatory agencies. Many municipalities experience localized, interior flooding during periods of even moderate rainfall events. According to the Center for Urban Policy and the Environment (IUPUI 2002), the capital cost of storm water management is estimated to range from \$147 million to more than \$406 billion for municipalities, depending on the treatment necessary to remove contaminants before releasing the water back into the water supply. The passing of Illinois Public Act 094-0675 (August 2005) mandating a community storm water management plan illustrates that solving the problem of storm water runoff has moved from education efforts to implementing comprehensive storm water management.

An emerging environmental strategy for mitigating the effects of storm water runoff is a green roof system – the establishment of a living vegetative cover on a building rooftop that replaces the ecological footprint lost when the building was constructed. In addition to reducing storm water runoff, green roofs provide numerous other environmental benefits such as: insulating the building, thus reducing energy consumption; increasing the life span of a roof system; filtering harmful air pollutants; and reducing the urban heat island effect. As with all emerging technologies, viable scientific research must be implemented in order to properly utilize green roof technology to address any of the environmental issues listed above.

Description of the effective practice:

The Green Roof Environmental Evaluation Network (G.R.E.E.N., a research collaboration between Southern Illinois University Edwardsville [SIUE], Green Roof Blocks™, Jost Greenhouses, Midwest Trading Horticultural Supplies, Inc., Midwest Groundcovers, JDR Enterprises, and greenroofs.com) was formed in 2005 to evaluate and quantify the performance of green roof technologies in the Midwest. The green roof evaluations being conducted by G.R.E.E.N. are geared to provide municipalities, engineers, architects, contractors, building owners, and other green roof users with guidelines for the best green roof planting medium and green roof species combinations that will tolerate the extreme summer and winter temperatures experienced on roofs in the Midwest. All G.R.E.E.N. research studies are fully replicated scientific experiments that incorporate repeated measurements over extended time periods to evaluate green roof performance. Various types of green roofs and combinations of media type, depth, and plants are being evaluated. Current research is focusing on three green roof systems—a built-in-place system (with medium and materials filling the entire roof area), a modular system (Green Roof Blocks™, 2 ft by 2 ft containers fabricated of heavy gauge aluminum), and a new bag system (Green Paks™, pervious fabric bags made of a non-biodegradable material). The research collaborative has begun optimizing performance of the green roof systems under study, considering tradeoffs between plant performance, storm water quantity and quality, and thermal effects. The research collaborative is interdisciplinary – involving biologists, engineers, horticulturalists, environmental scientists, and business people. The collaborative also engages undergraduate and graduate students in applied research and provides a platform for educating others about green roofs.

How does this practice achieve sustainability?

G.R.E.E.N. has established a ground-level field site and has begun installation of a green roof on the SIUE Engineering Building, primarily through donations from collaborators. A research grant award of \$10,000 from EPA P3 Program has also been obtained.

What are the results/measurable outcomes?

Research Presentations – 10

Research green roof established at SIUE – 1,650 square feet

Hosted Green Roof Symposium at SIUE on Friday June 30, 2006, with 70 attendees (architects, municipal engineers, green roof industry personnel, administrators, politicians, scientists, contractors, students, and faculty)

(additional information at www.green-siue.com)

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OTA ProBono Clinic
Lincoln Land Community College

What issue or need is addressed by the effective practice?

The clinic was developed to provide occupational therapy services to individuals in the LLCC district without insurance or access to occupational therapy services. It serves children and adult populations with a variety of occupational performance needs due to illness and/or disability. It also serves as a Level II Fieldwork Site for OTA students enrolled in the program to provide hands on occupation-based clinical experiences under the supervision of licensed occupational therapists.

Description of the effective practice:

The curriculum design of the LLCC OTA program focuses on incorporation of occupation based activities into all aspects of the occupational therapy process. The clinic allows the faculty to design occupation based evaluation and treatment plans to address a clients occupational needs in the areas of self-care and activities of daily living; instrumental activities of daily living which support participation in daily living activities and which may include community mobility, child-care, etc; educational activities; work activities; and leisure pursuits. As there are no issues of reimbursement, the therapist and client are allowed to address all issues regarding their participation in meaningful occupational activities without restrictions due to limitations of insurance coverage. The students have an opportunity to observe and participate in the full range of what occupational therapy can offer an individual client or group. Individuals may refer themselves or be referred to the clinic. A physician's approval of referral may be required for some medical cases as mandated by the Illinois Occupational Therapy Practice Act. The classroom laboratory facility in Logan Hall is conducive to this service. The room is fully accessible and equipped to provide individual and group therapy for all ages and populations. A grant was received in Spring 2006 and a therapy garden is being constructed to incorporate horticulture activities into the therapy sessions for restoration of physical and psychological function. The program is collaborating with the LLCC horticulture instructors and students to construct the garden and institute the program.

How does this practice achieve sustainability?

The need for the services has been established. The clinic operated successfully for several semesters prior to the move to Logan Hall in June 2005 and continues to serve clients weekly. The program offers fieldwork experiences in the fall and spring semesters and sixteen students enter into the program each year. Referrals are continuously increasing and it is expected that the need for the services will remain strong. The Department of Labor has cited occupational therapy as one of the top growing fields of employment through the year 2014.

What are the results/measurable outcomes?

Students who graduate from the program are eligible to write the national certification examination for occupational therapy to become a certified occupational therapy assistant (COTA). The program has a record 100% pass rate on the certification examination since the inception of the program in 1998. The concurrent fieldwork model, in which students complete academic requirements and fieldwork requirements simultaneously, is the cornerstone of the program's success. The clinic evaluates student performance through a standardized assessment tool provided by the American Occupational Therapy Association. Clients of the clinic are evaluated using standardized assessment tools including the Canadian Occupational Performance Measure which allows the occupational therapy practitioners to collaborate with the client from the onset of therapy on selecting appropriate goals and measures performance and client satisfaction. All clients to date have demonstrated marked improvement in occupational performance and satisfaction using the COPM. A follow-up study for all clients who have utilized the clinic will be conducted in January 2006 and will be on-going after that time.

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Peoria NEXT
Bradley University

What issue or need is addressed by the effective practice?

The Central Illinois region must revitalize and grow the current economy as an increasing proportion of heavy manufacturing moves off-shore. This revitalization is finding its basis in the growth of the new knowledge economy and the start-up and growth of technology businesses. The PeoriaNEXT initiative focuses on promoting this revitalization by supporting activities to attract and grow new technology and knowledge based businesses in Central Illinois; this effort includes establishment of a \$12,000,000 innovation or incubation center in which to foster these businesses.

Description of the effective practice:

Bradley University has a major role in the not for profit organization operating under the trademark of PeoriaNEXT (PN, www.peorianext.com). Focused on growing a knowledge based economy based on science and technology in the greater Peoria region, PN includes within its membership Bradley University, Caterpillar Inc., OSF-St. Francis and Methodist Hospitals, Illinois Central College, the University of Illinois College of Medicine at Peoria, the USDA National Center for Agricultural Utilization Research, National City Bank, Peoria Public Schools, the Heartland Partnership, the Biotechnology Research and Development Corporation and others.

The mission of Peoria Next is: "Through collaboration and creativity, Peoria NEXT will facilitate Discovery, Innovation and Commercialization of new technologies for economic development." By the model shown below. Its vision is "By 2015 our regional economy will be more diversified and be a desired location for new technology-based businesses." In addition to its research and commercialization efforts, Peoria NEXT focuses on workforce development.

The economic base in the region has grown slowly over the last decade based on the growth of a few large corporations such as Caterpillar Inc., Archer Daniels Midland, and State Farm Insurance, however, the overall growth and movement of new knowledge-based technology business into the area has been stagnant. To turn this trend in another direction, business leaders, educators and community leaders must become responsible and lead the way to engage the rich resources in the region in science and engineering in a proactive approach. This is now occurring through PeoriaNEXT and Bradley University has assumed a significant role in facilitating this change. Dr. David Broski, President Bradley University is President of PeoriaNEXT and a member of the Board of Directors and Dr. Robert Bolla, Associate Provost for Research and Dean of the Graduate School chairs the Discovery Action Team of Peoria NEXT and serves on the Executive Board of PeoriaNEXT. Dr. Bolla is responsible for the seed grant program of PN to support entrepreneurs in funding the initial stages of their research leading either to additional extramural funding or directly to the beginning phase of commercialization. In addition Bradley University HITEC (Heartland Illinois Technology Enterprise Center) has a significant role in promoting an educational/business application forum for entrepreneurs, NEXT STEPS, and preparing businesses for presentation to the Illinois Business Investor's Forum whose outcome relate to the PN mission and vision. HITEC also is involved in technology transfer to support business start-up as well as assisting these businesses in acquisition of early round angel and venture funding. HITEC was involved in 21 new venture start-ups, obtaining for these in excess of \$11 million.

There is a clear need for economic development in the greater Peoria region and with PeoriaNEXT as a promoting entity we are gathering the resources to continue on the beginnings of a positive path. With input and oversight of PeoriaNEXT, the Heartland Partnership is facilitating the construction of a \$12,000,000 early stage technology business start-up innovation center. This center will be completed and open in Spring 2007. Bradley and Caterpillar are partnering to add space to this center to be used as an educational/research facility for collaboration on finding solutions to problems faced by Caterpillar and other companies related to their business planning and growth.

Bradley University is completing a third year of a Partnership for Innovation grant project awarded from NSF to a collaborative of Bradley University and the partners within Peoria NEXT. This project has a significant component supporting academic preparation of K-12 students and supporting enhanced teaching skills in the areas of science and engineering technology for secondary teachers. Additionally funding from this effort has been used to address intellectual property issues arising from collaborative research and development projects fostered by and involving partners from Peoria NEXT. Finally funding from this project has promoted formation of education, science, and research ethics knowledge communities.

How does this practice achieve sustainability?

The formation of the PeoriaNEXT collaborative has created an environment of collaboration that continues. This collaboration reaches into all areas of education, health care, and business in the Peoria region to create an environment focused on sustained economic development. Establishment of the innovation center enhances this sustainability as it will bring in additional funding that can be put back in to fund the pipe line from discovery to commercialization. Additional sustainability is found in public relations and public involvement projects initiated by PN and by the volunteer nature of PN.

What are the results/measurable outcomes?

Peoria NEXT has built a network of local organizations and their resources have begun to bear fruit. Within the past two years zuChem and iSoy using technology licensed from the USDA NCAUR, Firefly and Akoya using technology licensed from Caterpillar Inc., and InformMED, Inc., with technology addressing a need from the medical community have started-up in the Peoria area. Bradley University HITEC has been instrumentally involved in obtaining funding for these new companies. In addition a public colloquium series has developed out of PeoriaNEXT to continue to keep the community educated as to the variety of technologies being developed in the Peoria region. Public forums such as a PeoriaNEXT Discovery Action Team sponsored book club, the colloquium, and the Discovery Forum have been developed and have sustained.

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Post-Baccalaureate Emergency Management and Continuity Planning Certificate
University of Illinois - Chicago

What issue or need is addressed by the effective practice?

The unique and defining feature of the UIC online graduate certificate in emergency management and business continuity planning for public health emergencies, natural disasters, and terrorist events is the program's timely response to a need with an interdisciplinary based educational approach.

Description of the effective practice:

The recently approved certificate is based on five online courses and requires a total of 15 semester hours: Foundations of Emergency Management and Business Continuity Planning, Environmental Risk Assessment and Management, Disaster Response and Recovery Operations, Strategic Emergency Management and Continuity Planning and an Integrative Project Course. These courses will be presented in a collaborative effort between academics and practitioners, including public health and business school faculty members, Argonne National Laboratory staff working on emergency management federal programs, The City of Chicago Department of Public Health and executives from the private sector. These professionals will teach sections of the online courses and participate in the formulation and discussion of case studies, conveying their field experience to the students and providing them with novel problem solving techniques. Initial costs will be covered by internal reallocation, but the program will become self-supporting through tuition.

How does this practice achieve sustainability?

Student enrollment for the initial offering of the certificate program in the Fall of 2006 is higher than expected, and the need for such a program has been highlighted at both state and federal levels, including the Governor of Illinois.

What are the results/measurable outcomes?

Students will be able to analyze risk and vulnerabilities due to natural or manmade disasters using widely accepted hazard and risk assessment methodologies; apply emerging Federal guidelines such as the National Incident Management System, Integrated Command Systems, and Target Capabilities to the development of emergency management plans; formulate strategic plans related to developing the necessary remedies in a municipal or corporate setting to respond to disasters and implement recovery programs; develop operational plans to respond to public health emergencies, natural disasters and terrorist events. As the basis for an interdisciplinary approach, the program is using already accepted guidelines from the specific fields incorporated into the certificate coursework.

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Prairie State College Commercial Drivers License (CDL) Truck Driver Training Program.
Prairie State College

What issue or need is addressed by the effective practice?

The primary issue is providing an opportunity for individuals to receive training that will prepare them for employment in which they can make a livable wage.

Description of the effective practice:

The course is for 160 hours. Students have the option of taking it in the evenings over a six week period or during the day for a period of four weeks. The program includes classroom time as well as time behind the wheel. At the end of each program session the Secretary of State's Office sends licensed testers to the site to determine whether the students will receive a commercial drivers license. The pass rate for the exam fluctuates between 85% to 95%. Those who fail the first round have a second opportunity to pass the test without sanctions being applied. The administrator of the program works with over thirty trucking companies for job placement

How does this practice achieve sustainability?

71% of the students in the program receive funding from the Workforce Investment Act or the Illinois Veterans Grant. It is anticipated that these funding sources will continue thus enabling the program to serve a maximum of students.

What are the results/measurable outcomes?

This program has been in operation for four years. In that period of time over 1,000 students have successfully completed the program and have obtained positions with above average wages. The starting salary for local companies is approximately \$35,000 and for over the road companies approximately \$45,000. Within two to three years an over the road driver can earn up to \$60,000 a year. These figures indicate a significant contribution to the local economy by improving the quality of life of the community in general.

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Procurement Technical Assistance Center (PTAC)

John A. Logan College

What issue or need is addressed by the effective practice?

The Procurement Technical Assistance Center (PTAC) was initiated to complement the state's overall economic development efforts by helping established Illinois firms compete for government contracting opportunities. The PTAC serves the 30 southernmost counties of Illinois.

Description of the effective practice:

The PTAC helps familiarize firms with the government procurement process and provides them the specific marketing and technical assistance required to do business with the government or government prime contractors. Assistance may be in the form of contract preparation, acquisition, or administration. Whether this assistance is for the provision of a Federal Acquisition Regulation (FAR), a military/federal specification, or the past pricing history on a contract, it can be the deciding factor in determining whether a firm is prepared to submit a qualified bid to the government.

The range of services available through the Procurement Technical Assistance Center include:

- Providing Federal Acquisition Regulations (FAR) for contract requirements
- Providing past procurement bidding histories, including information on past pricing, previous buying activities, volume processed, and previous award winners
- Providing technical research information regarding Commercial and Government Entity (CAGE) codes, product characteristics, manufacturers' parts numbers, and national stock numbers (NSNs)
- Matching a firm's product and service capabilities with major buying agencies and prime contractors
- Providing military specifications and standards required to bid on and submit government contracts and proposals
- Assisting with the completion of bidders mailing list applications and other essential forms
- Offering general counseling on the government procurement process
- Helping firms conform to packing, packaging, and marking specifications
- Providing direction with military and ISO 9000 quality control implementation and requirements
- Assisting with the Centralized Contractor Registration (CCR) and CAGE code process
- Providing direction in locating contracting information on the Internet
- Guidance in the SBA 8(a) program, SDB, and HUB Zone certification process
- Providing guidance on networking with government agencies, military installations, prime contractors, and other organizations
- Providing direction to minority- and women-owned businesses in the certification process

How does this practice achieve sustainability?

The Procurement Technical Assistance Center (PTAC) is housed under the College's Center for Business and Industry. The program is provided through a partnership with the Department of Defense (DoD), Defense Logistics Agency (DLA), the Illinois Department of Commerce and Economic Opportunity (DCEO), the United States Small Business Administration's Small Business Development Centers, and John A. Logan College as a service to Illinois Small Businesses.

What are the results/measurable outcomes?

In FY 05, the PTAC counseled 95 businesses. Through the assistance of the Center, 171 contracts were obtained, while 16 firms received contracts. The total dollar amount of all contracts was \$25,886,028. In addition, the Center assisted with the creation of 47 jobs, while another 360 jobs were retained through the receipt of contracts. The number of counties served by the PTAC in the southern part of Illinois has grown from 17 in FY 01, to 30 in FY 05, illustrating a growing dependence on the Center's assistance in the southern part of the state.

The PTAC just received an award from the Illinois Department of Commerce and Economic Opportunity (DCEO) recognizing a twenty-year milestone dating from 1984 - 2004. It reads that the Center has generated \$707 million during this time frame for business and industry in contract dollars. In those same years, the entire Illinois PTAC system, which contains thirteen PTACs statewide, generated \$3.1 billion in contract dollars.

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**Professional Classroom/Practicum Education Preparing Students for Employment in the Field of
Health/Mental Health**

Adler School of Professional Psychology

What issue or need is addressed by the effective practice?

Through student clinical training/practicum at the Dreikurs Psychological Services Center, as well as other external practicum sites, mental health services can be provided to those individuals and communities which would otherwise have little or no access to such services, or would not be able to afford such services.

Description of the effective practice:

Students provide mental health services to clients at the Dreikurs Psychological Service Center on the Adler School campus, as well as service as clinicians at external sites, usually serving underprivileged/underrepresented communities. The practicum experience creates better qualified, more well rounded, and more professional students who then may seek more diverse positions of employment after graduation.

How does this practice achieve sustainability?

By creating more students who are better adept to serve underprivileged/underrepresented populations, more opportunity is created for those communities to seek mental health services from clinicians who are experienced and sympathetic to their cultural scenarios. This increases the likelihood that such communities will seek and be bettered by these newly available mental health services, and be better able to positively contribute as members of society.

What are the results/measurable outcomes?

This program increases the number of graduates employed as clinicians or other mental health workers/advocates for underprivileged communities, as well as the way clients and communities are affected.

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Promoting Economic Development in Rural Southern Illinois Through Small Business Incubation
Southern Illinois University - Carbondale

What issue or need is addressed by the effective practice?

The southern half of the state lags behind much of the rest of the state and nation in the creation of new enterprises. In *Southern at 150: Building Excellence Through Commitment*, an important aspiration is to enhance economic development in the region through research and scholarship. The SIUC Small Business Incubator is one way that the University serves as an engine for regional economic development. Housed in the Dunn-Richmond Economic Development Center on campus, the mission of the Small Business Incubator is to accelerate the start-up and expansion efforts of small businesses in southern Illinois. Such new businesses will help alleviate the chronic low rate of job creation in the region.

Description of the effective practice:

The Small Business Incubator, through the SIUC Office of Economic and Regional Development, provides University faculty and staff as well as entrepreneurs in the region with access to a wide range of enterprise and business-development services. The incubator facility provides access to wet laboratory, light industrial, and office space. This facility and program provides the flexibility and direct technical support to assist those start-up and expanding companies at a crucial stage with their business development. Additionally, strategic partners are located in the Dunn-Richmond Economic Development Center to provide technology transfer, business plan development, assistance in locating pre-seed and early-stage financing, and a host of other services to emerging companies. Those partners include the Southern Illinois Entrepreneurship Center, SIUC Small Business Development Center, SouthernTECH Illinois Technology Enterprise Center, and Southern Illinois Research Park.

How does this practice achieve sustainability?

The SIUC Small Business Incubator has been in existence since 1991. Over 60 entities have been assisted in starting or expanding their operation since the program's inception. Sustainability has been achieved by collected modest rents from tenants, maintaining strategic partnerships with other business assistance providers, and being responsive to changing business needs. According to statistics provided by the National Business Incubation Association, only 20 percent of new businesses succeed. However, 80 percent of businesses started in a small business incubator succeed! The incubator program has given a jump-start to many southern Illinois businesses.

What are the results/measurable outcomes?

Development of Southern Illinois Research Park has allowed a number of the incubator clients to graduate into a permanent facility. Since January 2006, five new businesses have been accepted into the incubator. In addition to SIUC, 16 tenants are now located in the Dunn-Richmond Economic Development Center. Further growth of the incubator program will accelerate growth with the entire research park and the region.

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Self-Employment in the Arts (SEA)
North Central College

What issue or need is addressed by the effective practice?

The SEA Program mission is to provide educational resources to help aspiring student artists gain the entrepreneurial knowledge and skills needed to establish a career as an independent artist.

Description of the effective practice:

SEA was created to introduce college students, who hope to pursue a career in the arts, to the concept of entrepreneurship by meeting and interacting with successful self-employed artists. Now in its 7th year, SEA has grown to encompass an annual conference that reaches out to colleges across the country, regional conferences, a comprehensive website that provides articles about artists and their businesses along with links to a variety of resources, and the award winning Entrepreneurial Artist DVD. SEA is for artists, by artists, and presented in an art friendly atmosphere.

How does this practice achieve sustainability?

SEA is funded through a grant from The Coleman Foundation. Additional support is provided by The John E. and Jeanne T. Hughes Charitable Foundation, The Colbeth Family, The Ernst Family, Woodwind & Brasswind, and Dick Blick Art Materials. Regional conferences have additional local sponsors.

What are the results/measurable outcomes?

6th Annual SEA Conference

February 24th and 25th, 2006

Hilton - Lisle, Illinois

Over 400 attendees from over 25 different educational institutions.

States represented included Colorado, Florida, Illinois, Indiana, Iowa, Kansas, Massachusetts, Michigan, New Mexico, Washington, and Wisconsin. Over 30 different speakers talked about the business of art. Many were successful self-employed artists.

SEA is national in scope -

Regional Events:

SEA West / BizArt

January 27th & 28th, 2006

Everett Train Station - Everett, WA

Coordinated locally by Edmonds Community College and Everett Community College outside Seattle, Washington

122 People attended the 1st SEA Regional event. Majority of attendees were artists from the surrounding communities

SEA East

April 1, 2006

Reynolda House Museum of American Art - Winston Salem, NC

Coordinated locally by Wake Forest University

Approx. 150 (speakers, students, community artists, and volunteers) attended the 2nd Regional event - 1st for this region

Upcoming 2007 events:

7th Annual SEA Conference

March 2nd & 3rd

Hilton - Lisle, Illinois

SEA L.A.

TBA

SEA South

April 21st

The University of Tampa, Tampa, FL

Coordinated locally by The University of Tampa

SEA Northwest / BizArt

January 26th & 27th

Everett Train Station, Everett, WA

Coordinated locally by Edmonds & Everett Community Colleges

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**Siemens Building Technologies * Kennedy King College/Dawson Technical Institute* City of Chicago
Small Business Entrepreneurship Program
CCC - Kennedy-King College**

What issue or need is addressed by the effective practice?

The City of Chicago, the CCC District and the College are very concerned that the number and capacity of minority and women owned businesses should be increased. Once participants successfully complete the Entrepreneurship Program, they can be referred to the City of Chicago for potential Minority-Owned Business (“MBE”) and Women owned Business (“WBE”) certification. This certification will provide these companies with a source of bidding and proposal opportunities with the City of Chicago and the Sister Agencies (Chicago Park District, Chicago Public Schools, Chicago Transit Authority, City Colleges, etc.).

Description of the effective practice:

The program provides a seamless connection between students and the business community by joint sponsorship structures. Siemens Building Technologies with the City of Chicago Small Business Development Fund sponsored a seven-week course in small business development. The program was held at Kennedy-King College’s Dawson Technical Institute. This is a certificate program commonly known as the small business entrepreneurship program, designed to assist the development of companies principally located in the city.

Initially, the Entrepreneurship Program concentrated on the following areas:

- Purpose of the Business
- Business Incorporation Process (Establishment of Corporate By-Laws)
- Capitalization of Business
- Business Plan Development
- Types of Procurement Opportunities
- Bidding Process
- Bidding Opportunities with the City of Chicago and its Sister Agencies (Construction, Professional Services and Commodities, etc.)
- Franchise Opportunities
- Certification Process

Dawson created a Advisory Board to oversee the Entrepreneurship Program. The Advisory Board members include individuals who are members or employees of the following groups:

- Unions
- Community Groups
- Prime Construction Companies
- Prime Non-Construction Companies
- Minority/Female-Owned Construction Companies
- Law School Representatives
- Financial Institutions

In conjunction with the establishment of the Entrepreneurship Program, the Board shall assist in:

- Identifying employment opportunities for Entrepreneurship Program graduates
- Fundraising activities for the Entrepreneurship Program
- Developing ancillary programs.

How does this practice achieve sustainability?

The city provided startup funds under an intergovernmental agreement (IGA) with the City Colleges of Chicago (Community College District number 508). The plan is for the program to become self-sufficient during its second full year of operation.

The IGA provides the following:

1. The City agrees to coordinate with the Board in accepting referrals of Entrepreneurship Program graduates for potential certification as Minority-Owned or Woman-Owned Businesses.
2. The City shall work with the Board and the City Treasurer to help facilitate the establishment of the Small Business Capitalization and Lending Program.
3. The City shall assist the Board in identifying construction bid opportunities for City projects, the O'Hare Modernization Program, and Sister Agency projects for Entrepreneurship Program graduates.
4. The City, through its Department of Planning and Development, shall identify opportunities to help foster relationships between Entrepreneurship Program graduates interested in becoming franchisees and established franchisors.
5. The City shall provide or cause to be provided such additional services and assistance as may be agreed by the Parties.

What are the results/measurable outcomes?

To pass the course students need to illustrate the following expected outcomes:

- They are committed to building a successful business
- They have skills and talent but are willing to learn more
- It is feasible for their business to be successful
- The cooperative investment in their business made by City Colleges of Chicago, the City of Chicago, and Siemens is valued
- The business investors listed above should continue to support you through the remainder of the certificate course/series

Completers of the program established a minority construction company.

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Southeastern Illinois College & Fabick CAT Partnership for Employment
Southeastern Illinois College

What issue or need is addressed by the effective practice?

A variety of needs are addressed by this partnership. First is the always important need for jobs for students upon graduation. Second is the need for quality internship sites for students while in the diesel technology program. There is always a need to keep equipment and instructional technology up to current industry standards. Instructors have a continual need for industry training. The partnership with Fabick CAT greatly improves the College's ability to meet all of these needs. Through this partnership, students will have a direct line to internships and employment. The program will receive support from Fabick CAT through grants for student scholarships, equipment for the shops, and industry training for our instructors. In return, Fabick CAT's growing need for more quality diesel technicians will be met.

Description of the effective practice:

Due to a growing need for diesel technicians, Fabick CAT approached Southeastern proposing that the two entities form a partnership. Southeastern could provide Fabick CAT with quality diesel technicians, and Fabick CAT could provide Southeastern with funds and equipment to further develop and improve the program. In addition, Fabick CAT will provide internship sites and scholarships for qualifying students. Finally, Fabick CAT will hire graduates who they feel are a fit for their organization, and who have demonstrated they have the knowledge, skills and work ethic required to sustain a successful career with the company.

How does this practice achieve sustainability?

Through the financial support provided to the program by Fabick CAT, Southeastern will be able to continually improve the quality of instruction with new equipment purchases, instructional technology, and training for instructors. These program improvements will produce even more highly qualified graduates to meet the growing needs for skilled diesel technicians on both a regional and international level. As students are hired by Fabick CAT, more students of higher quality will be attracted to the program, resulting in stronger enrollments. As the program grows, Southeastern can more adequately meet the needs of Fabick CAT, and other related business and industry in the area. This cycle of improvement and growth should sustain itself and continue successfully well into the future.

What are the results/measurable outcomes?

- Program enrollment should increase.
- Additional quality internship sites will be available.
- Graduation rates will improve, as Fabick CAT will only hire those who complete the program.
- Fabick CAT will hire significant numbers of graduates.
- Quality of instructional materials and equipment will improve.
- Instructors will have access to industry training.
- New scholarship funds will be made available to students.

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Southwestern Illinois Advanced Manufacturing Center (SIAM)

Lewis & Clark Community College

What issue or need is addressed by the effective practice? The forces of globalization continue to put pressure on Illinois to compete for manufacturing and other business centers and the employment opportunities they bring to the state. In the region and in the state in general, there is a real opportunity to attract enterprises and their suppliers in high potential manufacturing sectors such as defense and bio-processing. Illinois needs to show that it has the research talent and employee resources to attract more businesses to the state and to make the ones that are here more productive and competitive. Many entrepreneurs and small businesses lack the money and/or skills to prototype their ideas or build a viable business plan. The state is racked by unemployment or low paying jobs, and the pressure to make our students more competitive and skilled is increasing.

Description of the effective practice: The Southwestern Illinois Advanced Manufacturing Center (SIAM) is a partnership of Lewis and Clark Community College (LCCC) and the Southern Illinois University at Edwardsville (SIUE) School of Engineering. SIAM's mission is three fold: to develop high-tech prototype manufacturing equipment for use in today's advanced manufacturing industries, to serve as a "think tank" and catalyst for the development of new ideas and inventions to advance manufacturing in the region, and to provide a center to train students for well paying jobs and a promising future. Specifically, through the strategic partnership and through affiliates and extended partners (e.g., Southwestern Illinois Entrepreneurship Center, Illinois Manufacturing Extension Center, Ethanol Research Center, etc.), SIAM provides technical (e.g., advanced prototyping, proof of concept) and business development services to enterprises and entrepreneurs. It also conducts traditional instruction, and corporate workforce training. Through SIAM, SIUE and LCCC students have the opportunity to engage in research projects that are relevant to their course of study and today's world.

How does this practice achieve sustainability? SIAM's recently completed strategic plan defines strategic goals that are designed to maintain sustainability. These goals include strengthening of the financial base to sustain ongoing operations and fund new projects. They also seek to promote economic development in the state through a seamless network of regional entities that share resources, capitalize on each other's distinctive competencies, and work to reduce internal overlap and competition. SIAM is also committed to expanding the number and variety of educational programs that are closely integrated with the research mission and promote economic development through technical and other job-related training. Currently, SIAM's operations are supported through contributions from the two partners, funding from a U.S. Department of Commerce grant (Economic Development Administration), and fees from business and industry clients. SIAM currently has facilities at the SIUE School of Engineering and Lewis and Clark's main campus. The Center will move permanently to the N.O. Nelson location in fall 2007. This campus is itself a statement of SIAM's sustainability, with offices, classrooms, and labs equipped with state-of-the-art instrumentation. SIAM also enjoys the close support of the state's Department of Commerce and Economic Opportunity (DCEO) as well as local and regional economic development entities.

What are the results/measurable outcomes? SIAM has assisted manufacturers and entrepreneurs on a number of fronts. Since SIAM's inception in early 2005, it is estimated that 13 existing enterprises and 6 start-ups were provided prototyping and/or business development services by the organization. These services affected 300 existing jobs. And, it is estimated that for every \$1 expended on center activities, \$12 was returned to the regional economy in the form of improved productivity, cost reduction, or the introduction of new products. It is further estimated that \$300,000 of private investments were attracted to Illinois through SIAM's services. In 2004, SIAM acquired a rapid prototyping machine (rpm) that produces prototypes of tools or parts from a plastic composite material. This equipment is located on the Lewis and Clark campus and operated by LCCC's engineering technology and CAD/Drafting faculty and students who have assisted a number of entrepreneurs and business in producing prototypes from CAD designs. SIAM's new center will open in fall 2007 at Lewis and Clark's N.O. Nelson campus. The facility will include well-equipped offices, classrooms, and labs, including an additional rpm device. Over fifty students have completed courses at Lewis and Clark's main campus and N.O. Nelson campus combined. These included drafting and computer networking. Students in the drafting classes received hands-on experience with the rapid prototype machine and assisted faculty in providing rpm services for a number of SIAM clients. LCCC and SIUE have established a 2+2 arrangement in pre-engineering and have begun recruiting students for the program. Lewis and Clark is currently collaborating with RP Lumber to develop and offer kitchen design courses at N.O. Nelson. RP Lumber alone has kitchen design centers in 42 stores and, when combined with other design centers, represents an important job opportunity for area students.

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St. John's Children's Hospital
Southern Illinois University - School of Medicine

What issue or need is addressed by the effective practice?

Children's hospitals promote the health and well-being of children and their families through patient care, education, research, and outreach programs organized around the health needs of children. These hospitals feature physicians trained and experienced in a wide variety of pediatric subspecialties, specialized pediatric nursing and other skilled professionals, and unique programs dedicated to children's health. Prior to the establishment of the St. John's Children's Hospital, no academic medical center-based children's hospital program existed in the Springfield and southern Illinois area.

Description of the effective practice:

The St. John's Children's Hospital is a collaborative effort of St. John's Hospital, Springfield, and SIU School of Medicine to expand and improve children's health care services, education, research, and outreach for the communities of central and southern Illinois. Since its inception in 2004, the Children's Hospital has attracted pediatric subspecialists in ambulatory pediatrics, neonatology, critical care, cardiology, pulmonary medicine, gastroenterology, neurology, orthopedics, plastic surgery, and hematology/oncology. More subspecialists are being recruited now. Many of these pediatric subspecialists are recognized nationally and internationally for their clinical expertise and research endeavors. Patient care services for children have greatly expanded, and coordination of their care has greatly improved. In addition to improvement in patient care, medical education and research programs have been enhanced. The medical school's Department of Pediatrics is the academic home of the Children's Hospital, and SIU's chair of Pediatrics serves as the medical director of the Children's Hospital.

How does this practice achieve sustainability?

St. John's Hospital and SIU School of Medicine signed a formal Letter of Intent in April 2004 to establish the Children's Hospital. Both institutions have allocated funds to recruit pediatric subspecialists, and St. John's Hospital is investing in pediatric clinics, equipment, and programs. The St. John's Children's Hospital is now a member of the National Association of Children's Hospitals and Related Institutions, the national association of pediatric hospitals and health systems. The medical school designated children's health as one of its "Centers of Excellence" programs, a designation that reflects the importance of this critical program to the University and the region. This program supports Southern at 150: Building Excellence Through Commitment aspirations for service in the region and cooperative ventures supporting development.

What are the results/measurable outcomes?

Outcome measures include: counts of pediatric patients served, the comprehensiveness of pediatric subspecialty services provided, numbers and varieties of outreach and community programs conducted, and the amount and breadth of research performed by the Children's Hospital.

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Students In Free Enterprise Fair Market Coffee Project
North Central College

What issue or need is addressed by the effective practice?

North Central College is committed to graduating principled and productive citizens and leaders. The SIFE coffee project allows our students to experience the actual operation of a small business in the context of selling a product whose production does not exploit third world workers.

Description of the effective practice:

Our business was established in January 2004 and has sold over two thousand pounds of coffee. After completing our market research, we determined that there was an untapped market for the product. After two years of selling prepackaged coffee, we now complete all functions of the business. We branded our coffee as “Conscious Bean” and have begun developing name recognition. After our coffee is locally roasted, we weigh, flavor, grind and bag the coffee at our facilities. To gain an understanding of our suppliers and explore potential product expansion, NCC SIFE students traveled to Guatemala. Focus groups have been used to determine the feasibility of importing jewelry, chocolate, and textiles.

NCC’s Best is truly an interdisciplinary project that crosses boundaries and attracts individuals from all areas of the campus and community. This project has joined those who are committed to social justice with those who are committed to the free market system to the common grounds. Students and faculty from 15 different disciplines have joined in various aspects of the project. Students majoring in art, political science, and accounting traveled to Guatemala and worked together in a project where business and

How does this practice achieve sustainability?

The project is a real business and is self-supporting.

What are the results/measurable outcomes?

We are currently selling over 100 pounds of coffee monthly. The NCC’s Best project has also been the catalyst for campus discussion as faculty reading groups and courses have been developed with this project as the basis.

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Sustaining Economic Growth in Illinois Through Healthcare Education
Midstate College

What issue or need is addressed by the effective practice?

According to the office of Governor Rod Blagojevich, "...the projected number of potential caregivers, including nurses, is projected to decrease 4.2 percent between 2000 and 2020, while the number of those who need care is projected to increase by 31 percent."

Description of the effective practice:

Midstate College has responded to the need for training healthcare workers to alleviate the shortage of healthcare workers in Illinois by continuing to offer the CAAHEP-accredited Associate of Applied Science Degree in Medical Assisting, the diploma in Medical Coding, and the diploma in Medical Transcription. The development of the Associate of Applied Science Degree in Health Information provides education in coding, billing, and insurance. These programs appeal to displaced homemakers and dislocated workers. Both two-year programs of study, along with the shorter diplomas, allow a graduate to obtain wages in accordance with the standards established by the Department of Labor for the Workforce Initiative. The tri-county area (Peoria, Woodford, and Tazewell counties) has five hospitals, four schools of nursing, one regional medical college, and approximately eleven hundred physicians. There are numerous opportunities for entry-level employment.

Those individuals looking for career advancement into administrative and business areas also have a unique degree opportunity at Midstate College by enrolling in the Bachelor of Science Degree in Health Services Management. Graduates of the Health Services Management Degree examine the use, cost, quality, accessibility, delivery, organization, financing, and outcomes of healthcare services. The health services manager works in clinics, hospitals, health departments, insurance companies, managed care companies, mental health and rehabilitation facilities and long-term care facilities. A combination of management skills and clinical knowledge enables the graduate to move into a leadership role as a department manager, trainer, or supervisor. These trained individuals provide administrative support by allowing nurses to focus on the utilization their unique clinical skills for patient care.

How does this practice achieve sustainability?

It is anticipated with growing enrollments, that Midstate College's programs in medical assisting, medical coding, medical transcription, health information, and health services management, will provide the training-related graduates to sustain the economic growth of Illinois by answering the need for health-related employees.

What are the results/measurable outcomes?

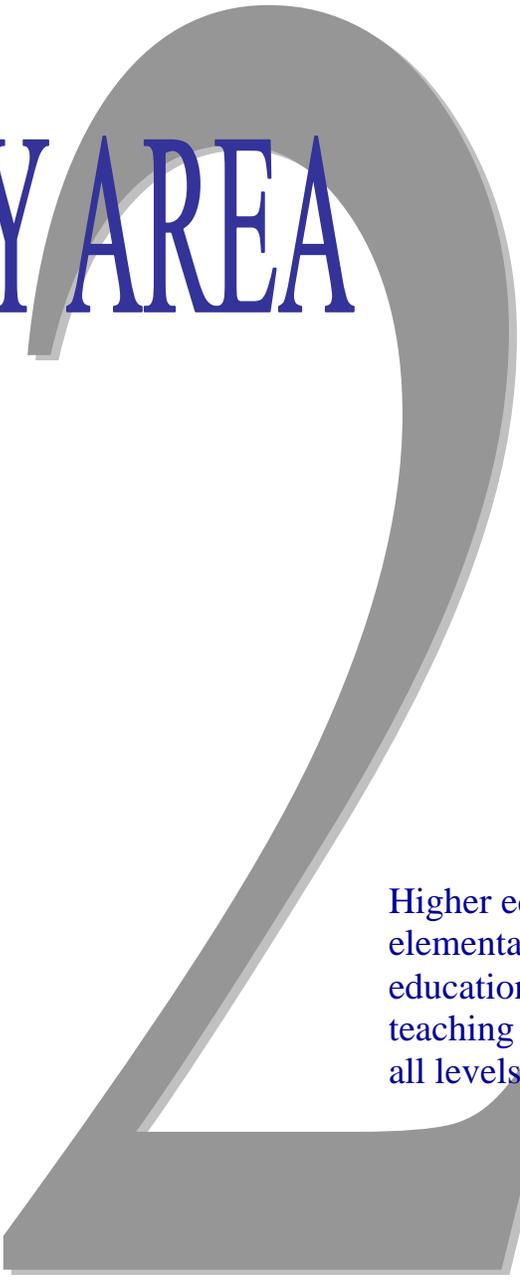
Midstate College's medical assisting program is graduating approximately 50 students a year. Job placement for these graduates has been approximately 98 percent. Local healthcare employers often offer tuition-reimbursement opportunities to enhance professional development. Currently, there are fifty-six students enrolled in the B.S. in Health Services Management program.

Contact Information

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A large, stylized number '2' in a dark grey color with a slight shadow effect, serving as a background for the text.

POLICY AREA

Higher education will join elementary and secondary education to improve teaching and learning at all levels.

Academy for Scholarship in Education (ASE)
Southern Illinois University - School of Medicine

What issue or need is addressed by the effective practice?

SIU School of Medicine is an acknowledged leader in medical education. The medical school's contributions in the development of medical curricula and student assessment – including innovations such as problem-based learning and standardized patients in teaching and assessment – are significant ones. SIU School of Medicine's "Academy for Scholarship in Education" continues SIU's contribution to medical education through increased focus, collaboration, and resource in this important area.

Description of the effective practice:

The Academy for Scholarship in Education was established to advance SIU at the forefront of medical education innovation and research. The academy is fostering collaboration among faculty from all medical disciplines, to encourage this innovation and spawn multidisciplinary research. Strategies for this include holding research/development brainstorming sessions, establishing a medical education research incubator, and awarding seed funding to support medical education research. The academy is also recognizing and rewarding faculty excellence in: teaching and assessment, program development and evaluation, medical educational materials development, educational leadership, enduring educational materials production, and formal research in medical education. A special award program, the "Excellence in Teaching Award", acknowledges teaching excellence in medical education; and the peer-reviewed, criterion-based designation of "Academy Scholar" encourages medical school faculty to pursue medical education as a professional specialization. Faculty development is a key strategy of the academy. The academy offers monthly workshops on medical education topics. These have included writing better multiple-choice examinations, giving clinical feedback, and evaluating and improving professional behavior. In academic year 2006, 422 of the school's faculty attended academy workshop sessions. These workshops are offered to all medical school faculty members in order to enhance their skills as effective teachers. In these ways, the Academy of Scholarship in Education is revitalizing the medical school's culture of innovation and leadership in medical education.

How does this practice achieve sustainability?

The academy utilizes existing faculty and staff, augmented with additional funds from the medical school, for its programs. This leverages the medical school's significant expertise in medical education and provides the basis for attracting extramural support for related research. The academy's development is consistent with the University's commitment to progressive professional education and leadership in research and scholarship as outlined in Southern at 150: Building Excellence Through Commitment, and the medical school's strategic priority for medical education.

What are the results/measurable outcomes?

The academy seeks to improve the education of SIU's medical students and advance understanding and practice of medical education in the profession. Student-related results are measurable through student performance on national tests, satisfaction of students and graduates in the program, and satisfaction of residency directors regarding SIU's medical graduates. Advancement of medical education will be measured by recognition of the medical school's scholarship in the subject and through the levels of extramural support for the academy's research program.

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Alternative Certification Program
Governors State University

What issue or need is addressed by the effective practice?

The mission of the program is to provide quality teachers to high need schools in our region. The goals are:

- to recruit mid-life career changers with a commitment to urban teacher education,
- to provide quality, standards-based teacher preparation in an abbreviated design, blending theory to practice and meeting all the objectives of our traditional elementary program,
- to improve teacher retention in high need schools in our region, and
- to train candidates to develop as teacher leaders in their districts.

Description of the effective practice:

Teacher turnover is a critical problem in public school districts in south suburban Chicago and northern Will County. In some, 50% departure rates for new teachers after approximately two years of teaching are not uncommon. In response to this problem, Governors State University and eight high-turnover school districts partnered to develop a program of alternative teacher certification, the first of its kind in Illinois authorized by legislation adopted by the General Assembly in 1998. In this program, individuals with a sincere desire to teach, five years prior professional experience and baccalaureate (or higher) degrees can complete an accelerated course of study in education, including practice teaching, and join the ranks of the region's certified elementary or secondary teachers. The students complete a 16th month program, beginning with 9 hours of professional education coursework before they begin their internship, followed by a year of internship in a local district mentored by a veteran teacher. During each semester of that year, the student-teachers take an additional seminar in education at GSU. During the summer after the teaching year, they conclude the program with a final seminar that allows them to reflect on their experience, identify strengths and weaknesses in their pedagogical styles, focus on research-based pedagogy to improve their practice, and pursue further general education coursework as required.

In the years since the Alternative Certification Program's inception, the number of partnering districts has grown from eight to twelve. The current school districts partnering with GSU in this program are: Patton #133, Posen-Robbins District 143½, Prairie Hills District 144, Dolton District 148, Harvey District 152, Lincoln Elementary #156, Matteson #162, Sauk Village District #168, Ford Heights District 169, Chicago Heights # 170, Crete-Monee District 201U and Chicago Public Schools #299.

The Governors State Alternative Certification Partnership was recently named as one of six national finalists for the 2006 Christa McAuliffe Award for Excellence in Teacher Education by the American Association of State Colleges and Universities. The GSU program is also one of 30 programs selected for a Mathematical Policy Research study "Identifying Alternative Certification Programs for an Impact Evaluation of Teacher Preparation" funded by the U.S. Department of Education. One research question of this study is to "determine specific features of alternative certification programs related to effectiveness." Our program was one of the programs recommended for the high end of preparation requirements.

How does this practice achieve sustainability?

By virtue of high demand for the program among prospective students and the financial commitments of the partner school districts made at the program's inception, this venture is both sustainable and cost-effective. The best testimony to the sustainability of the program is the assessments offered by principals of their interns' abilities. The following is a sampling of principals' comments from Administrator Assessments during candidates' internship year: - "An asset to the educational community"; -"Uses creative and original materials in the classroom"; -"Truly an asset to our school"; -"Plans are a model for us all"; -"Outstandingly engaging"; - "Constructs an extraordinary atmosphere for learning"; -"Best plans in the building"; -"Magnificent organization"; -"Very well prepared."

What are the results/measurable outcomes?

From the first six cohorts of program participants, 115 elementary education teachers have been recommended for certification and 95% are still teaching or have gone on to administrative positions. More than 50% of candidates have been minority group members and approximately 25% have been male.

In a survey of Partnership school and central office administrators regarding satisfaction with candidate performance and with the relationship with Governors State, average satisfaction levels of 3.56 on a 4 point scale were recorded

with regard to candidate performance, while average satisfaction with the school's and the district's relationships with Governors State University amounted to 3.84 (on a 4-point scale).

A comparison of administrator evaluations of our teachers with traditionally prepared teachers was reported in the 2005 Yearbook of the Association of Teacher Educators in the article "The Performance of Candidates in an Alternative Certification Program." Thirty pairs of traditionally prepared and GSU alternatively prepared teachers, teaching similar grade level and subject areas and evaluated by the same administrator, were compared. Of the thirty pairs, the mean score for the traditionally prepared teachers is the same as that of the alternatively prepared teachers, 1.6 on a 2-point scale, with two being the highest score attainable.

The quantitative results are mirrored in more qualitative assessments like that of one participating superintendent, who wrote that "The Governors State University Alternative Certification Program has filled a tremendous gap in our region. This program exemplifies a true partnership between the University and the partner elementary school districts. In addition to providing high quality teachers who are committed to teaching in depressed socioeconomic areas, and having a positive impact on student outcomes, the program has provided an exemplary model of quality induction and mentoring." Likewise, one participating intern/teacher wrote: "Whenever I have the opportunity to speak about the program, I always give the highest praise. Although it was quite rigorous and difficult, it honestly gave me the best preparation I could have hoped for. Most individuals I encounter cannot believe my certification was through alternative certification and secondly that this was only my third year of teaching."

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Art Lovers Program

The Illinois Institute of Art-Chicago

What issue or need is addressed by the effective practice?

The Art Lovers Program provides low cost additional art education to elementary school students while college students perfect their presentation skills and learn the value of service to the community. Both groups learn more.

Description of the effective practice:

Three times a year students from effective speaking classes visit an elementary school and give a lesson to the students about some form of art or some artist. The elementary students then create a piece of art work along the same lines.

The elementary school pays for basic supplies. Some college students provide specialty supplies. All students present for no fee but earn credit in their effective speaking classes. One faculty member serves as the coordinator for the program and two other faculty members encourage their students to participate.

How does this practice achieve sustainability?

This program has been ongoing for about 10 years. It has been expanded by enlisting more instructors in the program in the last two years. The program is low cost and the speech coordinator has a high commitment to the program.

What are the results/measurable outcomes?

Since the fall quarter of 2004 over 11,300 students in Chicago Public Schools have received a visit from a student in the Art Lover's Program from over 360 ILIC students in effective speaking classes. There is a website for the program, www.artloversonline.org, which has over 350 hits per month. Through this website visitors learn how this program works and connects them to museums and other art resources.

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Backstage Pass
Oakton Community College

What issue or need is addressed by the effective practice?

Forge stronger connections with theater departments at high schools within the Oakton district, both with their faculty and their students, who are prospective Oakton students.

Description of the effective practice:

Give high school theater students a behind-the-scenes look at a theater production at Oakton, tour the facilities, have a discussion with the director, a casual supper on campus and then attend the performance at a discounted ticket price.

How does this practice achieve sustainability?

This low-cost program has been offered for the past two years, and the interest level has been sustained.

What are the results/measurable outcomes?

December 1, 2005: 60 students from Maine East, Glenbrook South, and Loyola Academy participated. The College will continue the program in FY07 and enlarge the number of schools to be included.

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C.A.R.T. Program (Cavaliers are Readers, Too!)
Kankakee Community College

What issue or need is addressed by the effective practice?

In April of 2005, the Kankakee Community College Athletic Department envisioned a program that would assist elementary schools in the community college district #520 to promote literacy. Thus, the Cavaliers Are Readers, Too (C.A.R.T) program was “born.” In April 2005, 77 introductory letters were sent to elementary school principals in the district. This letter introduced the program and the intent to each school. Twenty three schools responded positively that they would welcome the college’s athletes coming into their school to provide reading activities.

Description of the effective practice:

The College visited 23 schools in an 8 month period. Reading activities were provided in 3 different styles chosen by the individual school. Those styles included: classroom rotation, all school assemblies and reading circles in the gymnasium. In each case, there were 4-5 athletes that went to each school providing children with a brief history of who they were and why they thought reading and comprehension were important to them. They would then read 2 or 3 stories to the children that were their favorites when they were growing up. Athletes were always dressed in “appropriate” gear representing the sport that they played. To the College’s knowledge this is the only project of this kind in the State of Illinois among community colleges.

How does this practice achieve sustainability?

It is the philosophy of the athletic department at Kankakee Community College to integrate their student athletes into the community with various community, social and academic endeavors. This philosophy sustains the marketability of the C.A.R.T. program for years to come. Secondly, children look to positive role models in their lives to emulate and the athlete is a very visible source to impact the child. The college provided these reading activities to over 2,500 children ranging from kindergarten through 4th grade. Finally, athletic integration into the community provides the student with a sense of ownership and pride to what they are doing and also directly enhances their ability to present themselves in group situations not only with children but also professional educators. The college had approximately 95 athletes this past year and 60 of those participated in the C.A.R.T. program.

What are the results/measurable outcomes?

- to create a positive marketing scheme with stakeholders, which includes our elementary schools and children. With overwhelming positive response with this program, the college has done that.
- to reach out to at least 25% of the elementary schools the first year of the program. The schools that participated represented 30% of the districts’ elementary schools
- to provide these reading activities for at least 2,000 elementary school children in the first year. Reading activities were provided to over 2,500 children
- to promote positive media coverage for the college to enhance athletics through other “worthy” efforts that go beyond the field of competition. The local newspaper ran a special article on the third page of the paper promoting our activity.

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Career Cruisin' and Beyond!
Elgin Community College

What issue or need is addressed by the effective practice?

The career cruising program was designed to address the need for more academic achievement in areas where disadvantaged and multicultural students are highly underrepresented. These students are referred to ECC as “at-risk.” These at-risk middle and high school students participated in a day-long event that exposed them to various careers that otherwise they have limited access to experience. Speakers in the sciences, literary arts, and general studies motivated the students to continue their academic pursuits through high school and into college. These fields serve as the foundations for many career opportunities.

To help students gain the support necessary for success in pursuing their career options, this program also targeted parents and teachers. In a night program, parents and other community members were inspired to envision their students' success in light of various career options. Teachers were provided professional development opportunities that will ultimately enhance their classroom instruction by helping them understand how they can make their classes more applicable to various career options for their students. Both one continuing education unit (CEU) and ½ college credit (EDN 233: Special Topics in Education—Role Modeling Techniques for Engaging Students in Career Exploration) were available to educators.

In addition, this event allowed students and their families to familiarize themselves with the welcoming atmosphere of their local community college. Elgin Community College is an excellent alternative because of its location and lower costs for area disadvantaged and multicultural students who wish to continue their studies and to pursue careers in these fields and beyond.

Description of the effective practice:

The day was organized to combine science and the arts, two areas that provide skills necessary to most career fields. Students were entertained with music while waiting for all to arrive. After a brief welcome from the VP of Instruction and Student Services, two different motivational keynotes were provided by Dr. Eloy Rodriguez, one of the nation's premier scientists, and Ms. Helena Maria Viramontes, literary author, both professors at Cornell University. Both talked about their own at-risk backgrounds and how they have been able to succeed in spite of the obstacles of language and poverty. Students were treated to science experiments conducted by community college faculty and student members of the college's science club during lunch. In addition, they had time to network with students from other schools. After lunch, students heard a third keynote presented by Dr. Andre Perry, educational leader from the University of New Orleans. He helped the students to visualize themselves earning college degrees and making a difference in their own lives and in their communities. For the final program, a professional comedy troupe presented various skits that stressed the importance of staying in school.

How does this practice achieve sustainability?

This program achieves sustainability through partnerships with ECC faculty, staff, administrators, and students and area school districts. This type of work is consistent with the demands of various local and national grants that can help provide finances. All areas of the College are committed to increased community interactions, especially in relation to area youth; and internal funding is already in place to support such endeavors. In addition to committed administrators and staff, the ECC faculty union provides volunteers to help serve in relation to such community events.

What are the results/measurable outcomes?

Both qualitative and quantitative data was gathered to measure the success of this event in achieving its stated goals. Surveys were given to the middle and high school student participants. Faculty, administrators, and staff from both the area schools and from ECC provided verbal and written feedback regarding their impressions of the day's event. Overwhelmingly, the responses were positive in meeting the goals of introducing at-risk students to new career opportunities and of motivating them to pursue collegiate studies.

Following are the preliminary findings based on a response rate of approximately 20 percent. Currently, 120 students have responded to the questions posed. Because of the proximity to the ending of the school year, additional responses were hard to obtain, although some may still trickle in this summer.

At-risk students will be made aware of new career possibilities about which formerly they might have known very little, if any. School officials determined which students were deemed at-risk in their own schools. Over 500 District U-46 high school students, 40 Latina/o honor students from District 300 middle school, members of the Youth Leadership Academy (YLA), students from high school and college TRiO programs, and Dual-Enrollment & Tech Prep students, and their parents and teachers attended this event along with college students enrolled in various career and technical, science, and teacher preparation programs at Elgin Community College. With this large number of students in attendance, indeed students were made aware of new career possibilities through the keynote speakers and discussions with ECC volunteers during the event.

Of the students who responded to the question as to whether the program met its goals (n=118), 91 percent (n=107) agreed that it did. One hundred percent of the faculty, administrators, and staff attending agreed that the program had indeed been successful in meeting its goals. When asked if they believed that the speakers opened their minds to new job options, the students responded overwhelmingly positively: over 90% of students agreed that each speaker exposed them to new career possibilities.

At-risk students will feel more motivated to continue their education into college as a result of participating in the program. Students who replied to the question about their career goals (n=114) mostly mentioned careers that require technical certification at minimum, which would require them to attend the community college or a technical institution. When asked if they were considering going to ECC after graduation, 73 percent said “Yes”. Other students indicated that they planned on attending other colleges. In addition to the written comments received from students, many middle and high school chaperones (mostly teachers and counselors) reported back to ECC that students were verbalizing how much the event had positively impacted their motivation to stay in school and go to college even one week after the event.

Following are some of the positive remarks that students wrote in the “Additional Comments” section of the survey, which provide additional data indicating the program met its goals. (For credibility, the comments have been left as written):

- “The whole trip was fun, new, and engaging. The speakers did an excellent job at persuading us to go to college. It opened my eyes about how I really want to go to college and do something with my life. And I am planning to go to ECC for a couple of years then I want to go to Southern Illinois.”
- “I think that it was good. It opened my eyes up a lot more than before because I wasn't sure what I wanted to do after high school.”
- “They should continue this because it was really interesting and it got me thinking about college and what my career might be. It was really fun. Thank you for what you did.”

At-risk students will be exposed to their local community college's campus and programs. Of the students responding to the question asking if this visit were their first time at ECC (n=119), 40 percent (n= 48) said that it was the first time that they had visited the College. The students who mentioned that they had already visited ECC at least once (60%) said that they had done so for a variety of reasons including visiting campus with family members and participating in College programs for youth. In addition, an article about the day's events appeared in a local bilingual newspaper that is aimed at reaching many of the family members of the at-risk students. As a result, more community members including students were exposed to some of the types of programs sponsored by the College. Thus, the college appears to be doing a good job at both getting at-risk students to campus and at exposing them to different programs.

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Chancellor's Academy
U of I - Urbana/Champaign

What issue or need is addressed by the effective practice?

Schools are vital to the well-being of the community and working to address pressing needs is an essential responsibility of the University as it continually strives to apply research capabilities to the needs of the community, state, nation and world. Established by Chancellor Richard Herman in 2005, the Academy is an ongoing partnership between the College of Education and the local schools in Champaign and Urbana to develop methods and strategies to enhance student experiences. The inaugural Academy brought together 40 local teachers, College faculty and nearly a dozen nationally-known experts for two weeks to explore new ways of promoting literacy learning in the Champaign and Urbana public schools.

Description of the effective practice:

The 2006 Academy will build on the success of the 2005 series. While the theme will again be around literacy, the 2006 Academy will concentrate on supporting school efforts in enhancing literacy learning in the areas of science and math. Broad goals for the 2006 Academy include:

- Promoting teaching inquiry as a model for professional development
- Enhancing the awareness of cultural and linguistic diversity on learning
- Supporting school efforts to enhance children's literacy learning, particularly in science and math
- Continuing to strengthen the collaborative partnership between the local schools and the University
- Evaluate changes in teachers' practices as a result of Academy participation

The overall plan for professional development will be flexible, new content area challenges will be met as they arise. In future years, a school district may choose to participate in more than one content-focused professional development initiative, or in a systemic professional development initiative on a grant-funded or cost-recovery basis.

How does this practice achieve sustainability?

The Chancellor's Academy is the first large step forward in a new and permanent partnership between the local community and the University. Both the Chancellor and the College have declared the Academy to be an ongoing priority and a major commitment in their respective five-year strategic plans published this year.

What are the results/measurable outcomes?

An evaluation component will be a central part of each professional development initiative. Evaluation efforts will be ongoing, so that modifications can be made in plans during the course of the initiative, and so that the school and the professional development team can incorporate what has been learned into future professional development initiatives. Evaluation data will be made available to participating schools.

Specific to the 2005 Academy and based on the convergence of the evidence, the CA was a rewarding experience. Many of the participants left the CA with new appreciations for the University as well as with strategies that will help improve their pedagogical practice in the classroom. Furthermore, the CA initiated conversations that opened the door for future collaborations between the school district, state, and the University. Instrumental to the success of the academy was the planning committee's treatment of the participants and the resources allocated by the Chancellor's office. Thus, the evidence indicates that the academy is achieving of its goal of providing support to schools to enhance children's literacy learning and forging a partnership between the University and local school districts.

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College of Arts and Sciences Education Program (CASEP)
Northeastern Illinois University

What issue or need is addressed by the effective practice?

National figures indicate that 15% of public elementary and high school teachers leave the teaching profession after their first year of teaching, 30% within 3 years, and 40-50% within 5 years. The focus of CASEP is to create high quality elementary and secondary teachers who are passionate about teaching and view teaching as a career. In addition, CASEP strives to improve retention and graduation rates at Northeastern Illinois University.

Description of the effective practice:

The College of Arts and Sciences Education Program (CASEP) is a pre-service education program for full time first and second year students that employs cohorts, team teaching, community initiatives, professional development, field experiences, and a laboratory elementary school setting to enhance and sustain teacher retention and to produce high quality teachers. There are currently 29 students in the program. First year students have the opportunity to observe classes in CPS elementary and high schools, and all first year students meet one day a week at Audubon Elementary School (3500 N. Hoyne, Chicago) during the school day, where they receive instruction in their NEIU classes and work closely on projects with Audubon teachers and students. CASEP also has initiatives that involve CASEP students and faculty with Redmoon Theater and Lincoln Park Zoo.

How does this practice achieve sustainability?

The commitment by our faculty to teach in the CASEP program, as well as our continual efforts to recruit high quality students who express a desire to become teachers provides a solid foundation for this practice. Both external (Audubon Elementary School principal and faculty, as well as the Chicago Board of Education) and internal (administration, faculty, advisement and recruitment) support contribute to the sustainability of the program. There is an ongoing effort to develop and sustain community partnerships, as well as create an alumni network in the future.

What are the results/measurable outcomes?

(1) When compared to other full time first and second year NEIU students, CASEP students take and successfully complete more course hours; (2) CASEP students have a significantly higher rate of retention and graduation from Northeastern (approximately 19.5% of CASEP education students from the class of fall 2002 graduated from NEIU within 4 years and 61% either graduated or were still at Northeastern; (3) When compared to other full time students CASEP students have significantly higher G.P.A.s; (4) Three CASEP students are members of the College of Education's newly constituted Dean's Council; (5) Four CASEP students were hired as paid tutors through NEIU's GEAR UP program; (6) CASEP students have created a student mentoring handbook for new CASEP students; (7) Twenty CASEP students served as science and history fair judges at Jamieson and Audubon Elementary Schools; (8) One CASEP student and a CASEP faculty member are mentors for Redmoon Theater's Dramagirls program; (9) A CASEP student documented Redmoon Theater's experience at Audubon Elementary as part of an independent study course; (10) Two CASEP students are part of the interviewing team that interviews perspective CASEP candidates; (11) Two CASEP faculty and one CASEP student were members of NEIU's First Year Experience Task force.

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Costin Institute of Midwestern University's Chicago College of Osteopathic Medicine
Midwestern University

What issue or need is addressed by the effective practice?

The Costin Institute's mission is to train physicians and health care professionals on how to be more effective medical educators. The main focus of the Costin Institute is providing medical educators with the knowledge and techniques to help them advance their teaching, research, management and leadership practices.

Description of the effective practice:

The Costin program is a year long. The participants meet in person four times for 2-1/2 days. Students connect with the instructors and one another via Blackboard. The content includes: innovative teaching techniques; assessment and evaluation methods; scholarly activities (research methods); management issues (budgeting and finance); leadership; conflict management; working in teams; effective communication; cultural competence; self-awareness tools like MBTI and DISC.

How does this practice achieve sustainability?

The first cohort group "graduated" in September 2005. The second cohort group started in September 2005, and a full cohort group of 18 start in September 2006. As the cohorts complete the program, they join an elite group that has shared this rich experience. They also will be invited to participate in annual update programs with the first one scheduled for September 8-9, 2006.

What are the results/measurable outcomes?

The program has had many positive outcomes. It has served to inform many physician teachers of the wealth of information available on teaching and learning styles, assessment and evaluation, the scholarship of teaching, leadership skills and learning theory. Each participant also completes a final project. It is an application of the skills, knowledge and methods learned during their Costin experience. The Costin scholars share the highlights and findings with their fellow scholars and the new cohort group.

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Creating New Teachers for Illinois Schools

Southern Illinois University - Carbondale

What issue or need is addressed by the effective practice?

There is a developing shortage of teachers in Illinois. Over 21,000 teachers retired last year, and replacing these retiring teachers while responding to population growth will be difficult as Illinois is already a net exporter of teachers. There is no single solution to this problem, and dealing with it will require many different initiatives. For this reason, SIUC is implementing a variety of approaches with an emphasis on mathematics and science. Each of the initiatives described below is aimed at increasing the number of certified teachers.

Description of the effective practice:

Increasing the number of qualified teachers requires a multifaceted approach involving many different programs. The College of Education and Human Services established a Center for Rural Schools and Communities to begin addressing the needs of the region. The Master of Arts in Teaching (MAT) program, a part of the Library of Congress-funded An Adventure of the American Mind, is currently training its third and fourth cohorts of students. A state-funded program, entitled Teaching Excellence in Mathematics and Science, began over five years ago. It is a collaborative program aimed at training mathematics and science teachers. A bachelor of science in elementary education is being offered at the University Center of Lake County.

How does this practice achieve sustainability?

Funding for these initiatives is derived from three sources. Some, such as the off-campus programs in Lake County, are funded on a cost-recovery basis and, as such, they should remain viable for as long as satisfactory enrollment is maintained. The Teaching Excellence in Mathematics and Science program is a state-funded initiative. The Center for Rural Schools and Communities is funded by some external awards, and proposals have been submitted, or are in preparation, to secure additional funding to keep the programs in the center viable. Still other initiatives derive their primary support from tuition dollars and are integrated into the funding of the University.

What are the results/measurable outcomes?

The MAT program has enrolled approximately 50 students to date. In FY 2005 the College of Education and Human Services certified 420 graduates to teach P-12 (64 graduate degrees and 356 bachelor degrees). In 2005, the College of Education and Human Services graduated 1,170 undergraduate students. Diverse Issues in Higher Education ranked SIUC 2nd in the number of baccalaureate degrees in education awarded to African Americans, 26th in the number of baccalaureate education degrees awarded to American Indian students, 40th in the number of baccalaureate education degrees awarded to Asian American students, and 26th in the number of baccalaureate education degrees awarded to Hispanic students. Overall, SIUC was ranked 6th in the number of baccalaureate degrees in education awarded to all minority groups of students combined. For the first time U.S. News and World Report ranked one of the programs in education in the top 10. Vocational Technical Education in the Department of Workforce Education and Development at SIUC tied with Oklahoma State University and the University of Missouri-Columbia for 9th. Of course, Rehabilitation Counseling in the Rehabilitation Institute has been ranked in the top 10 by U.S. News and World Report for a number of years, and this year it is tied with the University of Iowa for 3rd.

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CSI: Career Scene Investigation
Danville Area Community College

What issue or need is addressed by the effective practice?

CSI: Career Scene Investigation is a new career awareness activity that has been implemented on the Danville Area Community College (DACC) campus. In the fall of 2004, a request from the county's school districts came via the Tech Prep Steering Committee. It was a request that DACC provide some type of educational activity for students who are not testing during the annual PSAT testing dates. Students who are required to take the PSAT test are 11th graders. While the testing is going on, remaining high school students and faculty are expected to conduct regular school business with very minimal noise so not to disrupt the testing environment. Easier said than done!

In response to the request, a planning committee designed an activity to meet the high schools' need and accomplish several goals established by the committee. Many times students are still uncertain of their career path even upon high school graduation. With this in mind, the committee decided to take advantage of having the students on the DACC campus and offer a career awareness activity. This activity would highlight many of the programs offered at DACC. This event eventually became known as CSI: Career Scene Investigation. With this activity, the goals were to 1) increase career awareness with high school students (Preparatory Services, Guidance/Recruitment); 2) increase collaboration between secondary and postsecondary institutions (Consortium-Level Articulation/Secondary and Postsecondary Collaboration); and 3) increase awareness in program sequences, especially in what is taught at the postsecondary level (Tech Prep Program Sequences). DACC was thrilled to showcase its different programs, highlight the different career options within each program, and help the students make informed career choices

Description of the effective practice:

The day's agenda is as follows:

- 9:00 a.m. --- Arrival
- 9:00 - 9:10 a.m. --- Welcome and Orientation
- 9:10 - 9:15 a.m. --- Travel to First Session
- 9:15 - 10:00 a.m. --- First Session
- 10:00 - 10:30 a.m. --- Break, Snack, and Travel to Second Session
- 10:30 - 11:15 a.m. --- Second Session
- 11:15 - 11:20 a.m. --- Travel to Bus
- 11:30 a.m. --- Depart Campus

Prior to the event, students pre-register at their high school for three 45-minute sessions from a list of thirty-eight different programs. The third choice is actually an alternate selection. The form the students use to pre-register has the sessions listed under six different career pathways. The number of sessions offered depends on the number of students attending. Most of the sessions have a maximum limit of 24 per classroom. The sessions include thirty-five college programs, plus three general topics. Unfortunately popular topics fill up very quickly. When a student's three choices are filled, every effort is made to choose a session in a similar career pathway.

This year Vermilion Advantage collaborated with DACC and Vermilion Vocational Educational Delivery System (VVEDS) on this project. Due to the involvement of Vermilion Advantage, 22 businesses participated. The majority of businesses were arranged in two different areas. Maze I included businesses in the industrial and engineering field. Maze II included businesses in the business and administrative field. Students could choose to visit Maze I or Maze II as one of their 45-minute sessions. Once in the maze, students would rotate to three different businesses during that 45-minute time frame.

Once the students are registered, nametags are made for the students indicating name, school, and sessions to attend. The nametags along with a letter detailing the day, is sent to the high school. The letter addresses such details as arrival and departure time, drop off and pick up point, bus parking, cell phone use, etc., and encourages high school teachers to attend sessions also.

How does this practice achieve sustainability?

2005 was the first year that DACC hosted CSI: Career Scene Investigation, and several changes were made in the second year to accommodate the number of students participating and to broaden their exposure to careers (i.e., involvement of Vermilion Advantage). Due to the partnerships formed, the financial resources to support it come from a number of different areas, including Tech Prep, a non-traditional grant, Vermilion Vocational Educational Delivery System, Vermilion Advantage, and the Business and Technology Division.

What are the results/measurable outcomes?

The past two years, the committee has used a ten-question follow-up assessment survey to evaluate the effectiveness of the program. This year 52% of the participants completed the survey. The results indicate that of those students responding, 76% were satisfied or very satisfied with the event. 76% said the event increased their awareness of how important the career decision process is to their future, and 74% said the information presented increased their knowledge / awareness of non-traditional careers. Ninety-three students requested more information on DACC and its programs.

The committee also looks at numbers to assess the effectiveness. This year there was an increase in number of schools participating, in number of students participating (average daily attendance), and an increase in number of high school faculty in attendance. With the increase in numbers, more students and faculty increased their awareness and knowledge of non-traditional careers, technical careers, and local employment opportunities. Due to these outcomes, the planning committee feels that the CSI: Career Scene Investigation was a successful event for area high school students and definitely worth repeating in April 2007.

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Directed Self-Placement
Governors State University

What issue or need is addressed by the effective practice?

The goals of this program are two-fold:

- To increase retention and graduation rates by treating our adult students as adults and allow them to self-determine whether they need developmental coursework and
- To reduce the number of students entering upper-level math and English courses who don't have the necessary skills to pass the courses.

How does this practice achieve sustainability and/or cost effectiveness?

The positioning of directed self-placement as a component of the mandatory undergraduate on-line orientation ensures both the sustainability and cost effectiveness of the program. We are able to accommodate the busy schedules of our adult students (many of whom are heads of households) and allow them access to directed self-placement at their convenience. Because advising about the appropriate entry level math and English courses is only required by students who cannot decide what's most appropriate for them at the end of the directed self-placement process, there is a great reduction in expenses related to advising staff time. Because all of the placement information about the students is captured electronically, there is a reduction in time spent scoring and filing placement exams and notifying students regarding their results. Perhaps most important with regard to sustainability, students who enter the developmental courses now do so as a matter of free choice and no longer resent and resist their presence in them.

Description of the effective practice:

Directed Self-Placement is an innovative program that assists students in assessing their level of ability in math and writing. Students then self-select supplemental review or coursework based on this assessment. Governors State University has been concerned about student preparedness for upper level undergraduate coursework since the early 1980s (we are an upper division institution with only juniors, seniors and graduate students). At that time, the university introduced a timed writing test that was scored by multiple raters. Although interrater reliability was considered high, the exam eventually was seen as a deterrent to retention because community-college graduates simply applied elsewhere to avoid GSU's test and the requirement (and stigma) of additional course work if they failed. What's more, community college faculty questioned the exam. Many considered it an insult to their hard work.

Even though most GSU faculty members supported the testing process and wished to see it continue, the administration decided in 1995 that the exam's costs outweighed its benefits. However, because of strong faculty opposition to abandoning proficiency testing altogether, it was decided that an objective test would replace the timed writing test. The assumption was that such an instrument would ensure "more accurate" placement. The belief was that the results would be "irrefutable" and would therefore eliminate much of the controversy surrounding the timed writing.

From 1995 to 2000, ETS's Test of Standard Written English (TSWE) was used as the determinant of whether students needed developmental instruction. Students who failed the exam on their first try (approximately 60%) were required to take a grammar workshop offered by the writing center. If they failed the TSWE on their second attempt (approximately half of the original 60%), they were required to take ENGL301 (compliance was assured by placing registration holds on students who had failed the test). By 1999, this policy had generated a great of controversy.

The students, the majority of whom had completed their general education requirements elsewhere, were angry about having to complete developmental course work that was very similar to courses they had already successfully completed (particularly those enrolled in programs that didn't count either the workshop or ENGL301 toward graduation). The faculty were still discouraged about the quality of student writing. Early in 1999, the Writing Across the Curriculum (WAC) board at GSU began exploring a new idea that seemed more appropriate for our adult student body (average age 34) – Directed Self-Placement. As mentioned above, directed self-placement enables students to make informed decisions about whether they would benefit from completing developmental course work. The WAC board worked diligently with the Student Development and Information Technology Services offices to design a system whereby students would be able to accurately self-

evaluate and place themselves in the appropriate course (either ENGL301 or a writing intensive course specific to their discipline). It was decided that directed self-placement would become part of the required on-line orientation for undergraduate students and encompass not only writing but mathematics placement as well. The writing portion of the self-placement process asks students to (a) indicate which of two sets of characteristics (one that indicates ENGL301 may be their best choice and another that indicates that the student is ready for a writing intensive course) best describes them, (b) to complete a 20 question grammar assessment (which is scored electronically and provides guidance regarding score interpretation), (c) read a sample essay that represents the level of work that will be expected in the WIT course and assess whether this is something they could produce, and (d) to review the syllabus for ENGL301. The math portion of the self-placement process asks students to (a) indicate which of two sets of mathematics experiences best describes them, (b) complete a test that covers math, elementary algebra and intermediate algebra (with guidance about interpreting scores and what course might be an appropriate starting place), and (c) to review the math/statistics requirements of their major and what those courses cover (with example problems). At the end of each section of the directed self-placement process, students are asked to indicate what course they intend to enroll in.

How does this practice achieve sustainability?

The positioning of directed self-placement as a component of the mandatory undergraduate on-line orientation ensures both the sustainability and cost effectiveness of the program. We are able to accommodate the busy schedules of our adult students (many of whom are heads of households) and allow them access to directed self-placement at their convenience. Because advising about the appropriate entry level math and English courses is only required by students who cannot decide what's most appropriate for them at the end of the directed self-placement process, there is a great reduction in expenses related to advising staff time. Because all of the placement information about the students is captured electronically, there is a reduction in time spent scoring and filing placement exams and notifying students regarding their results. Perhaps most important with regard to sustainability, students who enter the developmental courses now do so as a matter of free choice and no longer resent and resist their presence in them.

What are the results/measurable outcomes?

Of the first 4,694 students who have completed directed self-placement since the process was implemented, the following have received strong recommendations regarding the need for remediation:

- 744 (16%) were strongly recommended to take ENGL301
- 2,162 (46%) were strongly encouraged to take MATHWS1 (Arithmetic workshop)
- 1,269 (27%) were strongly recommended to take MATHWS2 (Elementary Algebra Workshop)
- 3,738 (80%) were strongly recommended to take MATHWS3 (Intermediate Algebra Workshop)

Of those strongly recommended to take developmental courses the following percentages chose to follow the recommendation:

- 88% opted to take ENGL301
- 17% opted to take MATHWS1
- 11% opted to take MATHWS2
- 7.5% opted to take MATHWS3

The discrepancy between the percent of students following the writing and mathematics recommendations is apparently due to students' uncertainty as to whether they will be required to take any math while at GSU (usually because they took a course(s) similar to that required for their major elsewhere). This is reflected in the large percentage of students who are undecided about what they'll do with regard to math courses (49%) as compared to those who are uncertain about what they'll do with regard to writing (16%).

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Dual Credit Math Program

Rend Lake College

What issue or need is addressed by the effective practice?

A high number of students who come to Rend Lake College must initially enroll in a developmental math course prior to participating in a college transfer math course.

Description of the effective practice:

In an effort to reduce the number of developmental students at the college, several developmental courses have been established in district high schools for freshmen and sophomores. The developmental courses will allow them to continue into transfer dual credit math courses as high school juniors and seniors, provided they earn a "C" or better in each dual credit course. An entire dual credit math program has been established and will be piloted in fall 2006 at Webber High School and Christopher High School.

How does this practice achieve sustainability?

Students enrolled in eighth grade will be tested for placement into MATH 1402 (Beginning Algebra) as high school freshmen. Qualifying sophomores will enroll in MATH 1407 (Intermediated Algebra/ Geometry), juniors will enroll in MATH 1108 (College Algebra) and MATH 1109 (Trigonometry) and seniors will enroll in MATH 1121 (Calculus and Analytic Geometry I).

What are the results/measurable outcomes?

The high school students are required to take Rend Lake College divisional final exams in each of the math courses. This helps to ensure consistency of instruction. They also participate in the established divisional assessment plan, utilizing pre- and post-testing to help measure outcomes.

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Hands On Chemistry: Improving Secondary Chemistry Teacher Quality in Southwestern Illinois and the Metro East St. Louis Region

Southern Illinois University - Edwardsville

What issue or need is addressed by the effective practice?

The objective of this project is to provide hands-on professional development for secondary chemistry teachers with an emphasis on science subject matter related to the Illinois State Board of Education's Illinois Learning Standards (Science) and Illinois Professional Education Standards (Chemistry). We work with regional high school teachers to help them improve their chemistry knowledge, gain insight into applications of chemistry, and become aware of available high-quality chemistry educational resources. These tools and knowledge should assist high school teachers in preparing their students to meet the standards expected in secondary science courses. It is anticipated that these activities will eventually lead to students who are better prepared for college science courses. Special effort has been made to encourage newly hired teachers, teachers who teach outside of their field of study, teachers from high-need districts, and teachers from high schools with high minority populations to participate in the program.

Description of the effective practice:

Each spring workshop consists of weekly evening classes with a focus on chemistry theory, applications, and problem solving. Each summer workshop consists of seven days of classroom-format discussion (mornings) and laboratory/demonstration sessions (afternoons) on topics in chemistry. Time is built into the schedule for teachers to share their experiences and expertise. The plan is to include all educators in active learning in each meeting, rather than having a traditional lecture. Chemistry workshops have been offered at SIUE for over 20 years, with recent IBHE support of \$65,000 in 2004, \$70,000 in 2005, and \$73,000 in 2006. SIUE provided additional support each year in the form of tuition waivers for participant teachers and partial summer salary for the project director.

How does this practice achieve sustainability?

Working in collaboration with the educational partners in our region, we have devised a program with the following specific programmatic objectives: (1) development of participants' understanding of the basic principles of chemistry; (2) development of participants' laboratory skills; (3) sharing of resources, ideas, and experience among the participant educators; (4) establishment of an informal teacher network among participants; and (5) a considered, flexible response to educators' needs for future direction of the project. Several high school partners have been participants for many years, and new partners are added each year.

What are the results/measurable outcomes?

Evaluations were performed in three phases and are available if desired. One strong indicator of the success of this project in the professional development of teachers is its large and growing popularity among middle school educators. One measurable outcome is that people "vote with their feet" when they choose to attend a workshop. Another measurable outcome is the number of returning participants. During a time when some other opportunities available to regional educators drew only a few participants, this program served 52 teachers in 2004, 22 teachers in 2005, and 49 teachers in 2006. At the conclusion of each workshop, the participating teachers evaluated the workshop. A review of the participants' evaluations shows that the workshops were successful in helping the teachers to improve their teaching and their curricula. Each year, participating teachers also submit samples of student work as one measure of student learning outcomes.

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Illinois Journalism Education Association

Eastern Illinois University

What issue or need is addressed by the effective practice?

IJEA and its more than 100 members promote high standards in scholastic journalism and elevate the status of journalism programs in secondary schools across the state. The association assists journalism teachers in all phases of teaching and advising. IJEA

- acts as a clearinghouse for sharing ideas and maintaining data relevant to journalism education;
- provides opportunities for interaction of student staffs and teachers;
- cultivates and maintains positive working relations with those in professional media operations; and
- creates an ongoing awareness of career possibilities in journalism/mass communications.

Description of the effective practice:

IJEA is housed in the Journalism Department of Eastern Illinois University. Its 17-member board of directors meets at least three times a year to address its issues and projects, including the Illinois Journalist of the Year, the All-State Journalism Team, the Administrator of the Year and Friend of Journalism. It assists statewide and regional journalism workshops, curriculum issues and censorship crises. This past year it helped coordinate a national convention in Chicago.

How does this practice achieve sustainability?

The organization has been in good standing since 1988. It works in conjunction with the national Journalism Education Association. With faculty committed to its success, we will continue this tradition.

What are the results/measurable outcomes?

IJEA's membership has reached more than 100 advisers. It has helped in high school censorship issues in the state and with the Illinois High School Association statewide journalism contest, held at Eastern in April. It helped with a grant proposal for a three-pronged program to create a statewide directory, create a writing intensive curriculum guide and a Media Mentors program. Its Journalist of the Year candidate competed in the national competition.

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IMSA Excellence 2000+ (E2K+)
Illinois Mathematics and Science Academy

What issue or need is addressed by the effective practice?

The program has four goals:

1. Increase or maintain students' interest, involvement and literacy in science and mathematics;
2. Enhance the knowledge and skills of middle school science and mathematics teachers;
3. Stimulate excellence in middle schools' science and mathematics programs; and
4. Help increase access to programming for students who are historically underrepresented in mathematics and science, and for all areas of the state.

Description of the effective practice:

IMSA Excellence 2000+ (E2K+) is an after-school enrichment program for Illinois middle school students who are talented, interested and motivated in mathematics and science. IMSA E2K+ places a special emphasis on students who are historically under-represented and under-served in mathematics and science. The program also provides on-going professional development for participating Illinois middle school teachers. Students attend weekly IMSA E2K+ sessions at their school site beginning in the 6th or 7th grade, and continue through their 8th grade year. They also may participate in related field trips and other enrichment activities. The teachers' professional development activities provide background, materials and methodology used in the weekly sessions.

How does this practice achieve sustainability?

Under a newly developed model, sites apply to participate, and pay a nominal annual fee to help defray central costs that directly impact students. Schools are responsible for teacher stipends, substitute and travel costs, while IMSA continues to underwrite "central" costs such as curriculum development, professional development for teachers, provision of unit booklets, loan of instructional materials for curriculum implementation, and site support. A "Sustainability Toolkit" booklet has been written that provides tips on ways to sustain the program at the site. This booklet is provided to all principals and coordinators, and presentations and Webinars are offered to explain ways to achieve program sustainability.

What are the results/measurable outcomes?

Did the program maintain or increase students' interest, involvement and literacy in science and mathematics? The majority of students believe that most or all of the E2K+ activities are interesting, and would recommend the E2K+ program to their friends. Most parents and principals agree E2K+ students develop deeper interest and understanding in mathematics and science. Most parents believe the program is a valuable, meaningful learning experience and should be a permanent part of the programming.

Did the program enhance the knowledge and skills of science and mathematics teachers? Principals agree teachers are more involved in professional development and agree they are also more involved in school leadership after participation in the E2K+ program. Changes in instructional practice, according to teacher reports, are clear for almost all strategies promoted by the professional development.

Did the program stimulate excellence in middle schools' science and mathematics programs? Parents describe the most valuable experience of the E2K+ program for their children in terms of students' passion for mathematics and science in addition to increased content knowledge, new peer relationships, and the field trips included in the program. In terms of the importance of the E2K+ program, students focus on the application of mathematics and science to their careers, education, issues in the world, and their lived experience. Teachers see changes in students and themselves in terms of interest, knowledge, and practical abilities for research. They have also appreciated closer relationships with students.

Did the program increase access to programming for students who are historically underrepresented in mathematics and science, and for all areas of the state? The program served 894 students and 92 teachers from 46 schools in 12 counties throughout Illinois. Twelve sites are outside the greater Chicago metropolitan area, and 13 are Chicago Public Schools. In the schools served, 62.4% of the students are classified as low income, 48.5% are African American, and 15.3% are Latino.

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ISAC Adds IllinoisMentor to the College Zone Web Site
Illinois Student Assistance Commission

What issue or need is addressed by the effective practice? The Illinois Student Assistance Commission's (ISAC's) outreach mission is to ensure that the general public, and specifically low-income students, first-generation college students, and adults considering enrolling in college, are aware of free career and college planning tools and financial aid opportunities. Through ISAC's sponsorship, IllinoisMentor at collegezone.com is available at no cost to all Illinois students, high schools and colleges.

How does IllinoisMentor help these students?

- Beginning as early as eighth grade, students can use IllinoisMentor to research different careers that match their particular interests and skills. Each career description on IllinoisMentor describes the level of education and the type of degree that it may require, along with Illinois colleges that offer those majors or programs.
- Students have available a personal, electronic portfolio that allows them to keep track of all their personal data including career exploration, high school coursework, extracurricular activities, demographic data, test scores, awards, etc. Information stored in the student's e-portfolio can be used to automatically populate FAFSA on the Web, a scholarship search and IllinoisMentor online college admission applications.
- Students can measure their high school coursework against admission requirements for all MAP-approved Illinois colleges and universities.
- Students can compare key attributes of all Illinois colleges such as enrollment, student/faculty ratio and school type. They can also find a college by selecting attributes they want, such as major, geographic location, sports, ROTC, etc., and the system will display colleges that have those attributes. Students can search for colleges by entering a ZIP code or an Illinois city. The system will return a list of colleges organized by those closest to the area entered.
- IllinoisMentor brings together all of the student financial aid information currently available in College Zone.
- Students can easily apply online to IllinoisMentor colleges. Also, they can request their high school transcripts be sent to participating Illinois colleges.

Description of the effective practice: In December 2005, the Illinois Student Assistance Commission (ISAC) unveiled an addition to its Web site, collegezone.com. In addition to providing trusted, comprehensive information for students and families on how to plan and pay for a college education, students now can research career options and complete skills assessment tests that will help match their skills to possible careers. The IllinoisMentor online service, accessed through collegezone.com, is aimed at students in eighth grade through high school and beyond and is a free tool for career and college planning. Students can take virtual campus tours of Illinois colleges and universities, research colleges' admission requirements, complete online admission applications, and communicate directly with school counselors via e-mail.

How does this practice achieve sustainability? Student participation in IllinoisMentor will lead to an increased population of high-need students pursuing a postsecondary degree, thereby providing economic benefits to the State of Illinois in the form of a more educated, productive citizenry. ISAC plans to continue promotion of the IllinoisMentor service in the upcoming year by launching a direct mail campaign to high school counselors and by continued communication to counselors and students through College Zone's e-Messaging service.

What are the results/measurable outcomes? Since the addition of IllinoisMentor to collegezone.com in December 2005, more than 22,000 students at over 280 Illinois high schools have created IllinoisMentor accounts and more than 700 high school guidance counselors have created an account in the IllinoisMentor Counselor Center. As of July 2006, ISAC had secured 56 percent Illinois college participation in the Mentor System (these colleges agreed to participate in the online application process through IllinoisMentor). Further, results from a satisfaction survey of Illinois postsecondary institutions conducted during early summer 2006 showed that 88 percent of schools responding were aware that ISAC had recently launched the IllinoisMentor online service, and approximately one-third of schools reported that they and/or their staff had already referred students to IllinoisMentor.

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January Term
Richland Community College

What issue or need is addressed by the effective practice?

A local private parochial school wanted to offer career exploration opportunities to its high school students but was unable to do so because of financial and space constraints.

Description of the effective practice:

In January 2006, 72 students spent a week on Richland's campus learning about and participating in activities related to the following programs: Health Care, CAD, Engineering, Criminal Justice, Horticulture, Journalism, Fire Science, Photography, and Information Technology. Faculty and staff also discussed high school courses needed to prepare for these programs, financial aid, additional career exploration tools, and related college programs.

How does this practice achieve sustainability?

The January Term concept can be repeated with other high schools on Richland's campus when classes are not in session. Faculty and staff donated their time to this effort. The courses developed were submitted for PROD credit, so students who participated will be tracked to determine if they eventually enroll in Richland programs.

What are the results/measurable outcomes?

The courses developed were submitted for PROD credit, so students who participated will be tracked to determine if they eventually enroll in Richland programs.

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Joint Advising with Greenville College
Kankakee Community College

What issue or need is addressed by the effective practice?

Through conducting student advisement by both institutions, we are able to track and follow students closely. It allows us to provide timely and consistent information to the students and nurtures students through the transition from the community college environment to the next level of higher education.

Description of the effective practice:

Students interested in this University Alliance program make an initial contact with a Kaskaskia College staff member for preliminary information. Students are then directed to the Education Department for transcript review, course advising, program information, and initial transfer paperwork. Students then participate in multiple advising sessions with Greenville College staff prior to finishing their Kaskaskia College coursework and beginning the Greenville College UTEP program. Students are also able to utilize resources from both institutions throughout the process.

How does this practice achieve sustainability?

This practice achieves sustainability through multiple factors: the UTEP presence on the KC campus, media and communication coverage (newspaper, radio, KC TV, flyers, e-mail, a student educators' group, and education instructors), the presence in the community schools through field experience and word of mouth from participants and colleagues.

What are the results/measurable outcomes?

The first year of the program had an enrollment of 12 students; the second year, new enrollment was 16 students for a total of 28; the third year will have a new enrollment of 22 students for a total of 50. The first group will be graduating December 2006.

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Math and Science Partnership
Blackburn College

What issue or need is addressed by the effective practice?

The objective of the Math and Science Partnership is to improve the quality of education at all levels by creating a strong relationship between the college and area public schools. The need for effective and efficient schools can hardly be overstated, and this practice directly addresses one of the foremost Illinois Commitments.

Description of the effective practice:

The Math and Science Partnership is a partnership with two regional offices of education and is extended over three years where each year focused on different school levels: elementary, middle school, and high school. Each year math and science teachers from Calhoun, Christian, Greene, Jersey, Macoupin and Montgomery counties attend an orientation in May, a summer institute at Blackburn College for two weeks during the summer, and four follow-up sessions during the school year. The project provides teachers with the opportunity to purchase classroom materials and equipment. Additionally, Blackburn College students are placed as tutors in the schools.

The project has three goals: (1) To increase the content expertise of mathematics and science teachers, (2) To increase teaching skills through access to the expertise of mathematicians, scientists, engineers and other such professionals, their technologies and resources, and (3) To increase the understanding and application of educational research pertinent to mathematics and science teaching and learning.

How does this practice achieve sustainability?

The Math and Science Partnership directly addresses some of the greatest needs of districts in southwestern Illinois regarding preparing young people for a global economy that puts an ever higher premium on technology and technological innovation.

The program has been very well received by the school district superintendents who have made commitments toward institutionalizing the program. There are plans to continue the program beyond the initial three year plan through coordinated requests for grant funding.

What are the results/measurable outcomes?

There were 81 teachers served in Math and Science Partnership workshops during the 2005-2006 and 2006-2007 school years. Most of the teachers reported through surveys that they were very satisfied with the math and science summer institute. The teachers indicated that they felt that they were much more knowledgeable in the area of science and math at their grade level. Specifically, the surveys found that 93% reported that they accomplished the objectives of this summer institute, 77% believe they will be able to use what they learned in the summer institute, and 73% believe the activities in this summer institute gave them sufficient practice and feedback.

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Paraprofessional Education

Spoon River College

What issue or need is addressed by the effective practice?

Highly qualified paraprofessionals

Description of the effective practice:

Spoon River College was a leader in paraprofessional test preparation training from 2003-2006 and will continue to work with the local Regional Offices of Education to provide study materials/guides/tutoring for those seeking to take one of the two state approved paraprofessional tests. In addition, SRC is currently completing application for a new Paraprofessional AAS degree which embeds five core education courses.

How does this practice achieve sustainability?

The core education courses offered to paraprofessionals in the AAS degree are the same courses offered to those seeking Associate of Arts in Teaching degrees for transfer. Paraprofessionals will be gaining the same knowledge and skills as those pre-teachers they may be working with in the future.

What are the results/measurable outcomes?

- Approval of AAS degree
- Serve as the test center for two paraprofessional tests per semester

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Preparing Teachers to Teach Literacy

University of Illinois - Chicago

What issue or need is addressed by the effective practice?

Literacy in math and science requires a different approach to reading and writing than does literacy in an area such as history. Traditionally students in grades 4 -12 have not been prepared to address these differences.

Description of the effective practice:

A team of UIC College of Liberal Arts and Sciences historians, scientists and mathematicians and College of Education literacy experts are meeting monthly to determine how to best prepare pre-service teachers to deal with Chicago's serious literacy problems. The team is identifying middle and high school students' reading and writing requirements that are part of the secondary school curricula. Their goal is to create discipline-based strategies to help students meet those requirements. Strategies created will be field- tested in public school classrooms with input from Chicago Public School teachers. A three year timeline has been established by the Carnegie Corporation, which has granted funding for the project.

How does this practice achieve sustainability?

UIC will support the initiative with a three-year \$100,000 grant from the Carnegie Corporation of New York which was awarded to support ongoing efforts to improve adolescent literacy nationally and locally.

What are the results/measurable outcomes?

The grant builds on the UIC College of Education's existing emphasis on literacy in Chicago schools. Its principal investigator created the Framework for Literacy, adopted by the Chicago Public Schools and now implemented in 600 Chicago schools, with 26,000 teachers, serving 437,000 students annually. It has also been implemented by hundreds of schools across the nation.

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Pre-Student Teachers at an Alternative School

Illinois College

What issue or need is addressed by the effective practice?

Illinois College is collaborating with an Alternative School. Students are referred to the Alternative School by their school districts because they are at risk due to chronic truancy, behavior problems (i.e., expulsion or suspension), dropping out, or other reasons that preclude their participation in the classrooms of their home district. This Alternative School serves students from 11 school districts located in Regional Office of Education #46, encompassing Brown, Cass, Morgan, and Scott counties.

Description of the effective practice:

Illinois College is collaborating with the alternative school to provide all of the College's secondary and K-12 teaching candidates a field-based internship in a diverse setting. Interns in this "secondary block" program gain 150 hours of in-classroom field experience with a diverse student population. Grant funds will be used to pay an on-site Internship Advisor during the 2006-07 academic year, and to provide a "Diversity in the Classroom" symposium for the Alternative School's staff as well as IC's pre-service teachers. The students will be reading the book, *Teach Me I Dare You* by Judith Allen Brough, Sherrel Bergmann and Larry Holt.

How does this practice achieve sustainability?

This \$14,800 grant will support Illinois College's involvement with the "Alternative School" located in Jacksonville. This grant allows the College to hire a certified high need teacher to oversee these pre student teachers. This teacher/advisor will provide support to the students and guide the implementation of their Teacher Work Sample. This program has the support of the college and although the grant helps the initiation of the program, the expectation is to maintain the relationship with the alternative school.

What are the results/measurable outcomes?

Each student will provide an academic unit for the alternative school students from which pre and post tests will be done to measure academic gain. Pre and post attitude surveys of the pre student teachers will also be done by the Education Department. In addition to the results of the surveys, the department will also measure the number of students who choose to work for a high need school.

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Probationary Teacher Induction Program

University of St. Francis

What issue or need is addressed by the effective practice?

The practice addresses the unique and varied needs of the educational constituents involved within the program. Novice teachers require support and practical knowledge when they begin their careers. Focused training during their probationary years is required to move from initial to standard certification. Furthermore, rapidly expanding school districts are in need of opportunities to induct new employees with an understanding of Illinois Professional Learning Standards as well as a common understanding of best practices. Building and district administrators, along with the new teachers and the students they serve, all benefit from an enhanced focus on in-service training.

Description of the effective practice:

The program is designed to provide specific training sessions throughout a three-year time frame. Beginning teachers attend training in August focusing on the work of Harry Wong. The first year training extends through the school year to focus on such topics as: strategies, policies/procedures, effective communication skills, management techniques, etc. During the next two years, in-service sessions focus on differentiated instruction, brain based learning, strategies to support a balanced literacy and/or current issues for certified support staff. Coordination of the program is identified within the job description of the Director of the Regional Education Academy for Leadership and therefore there are no additional administrative fees incurred by the university. The administration of this program is conducted with the collaborative efforts of both the school district as well as the university partner. Members from the College of Education developed the syllabi for the courses and administrators or content area specialists from the school district conduct the sessions. Participants in the program complete an Instructional Change Document that addresses the outcomes of each particular course. An assessment team from the university is designated to grade the reflection papers and assign grades for graduate level credit.

How does this practice achieve sustainability?

The administrative costs for the university are sustainable due to the fact that tuition for the courses are paid either personally by the participant or through a contractual agreement with the school district. The sustainability of the project itself is secure due to the continued necessity of inducting new educators into the field of education. The program has been adapted to meet the unique and varied needs of different school districts. Additionally, the University of St. Francis is also preparing to make the courses available on-line.

What are the results/measurable outcomes?

School District 202 in Plainfield, Illinois has been involved in this project since 2001. Enrollment from that district alone has made significant growth, increasing from 480 to 680 participants yearly. During a four-year period from 2002-2005, surveys were conducted to track perceptions and to assist with developing enhancements for the program. Each year, the reflections have been overwhelmingly positive with educators consistently commenting on a heightened awareness of state standards and research-based best practices. Other noted benefits were direct application to classroom practice, exposure to new resources, and enhanced communication with colleagues.

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REAL (Rockford Educational Alliance) Experience
Northern Illinois University

What issue or need is addressed by the effective practice?

The primary objective of the REAL (Rockford Educational Alliance) Experience is to enhance P-12 student achievement and to encourage P-12 students to begin thinking about attending college (<http://www.projectreal.niu.edu/projectreal/default.shtml>). To address the goal of improving student performance in four schools in Rockford, so that 75 percent of the students meet or exceed state standards at the end of five years, the REAL Experience partners selected the “professional development school” model, which has shown that such efforts result in higher student achievement. The partners collaborate in six areas: improving teaching, training and supporting school leaders, providing diverse clinical experiences for pre-service teaching candidates, improving teacher education programs at NIU and Rock Valley College, recruiting new teachers for the Rockford public schools, and shared decision-making. Among the initiatives included in the educational alliance is the REAL NIU Experience, which provides an opportunity for some Rockford public school freshmen and sophomores to learn outside traditional classrooms, to become excited about learning, and to see what college life is all about. These students are selected based on their potential for college study.

Description of the effective practice:

The REAL NIU Experience is part of Project REAL, a multi-year TQE grant wherein teachers, pre-service teacher candidates, and teacher educators work together to improve student achievement. The REAL NIU Experience is a program offered for one week in the summer on the NIU campus for Jefferson High School students. In summer 2005, 33 Rockford students spent one week participating in mathematics and science activities with faculty from the Colleges of Engineering and Engineering Technology, Health and Human Sciences, and Liberal Arts and Sciences. These students built bridges, created animations and computer simulations, painted and created art projects, measured and analyzed hearing, and participated in a “crime scene investigation.” The freshman who attended in 2005 were so excited about their experiences that they established the “NIU Club” at Jefferson High School and initiated fundraising activities so they could return to the NIU campus in summer 2006. The TQE grant only covers the support of freshman students in the REAL Experience. In the second year, another 30 freshman and the 30 sophomores from 2005 participated in an expanded experience that included faculty from the Colleges of Education, Engineering and Engineering Technology, Health and Human Science, Liberal Arts and Sciences, and Visual and Performing Arts.

How does this practice achieve sustainability?

The grant funding covers much of the expenses associated with the students’ on-campus experience. Jefferson High School students who participated in 2005 wished to return for a second summer with an extended experience, and they conducted a fund-raising campaign throughout the year. While not sufficient to completely cover the expenses associated with their participation, the funds raised contributed to the overall costs of 30 sophomores on campus for one week.

In addition to the expenses associated with the students, costs are also associated with faculty time, equipment, and building use. For the two years of the REAL NIU Experience, NIU’s facilities were used at no additional cost to the project. In the second year, the facility use expanded to computer labs and an art gallery/museum. Several faculty volunteered their time to plan and implement the program.

While not participating directly in the summer program, Jefferson High School teachers contributed time and energy to working with the students who have participated in the program over the past two years. They contributed time to working with students in selecting those who would participate, helping them to prepare for the week-long experience, and assisting in follow-up activities during the school year.

Twenty NIU students served as REAL NIU Experience counselors and mentors over the two-year period. Several of them requested opportunities to complete clinical and student teaching experiences at Jefferson High School. Their participation in the program introduced them to a group of students who interest them as future educators.

What are the results/measurable outcomes?

Much of the information gathered regarding the program is descriptive and qualitative in nature. There are notable aspects of the REAL NIU Experience that impacted student performance in school. Those students who participated

in 2005 found the experience to be very beneficial to them personally. Their enthusiasm generated from last year led to the beginning of the “NIU Club” at Jefferson High School.

In addition, teachers noticed specific changes in the daily school performances of these original 33 students. For example, teachers saw an increase in regular attendance in their classes, and noted an overall improvement in students’ course grades. They also observed that more students enrolled in “honors” classes than before.

Teachers reported:

- “When I returned to school after the summer break, I was interested in seeing how my students had changed from their freshman year. Some students had grown physically, but many who had attended the NIU camp (I found out later), had surpassed my wildest dreams with their mental growth! There were three boys in particular who I had high hopes for, but was afraid they would follow bad peer advice. Because of the NIU camp experience, I know they are on the right track!”
- “Many students who were not involved in any other school activities took part in the NIU club and attended summer camp. These students found a place where they could belong. It was wonderful to see many of the students bond together after visiting NIU and begin to share a focus in preparing themselves to attend a university after their high school graduation.”
- “I do think the club is a positive and important way to reach some kids who are at an important decision-making point in their lives - which 'world' are they going to be a part of? If they see it is possible for them to go to college, academically and financially, it could make a world of difference!”

Students in attendance now see themselves as possible college students in the future. The fact that the 33 students requested the opportunity to return for a second summer is an indication of their interest in learning more about how mathematics and science can help them enter college and pursue professional careers.

Students reported:

- “The NIU Club and the “REAL” NIU Experience have taught me a lot more about college than I expected”
- “My academic performance has improved since NIU camp last summer and NIU Club because it made me want to try harder to go to college.”
- “When I was an incoming freshman I never thought I would go to college after high school but being in the NIU Club made me think like being a well-educated woman could change my life around...”
- “. . . when I was in the NIU Club and going to meetings my grades were great—better than the previous year.”
- “Being in the NIU Club made a big difference in my grades because it made me focus more in school so I would be able to go to camp.
- “There is no way for me to explain what this club, camp, and the entire NIU experience mean to me.”

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Secondary Student Preparedness For College

John Wood Community College

What issue or need is addressed by the effective practice?

To measure how well high school students are prepared for college-level work.

Description of the effective practice:

The JWCC Admissions office invites high school juniors and seniors to visit the campus and take the ACT COMPASS placement test to provide them with feedback about their preparedness for college. COMPASS provides placement scores for math, reading, and writing. The students receive their scores which indicate whether the student placed into college-level college courses or remedial courses. The high school guidance counselors also receive the information. Counselors use the information to help determine courses for a student's senior year. For example, if a student would place into remedial math as a junior and plans to attend college, the student is advised to take Math in his/her senior year.

The student benefits by learning about their skill level with regard to math, English, and writing. The high school benefits by being able to provide better counseling as well as by learning what level of preparedness their students possess. JWCC benefits by potentially reducing the number of students who need remedial course work upon matriculation.

Coming to the campus for testing also exposes students to a community college campus. The Admission office has the opportunity to show the campus to the students and the students gain more knowledge about JWCC and postsecondary education aiding their decisions about not only whether to go to college but also where to enroll.

Thirteen of the district's high schools participate and take advantage of the testing. Schedules are arranged through the guidance counselors. The JWCC Admissions staff schedules computer and staff time to administer the test. Lunch is also included in the schedule. JWCC permits the guidance counselors to allow all students from the high schools take the COMPASS test, not just those considering John Wood Community College.

How does this practice achieve sustainability?

The cost for the program with the cost of the testing and meal averages out to approximately \$8.00 per student. For the past two years the costs for the program have been funded through a Perkins grant. Since grant funds cannot always be counted on from year to year, senior administration has pledged to provide funding to carry out this practice should those grant monies become unavailable. The practice is sustained not only financially by the institution but also by the support of the senior administration. The practice is recognized as a benefit to all parties involved.

What are the results/measurable outcomes?

The guidance that scores of early placement testing provide helps the high school students prepare for college. High school administrators have recognized this. When the practice began in the 2003/2004 school year only five high schools participated. This past spring of 2006 13 district high schools brought some portion of their Junior and Senior classes to the college for testing. Approximately 900 students from the 13 high schools took the tests. For this next academic year, students from the largest high school in the district are expected to participate for the first time and the total should reach 1,400.

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Student Engagement Activities

CCC - Olive-Harvey College

What issue or need is addressed by the effective practice?

One of the major problems affecting teaching and learning at institutions serving an urban population that faces many obstacles to its success is the lack of student engagement. Numerous scholars have pointed out that students who are engaged to their institution will have stronger learning experiences and are more likely to complete their programs of study.

Description of the effective practice:

This effective practice is a three –pronged approach to increasing student engagement. The elements are as follows:

1. *Peer Tutoring:* The College is creating a peer-tutoring program within all its instructional units. All tutors are trained to become certified tutors. Unlike other tutors though, they are peers of the students.
2. *Academic Mentoring:* Faculty and staff are asked to volunteer to mentor students to ensure that students are introduced to the college environment and its resources. Since many students attending Olive-Harvey College lack educational role models in their lives, faculty and staff can supplant that need.
3. *Extra-curricular activities:* A number of activities are designed to creating a stronger feeling of school spirit that will lead to increased engagement. Among these are:
 - Back-to-School barbecue
 - Performance and Open rehearsal of Deeply Rooted dance Company
 - Mid-term Madness Carnival for students enrolled at mid-term
 - School Spirit days
 - Cultural events including plays and other performances scheduled for students and their families such as Jazz and poetry in the afternoon.
 - Support for student led African-American Studies Conference

How does this practice achieve sustainability?

This effective practice is currently funded through a grant. It is expected that this activity can be institutionalized since its results will increase retention, which in turn will increase revenues. This will permit for the continued allocation of funds to this activity. Increased institutional retention and completion rates.

What are the results/measurable outcomes?

Increased institutional retention and completion rates.

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Summer Cultural Competence Training and Camp
“Preparing Future Teachers to be Culturally Competent: An Innovative Program for Educators”
Trinity Christian College

What issue or need is addressed by the effective practice?

The goal of the project was to contribute to the preparation of excellent teachers for high-needs schools through intensive training in the area of cultural competence. More specifically, this project provided the opportunity for preservice teachers (college students), preteach (high school students interested in becoming teachers) teachers, and elementary students to become more intimately aware of the cultural diversity in the world around them and for preservice and preteach teachers to practice being culturally competent in preparation for the future vocation as educators.

Description of the effective practice:

A curriculum was developed for preservice and preteach teachers related to cultural competence. A one-week training session was offered which focused on three areas: personal awareness of diversity, awareness of student diversity, and diversity within the educational system. The second week provided an opportunity for preservice and preteach teachers to lead a small group of elementary students from high-needs schools. A variety of cultural activities were provided for students to participate in the Chicagoland area. The total budget for the project was \$10,000.

How does this practice achieve sustainability?

The training curriculum will be used in the education department for future development of culturally competent teachers.

What are the results/measurable outcomes?

Preservice and preteach teachers were evaluated based on program objectives related to cultural competence and the self, students, and educational system. Students demonstrated improvement in their knowledge, attitudes, and skills in these areas based on a self-evaluation and a faculty/staff evaluation.

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Teacher Education: Highly Qualified Teachers Teach Diverse Populations
Millikin University

What issue or need is addressed by the effective practice?

There is a need for highly qualified teachers to teach in high needs schools with diverse populations. Teacher Education students are largely a Caucasian population from small rural or suburban communities where they have grown up in middle class lifestyles. They are not inclined to or confident about teaching in a high needs school among diverse populations.

Description of the effective practice:

The effective practice we are engaging in is 'block scheduling' of education coursework with sustained field internships within the blocks of courses. During one semester each year, sophomores take 12 credits of education classes on Tuesdays and Thursdays and juniors take 12 credits on Monday, Wednesday, and Friday. For 5 weeks in the middle of the semester, students spend two or three full days per week with a classroom teacher in a high needs school in Decatur. Professors of the education courses are also present in the schools where the education students are placed. This sustained, all day field placement gives students an opportunity to practice educational methodology, observe learning theories and strategies and their affect on various populations.

How does this practice achieve sustainability?

This practice is sustained by continuing to schedule particular sophomore education courses during the fall semester and particular junior education courses during the spring semester. The practice is sustained by assuring that faculty are effectively advising education students. The practice is also sustained by nurturing a healthy, equitable, and collaborative relationship with our urban schools.

What are the results/measurable outcomes?

We have been engaging in this effective practice for the past three years. The following changes have occurred:

1. Teachers are more willing to take our education students because they will be in the classroom all day and the professors are also present. Our relationship with the school district has improved.
2. Education students wanting to go to the Urban Life Center in Chicago for internships and student teaching in the Chicago Public Schools has increased.
3. Education students wanting to teach internationally have also increased.
4. Professors have more 'teachable moments' at the school when their students are placed in classrooms and they are there to discuss, model, observe, and give feedback.

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Tech Prep Dual Credit Program
Elgin Community College

What issue or need is addressed by the effective practice?

The Tech Prep Dual Credit program prepares students for college or specific career areas by helping students focus on planning for the future and helping students make the best use of their time in high school.

Description of the effective practice:

Students attend Elgin Community College and earn credits as a high school senior in the Tech Prep Dual Credit Program. Once students have met with their high school counselor and complete an application with their institution's guidance office, students can begin enrolling in courses by the Tech Prep office. Another option for students is the ability to earn Elgin Community College credits through Articulated Credit. Local high schools and Elgin Community College have compared several career-technical high school classes and college level classes and found that many teach similar skills and information. Students can earn college level credit by taking these classes in high school.

How does this practice achieve sustainability?

The Tech Prep program is funded by Illinois Community College Board's Tech Prep grant. In FY06, Elgin Community College was awarded \$96,244. The funding supports one full-time director and one part-time support staff. The program has been in existence for 11 years. The department is housed at the main campus and is supported by Elgin's educational fund as in-kind contributions.

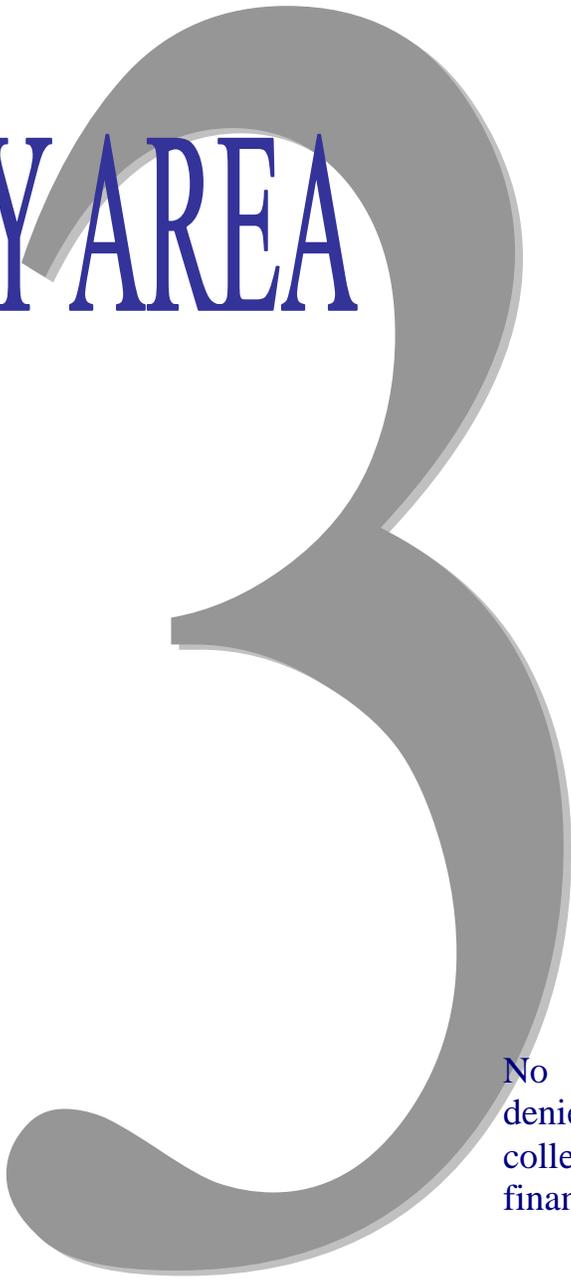
What are the results/measurable outcomes?

- 200+ Tech Prep Dual-Credit high school students earned 2,660 ECC college credits in 101 sections (represented by all academic divisions) with an average course GPA of 3.0!
- 325 ECC freshmen were awarded 1082 credits for ECC/high school articulated courses.
- ECC partners with high school counselors. On May 15, 60+ high school counselors from our Tech Prep Consortium attended a counseling in-service at ECC which was sponsored by Tech Prep. The agenda included: ACT Updates—Putting Information to Work! And “The Development of a Hyper-Human Skilled Workforce: Tomorrow's Job Market.”
- ECC partners with high school CTE instructors. This June 5 and 6, 90+ Career and Technical instructors from our Tech Prep Consortium were at ECC to attend a Max Teaching seminar, co-sponsored by Tech Prep and our EFE (Education for Employment System), to learn about academic achievement within the context of CTE
- Career and Technical faculty partner with high school faculty. Several high school Career and Technical Curriculum meetings took place this year at U-46 (EFE—Education for Employment System) to update existing curriculum. ECC instructional staff participated in those meetings including Auto Services, Office Administration and Graphic Design staff. Thank you!
- An ITR (Industrial Technology Career Night) partnership activity was held at ECC on April 12. Business representatives and speakers from Industrial Mfg. Technology, HVAC, Welding, and Integrated Systems Technology; college and high school administrators, instructors, students, parents, IETC reps, and the community attended. This was truly a “partnership” work-based learning activity that connected AAS degrees and certificates with workplace needs.
- ECC partners with parents. Approximately 200 students and parents attended the Tech Prep orientation for 2006-2007 to learn about ECC Tech Prep Dual-Credit programs and meet the instructors/coordinators for their individual program areas. We will have 200+ new Tech Prep students on campus beginning Fall 2006.

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POLICY AREA



No Illinois resident will be denied an opportunity for a college education because of financial need.

EDMC Education Foundation
The Illinois Institute of Art-Chicago

What issue or need is addressed by the effective practice?

This program helps students to pay for their college education. It also assists and encourages organizations to contribute scholarship money by making an income tax deduction available to them.

Description of the effective practice:

In an attempt to obtain more donations to use for student scholarships to increase financial aid for students, the EDMC Education Foundation was established.

The EDMC Education Foundation is a non-profit foundation that was set up to provide additional scholarship monies to students attending The Illinois Institute of Art-Chicago. The Foundation also allows businesses and organizations to make tax-deductible contributions for scholarships to students. The Scholarship Committee then distributes these scholarship money to deserving students.

How does this practice achieve sustainability?

The scholarship committee has been an active committee overseeing the EDMC Education Foundation scholarships for three years. This committee will continue to oversee scholarship funds from all sources including those give to this foundation.

What are the results/measurable outcomes?

The committee has distributed approximately \$20,000 in scholarships and has a current balance of over \$20,000 to distribute. The committee will be distributing \$15,000 in scholarship for Fall 2006.

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GED and College Level Educations Get Connected
South Suburban College of Cook County

What issue or need is addressed by the effective practice?

Even though community education programs are housed within the same walls as our college-level programs, we often neglect to keep them connected to the college-level instructional opportunities on campus. Many individuals with great potentials go through our GED program – they need extra assistance, guidance, and encouragement to continue their educational pursuits.

Description of the effective practice:

SSC has a commencement ceremony for GED students which encompasses the same pomp and flair as our college-level graduations. The ceremony is more intimate due to the smaller number of graduates and audience members tend to be more excited by the accomplishments of the GED graduates. The ceremony emphasizes the value of an education and various speakers encourage the GED recipients to continue their educational pursuits.

All GED students receive one free college level course (tuition waiver) upon completion of their GED studies. Students who obtain over 3000 on the GED exam receive a full ride scholarship (tuition waivers) for two years of college-level work so that they can pursue educational opportunities beyond their GED work. In addition, the college has several smaller scholarships which are handed out at the GED graduation to encourage and assist students in continuing their educations.

How does this practice achieve sustainability?

A community education leader on campus is needed. In addition, Board support for GED tuition waivers is necessary. Leadership from the top down need to see the value of this type of connectedness between the two areas of the college. Leadership needs to participate in the GED graduation ceremony.

What are the results/measurable outcomes?

We have seen an increase in the number of students who pursue college-level work beyond their receipt of a GED certificate. It is not known which item (or a combination of them all) have played a role in this change.

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Illinois Promise

University of Illinois - Urbana/Champaign

What issue or need is addressed by the effective practice?

The University of Illinois at Urbana-Champaign is committed to providing access to quality education for high achieving students from all backgrounds. Current economic circumstances, however, threaten the affordability of higher education, particularly for students from the lowest income levels. With shifts from state support to tuition for institutional funding, the need to maintain access to higher education is particularly pressing. To ensure the affordability of higher education for students from the lowest income levels, the University of Illinois at Urbana-Champaign created The Illinois Promise. The Illinois Promise will provide a comprehensive package of financial aid to fund the estimated cost of tuition, fees, books and room and board for Urbana-Champaign students from the lowest income levels. The Illinois Promise was first available for eligible freshman entering in the Fall 2005 class.

Description of the effective practice:

Students eligible for the Illinois Promise will be residents of Illinois, freshman, have family income of at or below the federal poverty level, and no expected family contribution to the cost of college education. Family income and expected contribution are determined through the FAFSA (Free Application for Federal Student Aid). Other than submitting the FAFSA, there is no specific application process for The Illinois Promise.

Through an aid package that combines federal and state financial aid, work-study, and grants from private support, The Illinois Promise provides eligible students with funding equal to the estimated expenses associated with tuition, fees, books, and room and board. The estimated personal expense and transportation cost will not be included in The Illinois Promise.

The Illinois Promise provides funding for four years of education at the University of Illinois. Eligibility will be annually evaluated, in conjunction with completion of the FAFSA. Students must remain in good academic standing (i.e., eligible to continue studies at the University of Illinois) to continue involvement with The Illinois Promise. As with the tuition guarantee, the four years of eligibility for The Illinois Promise begins when a student enrolls at the University and runs continuously.

How does this practice achieve sustainability?

The University is seeking funds for the program through grants from private and corporate support, and has already received a commitment for \$250-thousand from the first sponsor, Lou Mervis, president of Mervis Industries.

What are the results/measurable outcomes?

	Total	Percent
African American	50	41%
Asian or Pacific Islander	34	28%
Mexican American	12	10%
Other Hispanic or Latino	3	2.5%
Puerto Rican, Mainland	2	1.6%
Unknown	3	2.5%
White	<u>18</u>	<u>15%</u>
Total	122	100%

Key points about Fall 2005 Illinois Promise Cohort

- Students are predominately all from Chicago-area counties (86 from Cook County, 7 from DuPage, 4 from Lake, and 4 from Kane)
- Students eligible for The Illinois Promise are predominately from minority backgrounds (41% African American, 14% Latina/o, 28% Asian)

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Improving Access to Student Financial Aid

Southern Illinois University - Carbondale

What issue or need is addressed by the effective practice?

There are policies required for participation in the federal and state student aid programs that directly affect retention and persistence, particularly for our neediest students. One such policy is Satisfactory Academic Progress (SAP) which requires students to meet a quantitative and qualitative standard to continue receiving financial aid. While the U.S. Department of Education mandates a minimum standard, SIUC's policy was more punitive, requiring students to submit written appeals for reinstatement of aid after the first failure to meet the standard.

Description of the effective practice:

Southern Illinois University Carbondale implemented a new SAP policy starting with the fall 2005 semester. While the quantitative and qualitative benchmarks remained unchanged, students who failed to meet the standard for the first time were given a one-year probationary period in which to improve their academic record to meet the minimum standards. An exception involved students who failed to achieve any academic credit for two consecutive semesters. Their aid was terminated, and an appeal process was required to regain financial aid eligibility.

How does this practice achieve sustainability?

The prior policy had the impact of ending the college career at SIUC for students dependent on financial aid. While most students who appealed were granted at least one additional semester of aid to improve their academic performance, about 60 percent of those whose aid was terminated did not appeal for reinstatement and thus did not return to school. The new policy has the potential to improve retention for students who experience difficulties during their initial attendance at SIUC, removing the obstacle of appealing for reinstatement of aid.

An added benefit has been a reduced workload for the staff who review and process the appeals. From summer 2005 through spring 2006, 1,392 appeals were evaluated, which represents about 40 percent of those denied aid. Since the policy reduced the number of students who needed to appeal by 60 percent, resources can be directed to other projects within the office.

What are the results/measurable outcomes?

While the policy is too new to evaluate its long-term implications, initial numbers indicate that 1,682 students who would have had their aid terminated under the old policy were placed on probation for the 2006-2007 school year. The obstacle of not receiving financial aid for their continued enrollment has been removed.

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Midwestern University (MWU) Need-Based Scholarship Program.
Midwestern University

What issue or need is addressed by the effective practice?

No applicant accepted for a professional educational program at MWU will be denied access for financial reasons. The University has developed unique financial aid programs to assist students, and students can be assured of having a financial aid package that will meet their educational and living expenses.

Description of the effective practice:

Midwestern University will now offer up to \$1,500,000 in financial aid support through the Midwestern University Need-Based Scholarship Program. Incoming and returning students from each of the University's five colleges will be eligible to receive scholarship funding from this program. Funds will be allocated over a two-year period, with the first \$750,000 being awarded to students beginning this summer for the 2006-2007 academic year and the second \$750,000 awarded in the 2007-2008 academic year. These non-renewable scholarships in the amount of \$1,500 will be awarded to students who demonstrate the most significant financial need as determined by their Free Application for Federal Student Aid (FAFSA) applications.

How does this practice achieve sustainability?

The MWU Need-Based Scholarship Program was created through the success of the University's school-as-lender program. The financing of the MWU Need-Based Scholarships is also the result of student participation in the University's student loan program.

What are the results/measurable outcomes?

Of our total financial aid recipients (approximately 2,700 students on two campuses), 19% of them were granted a scholarship under this program. The outcome is that 500 students were given \$1,500 scholarships, thereby reducing their borrowing needs for the 06/07 academic year.

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RVC Employee Silent Auction Fundraising Project
Rock Valley College

What issue or need is addressed by the effective practice?

The commitment of the RVC Foundation to raise money to fund the priorities of RVC.

Description of the effective practice:

In 2004-2005 Rock Valley College had a somewhat unstable internal culture due to change in college leadership. But in 2006, the college culture and processes have been stabilized under the new leadership of College President Jack Becherer. In this environment it seemed appropriate for the Rock Valley College Foundation to re-engage the internal college community in monetarily supporting the priorities of Rock Valley College and at the same time creating an activity to imbibe a renewed enthusiasm and pride in the institution.

The RVC Foundation Employee Silent Auction, titled “Celebrating Our Gifts,” kicked-off in February 2006 with over 70 items and/or services donated from generous employees. The planning of this fundraiser/friend-raiser began in late summer the previous year. The foundation staff identified an employee group, called the “employee support team” to assist with developing and promoting the “friend-raiser” concept to their colleagues. Foundation staff arranged meetings and scheduled presentations over several months and identified “the package solicitation phase” to encourage employees’ participation. The “employee support team” assisted during the “package solicitation phase” by participating in presentations and encouraging staff when possible. A rough draft auction booklet was created once the Institutional Advancement staff and the “employee support team” identified their package donations. This auction booklet was used to share with employees during the presentations to spark interest and package creativity. The RVC IT staff played an integral part in the success of this auction, by developing a user-friendly online bidding program through our internal college network. After three weeks of encouraging participation through motivational emails and phone calls from the foundation staff, packages were collected, compiled and printed into a final draft auction booklet, then distributed to employees campus wide. All items and/or services donated were made available for online bidding with completion on Friday, February 24, 2006. Over 300 bids were received.

How does this practice achieve sustainability?

To be sustained by future sponsorship of the RVC Foundation

What are the results/measurable outcomes?

Each year results will be measured by the net proceeds raised. The net profit in excess of \$4,500 was deemed a success by the RVC Foundation. In addition, much anecdotal information has come to the Foundation attesting to the positive, uplifting experience the project provided participant. Therefore, the Foundation will sponsor “Celebrating Our Gifts” again in FY07. The \$4,569.00 net profit benefits the RVC Foundation in helping to continue to administer student scholarships, faculty/staff grants and other programs, and initiatives that are priorities of Rock Valley College.

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POLICY AREA

4

Illinois will increase the number and diversity of residents completing training and education programs.

Access to Higher Education Initiative and Scholarship and Financial Aid Program
Lexington College

What issue or need is addressed by the effective practice?

Together, the Access to Higher Education Initiative (AHEI) and Scholarship and Financial Aid Program (SFAP) respectively address access to and opportunity for a college degree. Lexington has instituted these programs in order to provide first-generation college students from diverse backgrounds with information about bridging the gap between college aspirations and degree completion, along with the financial means to attend a private college.

Description of the effective practice:

The AHEI changed the way Lexington's Admissions and Financial Aid Offices interacted with potential student populations. Recognizing that Lexington's degree program holds a special niche in academia, the AHEI educates prospective students and their families about the importance of investing in higher education. Specifically, the AHEI has increased the number and diversity of students the admissions team engages, and spearheaded the bilingual financial aid workshops for students and their families.

In the last two years, the SFAP has been restructured to offer students scholarships that Lexington has solicited from private donors and foundations in addition to expanding the Lexington scholarships available. The Bears Care Foundation, Monticello College Foundation and Rosemoor Scholarships have directly benefited deserving women in their pursuit of a college degree. The increase in Lexington's institutional commitment to expand the SFAP began in 2004 with the landmark success of the annual Building Scholarships for Service Benefit Dinner.

How does this practice achieve sustainability?

This practice achieves sustainability because it is funded by a wide range of stakeholders who are individuals, foundations and corporations. Specifically, the Col. Stanley R. McNeill Foundation, the Bears Care Foundation, Marriott International, McDonald's Corporation, Illinois Hotel and Lodging Association, Starbucks Coffee Company, Bank One/Chase, CBS 2 Chicago, college alum, and individuals. These contributions are in the form of money and in-kind donations which cover the cost of the event and raise an increasing amount of funds each year.

What are the results/measurable outcomes?

With the AHEI, Lexington College has reached over 20,073 students and their families through direct mailings, 37 college fairs, 16 career awareness presentations, and three campus open houses and financial aid seminars (the latter with a bilingual component).

Importantly, both the percentage of students, as well as the average amount of institutional grant, began increasing in 2004, and have maintained growth. Since that time, the Building Scholarships for Service Benefit Dinner has grown 398%.

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ACCESS/PAL Tutoring Center
Northern Illinois University

What issue or need is addressed by the effective practice? The primary objective of the Access to Courses and Careers through Educational Support Services (ACCESS)/Peer Assisted Learning (PAL) Tutoring Center project is to increase student retention and academic success through a coordinated university-wide set of support and tutoring services. This project contributes to the achievement of the overall ACCESS programs' goals, which are to improve students' academic success and retention and graduation rates by helping them to:

- achieve levels of cognitive skill development necessary to perform tasks required in the courses in which they require assistance
- gain the academic skills (e.g. note taking, test preparation) necessary to master course content, apply them to appropriate new situations, and perform well academically
- achieve self-confidence and motivation necessary to learn and persist in a given course and/or major

Description of the effective practice: ACCESS/PAL provides multiple forms of tutoring for students. Tutoring is provided for the majority of 100- and 200-level general education courses and several gatekeeper courses in popular majors. There are three tutoring centers located on campus in Lincoln, Douglas, and Grant South Residence Halls where students can “drop in” for individual and group assistance. Students can also apply for long-term, one-on-one individual tutoring services. In fall 2005, ACCESS/PAL introduced a new, 8000 square-foot, state-of-the-art tutoring facility in the Grant South Residence Hall. The space has been the home for traditional tutoring as well as study groups and learning skills workshops. One office has been designated as a satellite location for the university's Academic Advising Center, providing students with “one-stop shopping” for a number of important services.

How does this practice achieve sustainability? Over the past nine years, there has been a consistent history of institutional support for this program. In 1997, Housing and Dining offered permanent space for the first tutoring center. In 2000, the Illinois General Assembly approved expansion funding to broaden the services to the model currently in use, and Housing and Dining provided space for additional tutoring centers. Further evidence of the university's support for the Grant Tutoring Center is demonstrated by the reallocation of funds within the Division of Academic and Student Affairs for the renovation of space and the purchase of furnishings, computers, and other materials.

In terms of cost effectiveness, tutoring has a positive effect on course performance, grade performance, overall GPAs, and re-enrollment, contributing directly to retention rates and ultimately, graduation from NIU. Mastering courses the first time enables departments to reduce instructional costs on students repeating courses. Success in lower-division courses means that students are more likely to move into major courses without delay, reducing time to graduation.

What are the results/measurable outcomes? Since the tutoring centers were introduced into the campus culture in 2000, first-year retention rates have increased. Tutoring is very likely to have contributed to that in a number of ways. Thanks to the addition of the Grant Tutoring Center facility and the publicity associated with the tutoring programs, 1,500 students received 10,614 hours of tutoring during the 2005-2006 academic year. These data show a 40 percent increase in student use of tutoring services in the Grant facility in 2005-2006, a 30 percent increase in tutoring services usage overall compared to the 2004-2005, and 100 percent increase in tutoring hours from 2003-2004.

National studies, replicated within the NIU ACCESS programs, have shown that tutoring has a significant impact on student retention by improving study strategies and academic performance, which result in re-enrollment and a larger number of students remaining in good academic standing. CHANCE special-admission students who use tutoring services are more likely to return for subsequent semesters at NIU, and show, on average, higher GPAs in relationship to the amount of tutoring they received. All students participating in tutoring services are asked to evaluate the program. In 2004-2005, of those who indicated that they had used the Grant Tutoring Center services, 94 percent indicated that they found them to be beneficial.

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Adler School Encourages Racial/Ethnic/National Minorities to Learn More About The Adler School and Higher Education

Adler School of Professional Psychology

What issue or need is addressed by the effective practice?

The Adler School provides many students with the first graduate school experience to be had in their family, as well as a welcoming environment encouraging the expression and study of diverse people and experiences. Creating a diverse student and academic population creates a more well rounded student body and allows students to learn from one another in and out of the classroom.

Description of the effective practice:

Adler School admissions recruits specifically at minority education fairs, professional associations focused on minority interests, encouraged minority activism and organizations, as well as encourages undergraduate minorities to explore the field of psychology in higher education through the Adler School Honors Program. Admissions has the goal of increasing minority enrollment by 10% each year. The Adler School curriculum in and of itself encourages exploration of the integration of psychology and various cultural specifics, including race, gender, ethnicity, culture, age, ability level and religion.

How does this practice achieve sustainability?

With approximately 30% of the incoming class being from a multi-ethnic background, the Adler School provides a unique opportunity for minority students to gain experience in higher education and the professional field of psychology. These students, trained to work with underprivileged and diverse communities are able to then serve the mental health field as effective and culturally sympathetic professionals.

What are the results/measurable outcomes?

30% of the incoming class is from a multicultural background, and the admissions department is increasing racial/ethnic diversity in its incoming classes by 10% each year. The curriculum has been rewritten for the 2006-2007 year to further emphasize the importance of cultural diversity in learning and the professional fields of psychology and mental health.

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Alternative Mathematics Placement Examination
Chicago State University

What issue or need is addressed by the effective practice?

All incoming students, including transfer students whose majors require advanced math courses, are required to take the ACT/Compass math placement examination. The computerized examination has caused many students anxiety related to the examination format. The examination is adaptive, which means that students doing well are pushed ahead quickly to harder questions. If students miss several related questions, the test terminates itself and provides a score placing them in a developmental math course. The exam is not diagnostic in that it affords no information about specific weaknesses students may have.

Several modifications have been done on the computerized test. For example, starting with basic algebra rather than basic arithmetic, because students claim that they do better on recently learned material than they do on material that they haven't seen since grammar school. If they are unable to answer the basic algebra questions accurately, test takers are taken back to basic arithmetic by the computerized test. Students still complain, however, that the computerized test does not adequately assess their skills. One concern is that the computerized test will not allow students to look ahead or to go backwards, test-taking strategies that many students have been taught. There is no way for students to quickly go through the test answering what they can before going back to do the harder questions. Nor is there any way for students to go back and check their work. As a result, some students have no faith that they have been correctly placed in math courses and felt that their degree completion was being held up unfairly.

Description of the effective practice:

The Paper and Pencil Placement Test (PPPT) was instituted in December 2005 in response to student concerns. To better serve students, a policy was implemented to give all students who have taken the ACT/Compass examination the option of also taking the PPPT on request. The PPPT has thirty-six questions that specifically test the skills students would be expected to gain in each level of developmental math, 090, 095, and 098. Students may see all thirty-six questions and may answer them in any order. The PPPT, unlike the ACT/Compass examination allows both students and advisors to identify specific areas of weakness.

How does this practice achieve sustainability?

Students will continue to have the option to take the PPPT if they are dissatisfied with their computerized test scores. As more students exercise this option, more data can be collected about students' mathematics preparedness when they matriculate to college. Over time, these data will be used in course and curriculum planning for mathematics courses in order to streamline mathematics remediation and to assist students in more rapidly attaining their educational goals.

What are the results/measurable outcomes?

A substantial benefit provided by the PPPT is that it allows identification of areas of weakness in students' mathematics skills, which can then be targeted for remediation. Targeted remediation helps students master the required material and move forward more quickly than unfocused developmental math coursework. Thus far, forty-nine students have taken both the ACT/Compass and the PPPT. Thirty-nine percent of the students taking the PPPT earned higher scores and higher placement than they had on the ACT/Compass test. Because the ACT/Compass examination is scored immediately after a student has completed the examination, it is an efficient placement instrument. For students who do not fully demonstrate their skills on the computerized test, however, the PPPT provides an effective alternative. Additionally, for students who overestimate their mathematics abilities, the two tests with similar scores help them to form a realistic assessment of their mathematics skills.

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Automotive Bridge Program
CCC - Harry S Truman College

What issue or need is addressed by the effective practice?

There is a strong need among the Adult Education population for help in preparing for occupational programs leading to viable career paths. Many Adult Education ESL and GED students have a strong interest in entering the automotive technology field but are not well-prepared to succeed in this college credit program that demands good reading skills and basic computer skills. In addition, many such students are either first-generation college students and/or foreign-born individuals unfamiliar with the US system of education; therefore, they are unfamiliar with the college application process as well as how to access student services for advisement, testing, and tutoring. The Auto Bridge Program was implemented to address the needs of Adult Education students in terms of both academic preparation and access to student services. The pilot took place in FY 2006 and was funded by an ICCB WIA Incentive grant. The grant was received in partnership with two community organizations, Howard Area Community Center and Jewish Vocational Services.

Description of the effective practice:

Adult Ed GED students whose reading level is 8.5 or above and ESL students with a CELSA of 55 or higher are eligible to enroll in a supplemental 64-hour Adult Ed Auto Bridge course that teaches vocabulary, basic concepts, and computer skills necessary to succeed in Auto Tech 101, the introductory course for the Truman College Auto Tech Program. In the Bridge course, students also learn about the career path that begins with the introductory course and receive test preparation for the college entrance exam (Compass).

So far, the Bridge course has been offered in five semesters - summer 2005 through summer 2006 (currently in progress) - and it has become institutionalized as part of the Truman Adult Education Program. Under the WIA Incentive grant, students who passed the Bridge course within the grant period were eligible for a Auto Tech 101 scholarship and (depending upon when they entered the pilot program) additional credit courses. Those who successfully completed Auto Tech 101 received a set of tools; this feature was incorporated into the grant because lack of tools is one of the biggest barriers to employment. In addition, a mentoring process was developed and implemented.

How does this practice achieve sustainability?

With an effective Auto Bridge curriculum developed and the Adult Education course institutionalized, the Adult Education division will continue to enroll GED and ESL students every semester, effectively preparing them for the transition to the Automotive Technology Program. The mentoring curriculum is also sustainable and will be continued. Truman is pursuing additional funding opportunities that will allow some of the other components of the pilot to be re-established, e.g., tool sets for students making good progress and support staff to ensure that students do not fall through the cracks in navigating the college credit program.

What are the results/measurable outcomes?

- A needs assessment was completed and the Bridge curriculum developed.
- A mentoring program was developed.
- During the grant period, July 1, 2005-June 30, 2006, 81 students either completed or are currently enrolled in the Adult Education Auto Bridge course.
- During the grant period, 42 students went on to enroll in Auto Tech 101. Six are currently enrolled, and 36 successfully completed the course. Of the 38, 83% received an A or B in the course. (No doubt many of the summer Bridge students will pass the course and enroll in fall Auto Tech courses, increasing the percentage of the 81 students who have made the transition.)
- Thirty-two students have taken more than one Auto Tech course during the grant period and most are currently enrolled.
- Many students report they are working in the automotive field already and many have stated that they intend to continue their studies until they obtain not only a certificate but also the AAS degree.

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Bilingual A+ Certification Program

Spoon River College

What issue or need is addressed by the effective practice?

The Bilingual A+ Certification Program allows students that are developing proficiency in the English language to engage in college level education in an English-Spanish bilingual format.

Description of the effective practice:

While pursuing ESL learning the students are also studying the electronic courses of the A+ Certification program. Early courses are offered in Spanish with learning resources in English and as the program advances students transition into credit courses offered fully in English.

How does this practice achieve sustainability?

The bilingual offerings of credit classes are integrated into our regular schedule of courses. The only difference is the mode of delivery and the focus on supporting students with language diversity through the transition.

What are the results/measurable outcomes?

In the academic year 2005-2006 the first class of students graduated from the Bilingual A+ Certification Program, some of them not only with honors but with 4.0 GPA.

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Bridges to Baccalaureate Research Sciences (BBRS)

CCC - Harry S Truman College

What issue or need is addressed by the effective practice?

Recruitment and support of under-represented Chicago Public School high school students into the research sciences.

Description of the effective practice:

BBRS is a 2 + 2 + 2 agreement between Chicago Public Schools high schools with a large minority enrollment, Truman College and Illinois State University. The program seeks to guide and mentor students through a seamless transition from CPS, Truman College, to matriculation at ISU in the bio-medical and/or professional and graduate research sciences study programs. Some features include dual enrollment courses with aligned learning outcomes, and preparatory science and reading/writing and mathematics summer camps. The first summer camp successfully took place this summer, and students were mentored by Truman faculty and Farragut teachers, and 58 students participated with a 98% attendance rate. The majority of the students earned an A or B, and those that did not received special mentoring that will continue at their high schools.

How does this practice achieve sustainability?

- Ongoing assessment will chart student success. Student surveys and interviews of students and faculty will be ongoing, and exit and recruitment interviews as well as course taking data will be documented through a newly designed and implemented data base dedicated to this program.
- A group of faculty at Truman are committed to the ongoing development of this program.
- Intensive student support and advising will be a key component from high school through Truman's programs, and Illinois State is committed to providing ongoing support to these students once they transfer.
- Financial support for the program is in the process of being secured.

What are the results/measurable outcomes?

- Developed and implemented two courses in biology and chemistry at Farragut Career Academy and Truman College, with academic objectives and learning goals of each aligned so that dual enrollment will enhance learning. Both courses will begin Fall 2006.
- Mentoring of 24 students per year into Truman College's programs (Biotechnology, Biology, Chemistry), and within three years, increase this number to 72 students per year.
- Retention through the associate degree studies and successful transfer of these students to the baccalaureate studies at Illinois State University or other four-year institutions.
- Students participation in scientific and professional meetings and internships.

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Bridging to Health Careers
Triton College

What issue or need is addressed by the effective practice? Triton College partnered with Proviso Leyden Council for Community Action (PLCCA), a local community based human services organization located in Maywood, Illinois, on two grant projects during FY05-06. In both cases the role of PLCCA was to provide recruitment, orientation, intake, remediation, case management, supportive services and job placement services to clients served on the Presidents Office for Employment Training (POET) and Critical Skill Shortage Initiative (CSSI) grants. The main purpose in collaborating with PLCCA was that they are a well-established community center, and Triton College wanted to increase its outreach within the community and attract a more diverse population for our programs than we would have been able to attract directly to our campus.

Description of the effective practice: Potential students completed the documentation to determine Workforce Investment Act (WIA) eligibility. Once eligibility was determine students were referred to Triton College to complete the admissions process, placement testing, and attend information sessions on the specific programs based on their interest.

With the Critical Skills Shortages Initiative, grant funds were used to support the “Bridging to Health Careers” program. This health careers program offered training to academically and economically disadvantaged individuals in Surgical Technology, Medical Coder and Biller, and Insurance Clerk. Enrollment in these programs was 10, 31, and 9 persons respectively.

The POET Healthcare Initiative provided training to academically and economically disadvantaged individuals in two areas. Orientations and in-take sessions were held to recruit potential students for the Certified Nurse Assistant and the Pharmacy Technician programs. Enrollments in these programs were 22 and 21 persons respectively.

Weekly meetings were held with staff from Triton College and the PLCCA case manager and program coordinator to discuss concerns, issues and barriers that students were experiencing during the academic semester. In addition, office hours were established on campus for the PLCCA case manager so that weekly meetings could be held with students, as well as visits to the various classrooms to discuss performance and progress with the instructional staff. Based on the information obtained from these meetings, the case manager was better able to provide the student with the appropriate services or refer them to additional services, if necessary.

How does this practice achieve sustainability? Regarding sustainability, all classes for these programs were either integrated into our regular schedule of credit courses or were a part of the Continuing Education program offerings. The only difference was the focus on providing support to students in remediation, tutoring and mentoring during the time they were enrolled in these programs. In the upcoming year, we have applied for more grant funding to support new projects and/or build upon those projects we have already instituted. We plan to continue our partnership with PLCCA.

What are the results/measurable outcomes? Students completed all program requirements and all C.N.A. students have taken the Illinois Nurse Aide Test through the Illinois Department of Public Health. Pharmacy Tech students who have completed all program requirements have registered to take the certification exam through the Pharmacy Technician Certification Board in November 2006.

In the academic year 2005 – 2006 the completion information is as follows:

- 10 students graduated from the Surgical Technology Program
- 31 completed all program requirements for Medical Coder
- 9 completed all program requirements for Insurance Billing Clerk
- 22 students graduated from Certified Nurse Aide
- 21 completed all program requirements for Pharmacy Technician

All students in these programs were eligible to take certification exams. The surgical technology students will take the Association for Surgical Technologist exam in September 2006, all Medical Coder and Insurance Billing Clerk students have taken the National Association for Medical Billers exam, and results are pending. The C.N.A. students have taken the Illinois Nurse Aide Test through the Illinois Department of Public Health. In addition, Pharmacy Tech students who have completed all program requirements have registered to take the certification exam through the Pharmacy Technician Certification Board in November 2006.

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Circles of Understanding
Waubonsee Community College

What issue or need is addressed by the effective practice?

This practice allows students to take control of issues they live with as part of an increasingly diverse society and world community. The goals are to foster the value of diversity, strengthen communication within the college and community, and promote civic engagement.

Description of the effective practice:

For more than a decade, Waubonsee Community College (WCC) has supported diversity efforts through a Diversity Council comprised of administrators, faculty, staff, and students. Our strategic goals and objectives specifically outline which diversity efforts the college is pursuing, and the activities of the Diversity Council are listed among these objectives. As a result of ongoing discussions, our “Diversity Chats” were created. Their purpose is to provide a forum for students to discuss and exchange ideas regarding a variety of diversity issues. Diversity Chats are typically sponsored and facilitated by student clubs or teams of faculty. Sometimes the format may be provided by an outside speaker or an improvisational presentation by the student theater group. It was the refreshing dialogue, the interaction among faculty, students and staff, and the extension of teaching and learning that was occurring outside the classroom that inspired a group of students to transform the large-scale Diversity Chats to a smaller, more intimate format that we know today as Circles of Understanding.

Students have designed the Circles of Understanding to help promote cultural diversity, spread the message of tolerance, unify the community, prepare for difficult times, face challenges as one people, expand individual thought and horizons, extend a hand of friendship and welcome, value everyone’s opinion, and promote open communication. The Aurora Study Circles program is one of eight in Illinois and many more across the United States. As stated on their Web site (www.studycircles.org), “This process begins with community organizing, and is followed by facilitated, small-group dialogue that leads to a range of outcomes. Study circles don’t advocate a particular solution. Instead, they welcome many points of view around a shared concern.”

Students decided to start the process on our college campus and began by meeting just once a week. As the program grew, more facilitators were added, facilitator training was provided, topics became more controversial, and more interest and participation were generated on the part of students. Topics have included, “Racism on College Campuses and in Work Environments,” “Controversies Over Religious Beliefs,” “Patriotism,” and “Feminism: Has It Gone Too Far?”

The most important element in the Success of WCC’s Circles of Understanding is that this initiative is student-directed. Two years ago, students, already familiar with our Diversity Chats, approached faculty and staff to gain their support for the concept and the small-group discussion format that is the hallmark of successful Circles of Understanding. Working together, the group sought the assistance of our local Study Circles coordinator to help them define a mission, structure the program, and provide facilitator training. Students embraced the concept and have taken the leadership to organize the activities, find faculty advisors, research and suggest discussion themes, and stay connected to our community Study Circles organization.

How does this practice achieve sustainability?

The practice will achieve sustainability through its connection to the national and local Study Circles programs and its integration into WCC’s already existing diversity programs including Diversity Chats. Students will maintain leadership through the involvement of student organizations such as Phi Theta Kappa and Students for a Diverse Society.

What are the results/measurable outcomes?

The Futures Project: Policy for Higher Education in a Changing World, calls on colleges to rebuild political involvement to sustain democracy. At Waubonsee, the Circles of Understanding are preparing an informed and responsible citizenry that has an understanding of, and appreciation for, the fundamental principles of democracy. The students who provide the leadership for, and those students who have been engaged in the Circles project, are cultivating a concept and value of service to the community, ethical behavior, diversity, lifelong learning, and a means for reflection on values and beliefs.

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College Access Vertical Teams
Illinois Student Assistance Commission

What issue or need is addressed by the effective practice? In addition to financial assistance programs, low-income and minority students need complementary programs that provide guidance and support as they navigate the path to college. Too often disadvantaged students are lost in the transition from high school to college. The purpose of college access vertical teams is to establish small networks of educational and outreach professionals within the P16 continuum that can support and mentor each other while promoting access to postsecondary education.

Description of the effective practice: A college access vertical team is made up of at least four individuals: a representative from a community-based organization, a middle school teacher, a high school counselor, and a financial aid administrator and/or a college admission counselor. Each group comes from the same community/school system and works together to develop complementary programs to promote higher education. The Illinois Student Assistance Commission (ISAC) provides specialized training, information and materials to all participants in the program and facilitates team meetings throughout the year. All of these individuals are mutually accountable for the ultimate success or failure due to a structural design necessitating that each individual build upon the previous action of another while simultaneously laying the groundwork for subsequent action within the system.

During FY2006, ISAC and a group of education professionals in the Rockford area created the first Vertical Outreach Team. The team consisted of Rock Valley College, Rockford East High School, Lincoln Middle School, and La Voz Latina (a community based organization). The team received training on a variety of financial aid topics as well as training on all ISAC products and services. The group members worked collaboratively to support each other in their outreach efforts along the education continuum in their community; their goal was to create a method of getting students on the college track and keeping them there, beginning in elementary school and continuing through completion of their college degree program. A variety of outreach events were hosted throughout the year including an end of the year group outing to Rock Valley College. The day-long field trip included the following activities: a College Zone and IllinoisMentor session with account creation for the students, a campus-wide scavenger hunt introducing students to the campus and to college services, a real college lecture, a question and answer session with other first generation college students currently attending Rock Valley College, and interest sessions on topics such as college athletics.

How does this practice achieve sustainability? College access vertical teams provide another avenue for ISAC to achieve its mission of providing access to postsecondary education for all students in Illinois, particularly to families who are traditionally underrepresented in higher education. It also gives ISAC the opportunity to provide our partners with new, timely and much needed training. ISAC is in the process of following up with additional groups who have expressed interest in becoming part of the Vertical Outreach Team in the Rockford area, such as the Rockford Park District, that would help expand the vertical team activities to a year-round program. ISAC will also continue networking throughout Illinois to develop new vertical teams.

What are the results/measurable outcomes? The Rockford area Vertical Outreach Team held three events throughout the year, reaching more than 400 students. These events include a college fair in the fall, a financial aid night in the winter and a college visit day in the spring. More than 30 students participated in the end of the year group outing to Rock Valley College, receiving valuable information as they plan for their postsecondary education. The Rockford East High School students interacted with members of the Association of Latin American Students (ALAS) at Rock Valley College throughout the day-long field trip. At the end of the day the Rockford East seniors commented:

- “I feel more confident about going to Rock Valley College now because if ALAS students can do it, there is no way I cannot.”
- “The ALAS students gave me the confidence to keep going and really let me know that I have friends at Rock Valley College to help me out.”
- “I just loved going to Rock Valley College and I can’t wait to go again.”

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College Quest
Illinois Wesleyan University

What issue or need is addressed by the effective practice?

To assist promising, capable, and diverse rising high school juniors and seniors, particularly those from the Chicago and Belleville area public schools, in learning about the college search process so that they strengthen their chances of college admission and increase the range of college choices available to them.

Description of the effective practice:

In Summer 2004, the Illinois Wesleyan admissions office formalized a relationship with the Chicago Public Schools (CPS) for the purpose of assisting capable CPS students in searching for and applying to colleges that best suit their personal and professional goals. The resulting summer program, called College Quest, was offered for the third time in June 2006. Potential participants complete a formal application, including several questions and an essay, that are similar to what they will encounter on their college applications. College Quest applications are reviewed by the IWU Admissions staff, and successful applicants spend four days and three nights on the IWU campus. IWU pays all programming, meal, housing, and transportation costs. While on campus, students attend seminars entitled Find the Right College Fit, Understanding the Financial Aid Process, Diversity, What Colleges Are Looking For in the Application, Writing a College Application Essay, What College is Really Like (Student Panel), and Faculty Expectations in the College Classroom. In addition to the formal program, attendees have opportunities to interact with faculty, college students, admissions counselors on an individual basis and in small groups. It is important to stress here that the program is geared to college admissions in general and not to IWU specifically. Thus, it illustrates IWU's commitment to public service, and, in particular, service to the State of Illinois.

How does this practice achieve sustainability?

College Quest has become an established item in the IWU operating budget, and a core group of experienced admissions counselors, faculty, and administrators organize the program each year. The IWU administrator who was involved in the initial agreement with the CPS is now Dean of Enrollment Management and strongly supportive of continuing and increasing the size of the program over the indefinite future. There will always be potential new college applicants with a need to learn about the application process, so a steady stream of applicants seems guaranteed as well.

What are the results/measurable outcomes?

In Summer 2004, 18 students attended College Quest, and by Summer 2006, the number had grown to 35. Thus far, of the 79 participants, 71 have been from the CPS, and 4 attendees have been from Illinois outside the CPS. (The remaining 4 completers are from outside Illinois; they learned of the program from high school guidance counselors who had been on the Illinois Wesleyan campus.) The ethnic/cultural diversity of participants is also measurable and consistent with the Illinois Commitment's goals: of the 79 participants thus far, 39 have been African-American, 17 have been White (Non-Hispanic), 14 have been Latino, and 9 have been Asian-American. Four participants from the 2004 and 2005 programs have elected to attend Illinois Wesleyan, and many others have enrolled at other Illinois colleges.

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Coordination of New Freshman Orientation, Advising, and First-year Seminar Course
Benedictine University

What issue or need is addressed by the effective practice?

The importance of community in our students [in this practice, our new freshman in particular] is recognized as critical by the University and is a hallmark of our Benedictine tradition.

Description of the effective practice:

When our new freshmen arrive on campus for the first time for registration, they are assigned a specially trained freshman advisor [each advisor has a "group" of about a dozen advisees]. The students in the same advising group go through freshman orientation together, are in the same first-year seminar course, and participate in some new freshman programs as a unit. The goal of this coordination is to build a sense of community between these groups of students.

How does this practice achieve sustainability?

This effort, developed by our Academic Resource Center, has the support of areas that are directly involved in the effort - the faculty, Student Affairs, and Admissions.

What are the results/measurable outcomes?

Both qualitative and quantitative measures are used. On the qualitative side, overall student satisfaction and a sense of community are key. On the quantitative side, one can look at retention rate and in the overall cumulative gpa of the students.

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Current Initiatives to Increase/Maintain the Enrollment of Students of Color
Bradley University

What issue or need is addressed by the effective practice? The need for increased diversity among undergraduate student populations is addressed by this program.

Description of the effective practice: Through its admissions office, Bradley University continues to employ special informational sessions and visit programs for students of color to further acquaint them with Bradley offerings and benefits. Off-campus programs, Student of Color receptions, Winter Weekend and Financial Aid Workshops are designed to assist students and their families to learn more about the enrollment processes and resources. In 2005-06, a strong number of students participated in the programs. For fall 2007, we will increase the number of events to address first generation students as well as students of color.

Bradley University has been a long-term partner with College Summit which aims to guide students from underrepresented backgrounds to pursue higher education. In previous years, Bradley worked with representatives from the Chicago Public Schools and most recently worked with students and staff from the St. Louis secondary school community. From our involvement in hosting approximately 40 College Summit high schools students and 30 staff, information on Bradley University's programs is distributed to all of its national participants. By spending four days on campus, College Summit participants learn about Bradley, how to complete the enrollment process and how to articulate their interests. Students are encouraged to seek out additional information and to apply to the University for admission. Since 2002, approximately 14 students from this program have enrolled. College Summit has proven to be a good source for additional applications from students of color.

In order to attract students from all backgrounds, the University offers a number of scholarships based on previous academic performance. Ranging from \$2500 Achievement Grants to \$8500 Presidential Scholarships, all full-time freshman students who have consistently performed exceptionally well in high school will receive the scholarship for which they qualify. All full-time transfers who meet academic criteria focused on specific grade point average and academic progress receive one of transfer scholarships ranging from \$3000 – \$5000. The University also provides a limited number of awards based on special talents, e.g. athletics, the performance arts and forensics. Scholarship initiatives also exist for undergraduate international students and for part-time students.

Targeting students of color who have demonstrated leadership in academic excellence and community involvement, the Romeo B. Garrett/Provost Scholarship aims to assist students who make significant contributions to their ethnic communities and who have the potential to contribute broadly to Bradley University. The Romeo B. Garrett/Provost Scholarship awards up to \$4000 per year for both full-time freshman and transfer students who also demonstrate strong academic performance. This scholarship is renewable for up to four years for freshmen and two to three years for transfers dependent upon program of study. In the 2004 – 05 academic year, 315 scholarships were awarded totaling approximately \$790,300. In 2005-06, the number of scholarships increased to 394 for a total of \$951,500 and preliminary results for 2006-07 academic year indicate that 426 Garrett/Provost Scholarships have been awarded totaling \$1,223,100. This assistance has led to enrolling approximately 13% entering freshman students of color each year.

For fall 2006, Bradley increased its overall financial assistance to entering low-income students. For those students with the fewest of resources, the University has bundled federal and state grants, Bradley University funding and low-interest loans to cover the cost of tuition and fees. This initiative makes enrollment more feasible for the lower income student; a large number are students of color. In the summer of 2005, an admissions representative was hired to further develop and implement a special focus on recruiting Hispanic students. Her assignment continues to include identifying high schools with large populations of Latino students through which to service, build partnerships and market Bradley's programs. She is to also review our publications to determine need to print in Spanish. Most recently she is providing leadership to the development of a brochure on diversity at Bradley.

How does this practice achieve sustainability? We have continued with the Garrett/Provost and talent scholarship programs, the various informational sessions, College Summit and financial assistance initiatives and have been able to attract more students of color than we otherwise would have been able to attract.

What are the results/measurable outcomes? We have maintained stable or slightly increased the enrollment of minority students while, at the same time, enrolled better quality and better prepared students.

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Development of a Fully Online Initiative, RUOnline
Roosevelt University

What issue or need is addressed by the effective practice?

Sub-populations of the RU student body are unable to access traditional campus-based classes because of work and family demands. Other populations desire academic programs unique to RU but are geographically distant from its physical campuses. A fully online program enables these populations to begin and sustain enrollment in degree and certificate programs without interruption, enabling them to achieve their academic goals. Many of these students become models in their families and communities and begin a new positive cycle focused on achievement and upward mobility.

RUO mission statement: The purpose of RUOnline is to advance Roosevelt University's historic mission of providing educational opportunity to all qualified persons. Its goal is to extend the institutional mission by using varied pedagogical approaches and appropriate technologies to make high quality programmatic and other resources available at times and places responsive to constituent needs.

Description of the effective practice:

RUOnline is a fully online learning initiative developed and designed to serve populations unable to earn college credits in traditional ways.

From program review self-study: RUOnline was based on best practices in online learning. A full academic year was spent researching best practices and benchmarks and studying the most successful and failed online programs. RUOnline began with a commitment to be the best online learning program, not the biggest, and the commitment to academic excellence in online learning remains the program's core value.

That fundamental conviction is reflected in the RUOnline course development guidelines and assessment process.

RUOnline's program development focuses on ease of use and a "one-stop-shopping" philosophy whereby students and faculty can access all the resources of the institution from the online portal. For example, one of the first things RUOnline developers did was to work with the library to ensure that library resources were accessible from the online portal and online course sites. Because of its commitment to academic excellence and student-centered teaching, RUOnline views its core mission as teaching, not technology; with this philosophy, technology becomes a tool for teaching and learning. The real education occurs in the interactivity between students and faculty, students and each other, and students and course content. The RUOnline Course Development Guidelines depict this core value.

How does this practice achieve sustainability?

Because RUOnline was initially grant funded, the University incurred no start-up costs. Since that time, RUOnline has exceeded its enrollment and financial goals. For example, the fiscal year 2005 enrollment goal was 4,596 student credit hours and 1,460 duplicated course enrollments. RUOnline actual enrollments in fully online course sections for fiscal year 2005 were 6,954 student credit hours and 2,006 duplicated enrollments, or 51% over target for student credit hours and 37.4% over target for course enrollments. The outlook for fiscal year 2006 is positive as well. Projections were for 5,310 student credit hours and 1,698 duplicated course enrollments. For fall and spring semesters only, RUOnline has already exceeded these targets, generating 6,660 student credit hours and 1,940 duplicated course enrollments. Also important for the financial sustainability of the University is the growing percentage of fully online students. With only two fully online degrees, online-only students comprised 6% of the total University enrollment in spring 2006. While program specific revenue data is not available from the budget office at this time, the number of student credit hours over projections and the increase in online-only students are good indicators of the financial contribution RUOnline makes to Roosevelt University. An additional indicator of financial contribution is the comparison between the tuition revenue generated in fully online courses to the annual operating expense budget for fiscal year 2006 of \$450,554. Using \$550 per credit hour as an average tuition rate, RUOnline enrollment for fall and spring semesters of fiscal year 2006 generated \$3,663,000.

What are the results/measurable outcomes?

For spring 2006, 392 students were taking all or the majority of their classes online. This number comprised 62% of the University's total "other campus" enrollment including off-campus cohorts, etc. This compares to 325 students taking all or most of their classes online in spring 2005, an increase of 20.6%. These same 392 online-only students comprise 6% of the University's 6,879 total spring 2006 unduplicated headcount.

Retention and graduation rates are not reported separately for RUOnline. This data is difficult to mine because only two complete degree programs are online. The remaining students mix online and campus-based courses. RUOnline does, however, compare course completions and grades between online and campus-based students. This is an imperfect measure for many reasons, most significantly the extreme differences in group size, but it does provide some idea of online student success and suggests areas in need of attention. For example, for fall and spring semesters from fall 2001 through spring 2005, 9.3% of online students were unsuccessful in their courses compared to 6.6% of campus-based students. Overall, this is a high pass rate for fully online students.

Overall, performance in online courses is comparable within a few percentage points to performance in campus-based courses. Performance is lowest in entry-level courses. In addition, RUOnline monitors evaluations by course and faculty member, and when some variation in performance is evident or performance at an extreme is noted, RUOnline shares this information with the appropriate academic units.

Faculty members have anecdotal comparisons between online versus campus-based teaching, but some faculty and programs have systematically tracked performance data. In fall 2005, a sociology professor taught two sections of the required research course, one on campus and one online. He gave the same assignments and tracked performance between the two groups. His data demonstrates that online students out-performed campus-based students on nine of ten performance measures. The faculty member attributed this to online students reading more than campus-based students.

The Graduate Program in Training and Development went further in its comparison of campus-based and online students. They studied 112 students entering the program, all taking the same class. As reported in Volume 18 of the ISPI Performance Improvement Quarterly, online students outperformed campus-based students on several measures including enjoyment, utility, perceived level of difficulty, and motivation. Most importantly, they scored higher on intent to transfer what they learned, level of learning, goal orientation, and metacognitive activity.

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DeVry University and Banco Popular "Dream" Scholarships
DeVry University-Illinois

What issue or need is addressed by the effective practice?

Providing low- to middle-income learners with assistance to complete an undergraduate college education, the program's goals are to promote education, expand community outreach and provide a gateway to students to reach their fullest potential.

Description of the effective practice:

DeVry University and Banco Popular have formed a partnership to offer "Dream Big" scholarships to high school seniors and "American Dream" scholarships to adult learners in four major metropolitan markets, including Chicago. Thirty-two "Dream Big" awards and 40 "American Dream" awards became available in March 2006 to Chicago-area students who represent diversity in the metropolitan population.

Dream Big Scholarships

DeVry University's Banco Popular "Dream Big" scholarship is awarded to 32 outstanding high school seniors from four selected high schools in the Chicago metropolitan area. Totalling \$125,000, the scholarship funds can be applied to DeVry's business and technology programs. For each of the four high schools, the scholarships include:

- Two half-tuition scholarships valued at up to \$32,000 (\$3,500 per semester)
- Two partial-tuition scholarships valued at up to \$13,500 (\$1,500 per semester)
- Four partial-tuition scholarships valued at up to \$9,000 (\$1,000 per semester)

To be eligible, candidates must be 2006 high school graduates with a minimum grade point average of 2.7 on a 4.0 scale at the end of the junior year. Students must submit a 200-300 word essay describing how a DeVry education will be the vehicle to attain their goals and they must enroll full-time at one of the Chicago area campuses within one year of their high school graduation dates. Recipients must meet continuing eligibility requirements.

The Chicago high schools participating in the program include the following:

- Benito Juarez High School (95% Hispanic population)
- Gage Park High School (80% Hispanic population)
- Kelvyn Park High School (95% Hispanic population)
- Roberto Clemente High School (82% Hispanic population)

American Dream Scholarships

DeVry University's Banco Popular "American Dream" scholarships are available to adult learners who demonstrate exceptional need. Ten one-quarter-tuition scholarships, valued at up to \$16,000 each, are granted to Chicago-area students. To be eligible, applicants must live in Illinois and be at least 19 years of age as of December 31, 2005. They must meet DeVry's entrance requirements and enroll at one of the Chicago metropolitan campuses. They also must also show exceptional need, where the FAFSA expected family contribution (EFC) ranges from \$0 to \$5,000. Recipients must meet continuing eligibility requirements.

How does this practice achieve sustainability?

The Banco Popular "Dream Big" scholarship program has been embraced enthusiastically in the four Chicago-area high schools participating and students are eager to apply. The "American Dream" program also has been sought out by adult learners interested in returning to school to begin or complete their college studies. DeVry University and Banco Popular have pledged to continue both awards programs and may increase the number of scholarships awarded and schools involved. In addition, these programs will be promoted in DeVry's upcoming scholarship brochure.

What are the results/measurable outcomes?

To date, a total of 16 scholarships have been awarded totaling \$34,000. Fifteen of the awardees started in the Summer 2006 term and one will start in Fall 2006. The scholarship awards breakdown is as follows:

- 6 Banco Popular "Dream Big" partial tuition scholarships for high school students (\$1000 each)
- 6 Banco Popular "Dream Big" 1/2 tuition scholarships for high school students (\$3,500 each)
- 4 Banco Popular "American Dream" 1/4 tuition scholarships for adult learners (\$1,750 each)

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Dual Admission Agreements for Nursing Majors
St. Xavier University

What issue or need is addressed by the effective practice?

The dual admission agreements address the growing critical shortage of baccalaureate-prepared nurses in the State of Illinois and elsewhere. A surge in nursing applications to AAS and baccalaureate programs across the state is taxing institutional resources, especially qualified clinical faculty and clinical practice venues. Growing numbers of baccalaureate-bound nursing students are delayed in a prolonged ‘pre-nursing’ phase of education due to capacity limitations. Stronger collaboration between community college AAS programs and universities enhance the State’s articulation plan by provisions of the dual admission agreements. Students select courses at the community college that are immediately transferable to the general education requirements at Saint Xavier University, thus reducing delays in baccalaureate program completion. In this way, the agreements address a growing need in Illinois for more baccalaureate-prepared nurses in the coming two decades.

Description of the effective practice:

The School of Nursing at Saint Xavier University has entered into dual admission agreements with three community college partners that will grant qualified AAS students conditional admission to the University while enrolled in community college courses. AAS students from Moraine Valley Community College, Joliet Junior College, and Richard J. Daley College can complete a bachelor of science in nursing (RN-BSN) at Saint Xavier University’s Orland Park campus in a timely fashion due to stronger institutional collaboration in student advising and program planning. The agreements ensure a smooth transfer of credits between institutions and an improved sequencing of learning experiences. Courses can be taken at the partner community college either prior to or concurrently with their enrollment in the RN-BSN program at Saint Xavier University. These dual admission agreements go a step beyond standard articulation agreements by providing a closer alignment between institutions in course planning and student advising.

How does this practice achieve sustainability?

In an era of acute shortages of qualified faculty and clinical training venues, the dual admission agreements have a greater efficiency for both students and the institutions they attend. By minimizing the occurrence of unrelated course enrollments through coordinated program planning, institutional partners can make the most of limitations in faculty resources. The dual admission model provides specific interventions to assist students to make productive choices of prerequisites and elective courses, and to experience mentoring and professional nurse linkages while progressing through the AAS program at a community college en route to a baccalaureate degree. Collaborative planning between partner institutions enables a more strategic deployment of institutional resources, both instructional and non-instructional, that will lead to higher graduation rates and faster graduation rates from point of entry to the community college through baccalaureate degree completion.

What are the results/measurable outcomes?

Saint Xavier University expects to admit and retain 150 AAS students from the three community colleges by the end of 2009. Graduation and retention rates will be the key measurable outcomes. Interim analyses will focus on proportions of students seeking and accepting dual admission and numbers of students who receive academic and career counseling from SXU in partnership with each partner institution. The School of Nursing at Saint Xavier University is the oldest in the State of Illinois, annually teaching nearly 700 nursing majors. It attracts a highly diverse student body and awards more baccalaureate degrees in nursing to under-represented minorities than any other public or private institution in the state.

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Early Intervention Group
Illinois College

What issue or need is addressed by the effective practice?

This is an opportunity for the college to serve individuals who are considered at-risk students. These students are defined as: first generation college students; students who have not met one to all of the ACT benchmark indicators for success in college; have limited financial resources; and/or are disabled. This program helps serve a diverse group of individuals to complete a college education.

Description of the effective practice:

A faculty member serves as director of the Early Intervention Program. This person is responsible for doing detailed statistical analysis for this demographic market (early intervention). The program includes a working task force of faculty and staff from across the College. This group meets to discuss strategies that should be implemented to secure success for this student target market. These strategies and tactics are implemented in the areas deemed appropriate. For example, advising for this student market has been given special and immediate attention. Advising seminars have been conducted. Statistical data has been shared with the College community. New students for the fall of 2006 were evaluated by ACT benchmark data and placed in classes felt to be appropriate. These students will be targeted for special attention for the entire semester.

How does this practice achieve sustainability?

The administration has appointed and given class release time to the faculty director for each semester plus a summer stipend. Faculty attendance to the advising seminars is encouraged. Advising information is readily available and continues to be a topic of high visibility.

What are the results/measurable outcomes?

The measurable outcomes include: the number of students who are scheduled for classes that meet their respective ACT benchmarks; the students' academic progress including academic status and progress throughout the semester; and the quantity and quality of faculty-student advising meetings. A survey will be conducted this year to measure students' attitudes on advising.

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Elmhurst Life Skills Academy
Elmhurst College

What issue or need is addressed by the effective practice?

The Elmhurst Life Skills Academy provides access to appropriate aspects of college life for young people who are not able to fully enroll in a college or university because of significant developmental disabilities.

Description of the effective practice:

The Elmhurst Life Skills Academy (ELSA) is a specially tailored non-credit on-campus program for young adults between the ages of 18 and 25 who have the capacity to do independent work but who are limited by significant cognitive or developmental disabilities. The ELSA program consists of three elements: academics, work experience, and social and recreational experience. ELSA students follow a specially tailored non-credit curriculum that aims to maximize each student's potential to live independently as a productive citizen. ELSA class sessions are facilitated by Elmhurst College faculty and upper level Elmhurst College students in Special Education and other areas. As a part of their program, ELSA students gain work experience both on and off campus under the guidance of volunteer mentors. In order to foster their social development and to give ELSA students the experience of college life, ELSA students are eligible to join a range of Elmhurst College student organizations and are encouraged to participate fully in the life of the campus. ELSA is a four-year commuter program.

How does this practice achieve sustainability?

ELSA achieves sustainability through its incorporation into the overall budgetary planning of the College and through significant support from an advisory board of community members, parents, students, and area educators. ELSA was fully approved by the College's Strategic Steering Team before its launch, a process that included careful review of long-term financial projections. The full commitment of the College's Education Department ensures that ELSA will receive ongoing support as it matures.

What are the results/measurable outcomes?

The original enrollment target was eight new students in each of ELSA's first two years. Eleven students enrolled and completed ELSA's first year. Current projections suggest a new class of at least twelve students for this second year. Evaluations made by ELSA faculty in the first year showed positive results in each of its academic dimensions. ELSA students and parents reported high levels of satisfaction with the gains achieved during the program's first year.

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FY06 RVC Image Ad Campaign
Rock Valley College

What issue or need is addressed by the effective practice?

The college's need to attract a diverse population of students to pursue the variety of transfer and career programs leading to successful careers.

Description of the effective practice:

Over the years Rock Valley College has sought viable ways to engage RVC alumni for the benefit of the institution. In FY06 the marketing department seized an opportunity in selecting key successful alumni bridging age, gender, and careers as advocates for RVC in the college's 40th anniversary image ad campaign. This allowed accomplished alumni to give public, personal testimonials about the value of an RVC education in contributing to their individual achievements in the hopes of being role models for current and future RVC students.

The RVC marketing department worked with RVC's mass communication division to create the spots. Five prominent RVC alums were brought in individually for videotaped interviews about their experiences at RVC and how their time at RVC impacted their lives. The alums were also videotaped as they toured the campus, and the final product incorporated their interviews as they walked around the RVC main campus. Each of the alums was featured in his/her own advertising piece. These ads were shot and edited by RVC mass communication students under the guidance of the program's lead faculty member.

How does this practice achieve sustainability?

Alumni testimonials RVC's will become part of an advertising strategy that comprises RVC's multi-year marketing plan.

What are the results/measurable outcomes?

While empirical data on the direct effect of advertising on enrollment is difficult to assess, RVC believes the anecdotal feedback of a strong campaign by the media's viewing and listening audience is an integral part of enrollment management. The ads effectively showcased five alumni from a cross-section of disciplines and achievements, underscoring the breadth of curricula and career paths RVC students may pursue. The sincerity of the individual testimonials resonated very well in the community based on positive anecdotal feedback to our faculty and staff. In addition, the experience afforded RVC's mass communications students a valuable production experience. Finally, the quality of the ad campaign was validated with a 2nd place "Addy" award from the Northern Illinois Advertising Federation in the spring of 2006.

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Growth and Recruitment of Faculty and Students

St. Francis Medical Center College of Nursing

What issue or need is addressed by the effective practice?

With the increase in the need for nurses, and the continuation of the shortage of nurses, the faculty and administration identified a need to increase growth and recruitment of faculty and students.

Description of the effective practice:

The effective practice for this area relates to the faculty currently teaching getting older, some looking at retirement, and a need for new and fresh faculty. To accommodate the shortage of nurses, the college has increased enrollment in the BSN program and the MSN program. We started increasing the enrollment during the spring of 2006, and Fall 2006, we will increase our enrollment to 90 students per semester. For faculty, we have an educational track in our MSN program. With grooming and guidance, we have been able to recruit our own to help with the shortage of faculty. We are also looking at the Medical Center for sharing of MSN staff who could teach one or two days a week on clinical.

How does this practice achieve sustainability?

By having an increase in nursing students, the College assists with decreasing the nursing shortage in the area. With growing our own faculty or working jointly with OSF Saint Francis Medical Center, we provide faculty to teach the increased number of students.

What are the results/measurable outcomes?

For 2005-2006 our measure of success included enrolling 11 new RN-BSN students (target 10); enrolling 180 generic new students in the BSN program, beginning 2006-2007 (had 134 new students 2005-2006); mirror demographics of 79% White (86% actual), 17% African American (2% actual), 2% Hispanics (2% actual), <1% Asian, 1% Other (<1% Asian/PT), and 6% male (14% actual); and hiring 2 educators who are graduates of the College's graduate program.

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Increasing Access and Diversity through the Alderman Walter J. Burnett, Jr. 27th Ward Scholarship Program.

Coyne American Institute

What issue or need is addressed by the effective practice?

The objective of the Alderman Walter J. Burnett, Jr. 27th Ward Scholarship Program is to provide career training opportunities for residents of Chicago's 27th Ward. By granting full and partial scholarships to ward residents, Coyne American Institute hopes to increase the number and diversity of residents completing training programs.

Description of the effective practice:

Coyne American Institute introduced the Alderman Walter J. Burnett, Jr. 27th Ward Scholarship Program in 2005, after the Institute's main campus relocated to Chicago's near west side. The scholarship program provides full and partial scholarships to qualified residents of Chicago's 27th ward. Applicants must submit application materials including an essay and letters of reference, and must fulfill all normal requirements for admission to the school. After conducting interviews, a scholarship committee selects recipients of the awards. Full scholarships cover the cost of tuition, books, and related fees for diploma programs at either Coyne campus. Partial scholarships are granted for \$2500, and may be applied toward diploma or degree programs at either campus. The scholarships are funded by Coyne American Institute, Inc.

How does this practice achieve sustainability?

The school promotes the scholarship program through communication with Alderman Burnett's office, through the school's academic catalog, and through informational articles in publications including the school newsletter. In this way, the school encourages ward residents to apply for the scholarships. For the school year 2006-07, Coyne's President has authorized an expansion of the scholarship program to include five full and five partial scholarships.

What are the results/measurable outcomes?

In the first year of the program, two full scholarships were awarded to residents of the ward. One of the recipients completed his training program in May and received a diploma in Heating, Air Conditioning, and Refrigeration. The second is nearing the completion of his training program in Electrical Maintenance. Each will be seeking entry-level employment in their respective career fields.

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Male Mentoring Program
CCC - Harold Washington College

What issue or need is addressed by the effective practice?

In Spring 2001, only 34.5 percent of men received degrees from HWC as compared to the 65.5 percent women that received degrees. This statistic dropped even more for Spring 2005, with only 31.1 percent of men receiving degrees; significantly lower than the 68.9 percent of women that received degrees. Moreover, the graduation/retention rate for men at HWC, over the past 5 years has been drastically lower than that of women (CCC, 2005). Clearly, this is an issue that must be addressed.

Essential to the mission of HWC is the goal of promoting academic advancement, career development, and personal enrichment. The HWC Male Mentoring Program's mission is to aid in the academic, personal, professional, and overall development of male students at HWC. The program's main goal is to support the success of our male students by guiding and nurturing them with the expectation that they will remain at HWC working toward graduation or transfer to other institutions to complete their studies. The proposed initiative is consistent not only with the mission of HWC to sustain an environment that promotes optimal learning, but also with each of the eight core values, accountability, communication, community outreach, diversity, leadership, quality, service, and teamwork. These eight core values are integrated in all components of the Male Mentoring Program

Description of the effective practice:

Through a series of workshops, culminating with a conference, the program endeavors to generate discussion about how best to support optimal learning for our male students at HWC. Statistics at HWC are much the same. The primary focus of the Male Mentoring Program is to support and nurture "male wellness" at Harold Washington College (HWC) and to help ameliorate the educational, social, and physical/mental health factors that impede the success of our male students. Past research indicates the need to address issues that affect retention and graduation among male college students. Essential to the mission of HWC is the goal of promoting academic advancement, career development, and personal enrichment.

How does this practice achieve sustainability?

The proposed initiative is consistent not only with the mission of HWC to sustain an environment that promotes optimal learning, but also with each of the eight core values, accountability, communication, community outreach, diversity, leadership, quality, service, and teamwork.

What are the results/measurable outcomes?

The program has held two workshops, feedback from staff and students have indicated the information provided at the workshops were helpful and presented in a professional manner. By successfully implementing this program, we will address some of the underlying problems to male retention and completion, thus boosting overall enrollment and graduation rates.

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Maximizing Adult Education Student Retention
McHenry County College

What issue or need is addressed by the effective practice?

The impact of non-credit Adult Education on the lives of learners, their communities, their workplaces, and their families is potentially great. The impact of Adult Education depends on the extent to which programs engage in practices that retain students long enough for them to make educational and personal gains.

It is important to note that participation in Adult Education is strictly voluntary. There are many reasons why adults may not continue long term studying. In fact, the average hours of study in our program are less than 80 hours per year. Therefore, our program has committed itself to maximizing learner retention.

Description of the effective practice:

To this end, four key practices are deployed:

1. Student-friendly recruitment and enrollment using native language publicity information for ESL learners, outreach activities to community entities (schools, houses of worship, employers), accurate and timely information, first-contact staff who are welcoming and accommodating.
2. Placement of learners at the most appropriate level of instruction, and in classes that are most convenient to their lives.
3. Flexible re-enrollment practices: As their life circumstances change, students can easily transfer from one class to another.
4. Contacting students after they have been absent.

How does this practice achieve sustainability?

Staff input and feedback are regularly incorporated into the procedural details of these four practices. Reminders of the priority of retention work are issued and discussed frequently with all staff. Staff are monitored program-wide to gauge the extent of follow-through on retention processes.

What are the results/measurable outcomes?

The evaluation of the results of retention work is ongoing. Preliminary results show that all staff, instructors, placement clerks, office staff, and supervisors are diligent and better coordinated in conducting consistent retention work activities. This is especially the case with post-absence contacts to students. Through fiscal year 2005, less than 30% of absent students were contacted. In the second semester of fiscal year 2006, more than 55% of absent students are being contacted. It is expected that these activities will bear fruit in fiscal year 2007 as we reach the goal of contacting 90% of all absent students.

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Medical/Dental Education Preparatory Program (MEDPREP)

Southern Illinois University - School of Medicine

What issue or need is addressed by the effective practice?

Students interested in pursuing a medical degree or other type of health professional education must be prepared to succeed in their chosen field. Preparatory programs are needed to help these students prepare for entry and achievement in their professional studies.

Description of the effective practice:

The Medical/Dental Education Preparatory Program (MEDPREP) is a department of the Southern Illinois University School of Medicine. It was founded in 1972 as a post-baccalaureate pre-health professional program. MEDPREP provides an opportunity, in a supportive environment, for students to demonstrate their potential for success in health professional schools. MEDPREP was designed as a two-year post-baccalaureate program for disadvantaged students. It provides an environment in which students can hone their test-taking skills and enhance their academic record before matriculating in a health professional school. With the assistance of an academic advisor, students tailor their academic program to maximize their preparation. Most students enroll in MCAT/DAT preparation courses during the first academic year and in upper-level science enrichment courses during the second academic year. Each MEDPREP student receives assistance in developing an academic plan tailored to his/her specific needs. Students prepare their plans through consultation with MEDPREP advisors and participation in courses such as the Orientation Seminar and Learning Skills. Faculty members are available for individual consultation and tutoring. Small group interaction and group study are encouraged. MEDPREP graduates qualify for the medical school's MEDPREP Alliance program, a special admissions program encouraging admission to SIU's undergraduate medical education program by MEDPREP students. Students entering SIU School of Medicine's undergraduate medical education program through the MEDPREP Alliance program may qualify for scholarships valued at up to \$25,000 per year.

How does this practice achieve sustainability?

MEDPREP is an established academic and service unit of the medical school. It is funded through medical school operating funds and grants from external organizations. The program supports the University's priorities for diversity as noted in the Southern at 150: Building Excellence Through Commitment plan. The medical school considers MEDPREP integral to its mission, and this program provides an important applicant pool for matriculation to its undergraduate medical education program.

What are the results/measurable outcomes?

As of FY 2006, MEDPREP has prepared 1,125 students for entry to and success in medical, dental, or other health professional schools. Program graduates have attended the nation's leading health professional schools, including SIU School of Medicine.

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Northwestern University Leads Illinois into the Nanotechnology Revolution

Northwestern University

What issue or need is addressed by the effective practice?

By building the Midwest's leading research and teaching enterprise in the emerging field of Nanotechnology, Northwestern University is helping Illinois develop and sustain growth in virtually all sectors of the State's economy, including energy, security, healthcare, and transportation.

The field of Nanotechnology – research and development at the Nanoscale (i.e., the level of individual atoms, molecules, and supramolecular structures – has emerged as the strategic and dominant technological movement in the United States and is widely expected to produce in the next several decades a “revolution” in new goods and services, comparable to those revolutions in microelectronics/computers in the 1980s and biotechnology in the 1990s. Much as the Silicon Valley (California) and Route 128 (Massachusetts) were the centers of the earlier technology booms, states and municipalities are vying to be the locus for Nanotechnology research. In his 2003 State of the State address, Governor Rod Blagojevich declared that Illinois “is the center of the Nanotechnology universe.” His assertion is based largely on the strength of its research institutions, led by Northwestern University's strategic investments in this field and its partnerships with other research institutions, notably Argonne National Laboratory, but also the University of Chicago, the University of Illinois, and Purdue University.

Description of the effective practice:

- Northwestern University has developed a strong teaching and research faculty in Nanotechnology across a range of disciplines, building on strong departments in chemistry, material sciences, engineering, and medicine, and emphasizing interdisciplinarity as a core strategy to achieve research breakthroughs. At Northwestern, for example, engineers work with medical doctors, chemists work with biologists and researchers in other fields in university-wide research centers, and in consortia with other universities.
- Northwestern University recruits and retains top researchers in Nanotechnology. Among many notable Nanotechnology researchers at Northwestern is Chad A. Mirkin, the current Director of the University's International Institute for Technology. Mirkin received the first NIH Pioneer Award in 2004 for his contributions to biomedical research, and was a 2002 recipient of the Feynman Prize in Nanotechnology, the Sackler Prize in the Physical Sciences, the ACS Nobel Laureate Signature Award, and the Discoverer 2000 Innovation of the Year Award. Mark A. Ratner was the recipient of the Feynman Prize in 2001. Samuel I. Stupp, Director of the Institute for Nanobiotechnology and Medicine (IBNAM), chaired the review of the National Nanotechnology Initiative at the request of the White House Economic Council, and is the recipient of many awards, including the 2005 American Chemical Society Award in Polymer Chemistry. Young faculty members with appointments across multiple university research centers include Mark Hersam, who was honored by President Bush on July 27 with the 2006 Presidential Early Career Award for Scientists and Engineers (PECASE).
- Northwestern built the first academic facility in the nation dedicated exclusively to Nanotechnology: the \$40 million, 44,000-square foot Center for Nanofabrication and Molecular Self-Assembly (IBNAM) on the Evanston campus. Northwestern also devoted two floors of its new, \$200-million, Robert H. Lurie Medical Research Center, in Chicago, for use by IBNAM.
- Northwestern was awarded one the first four national Nanotechnology research centers funded by the National Science Foundation (NSF), as part of the national Nanotechnology Initiative developed by the Clinton Administration, renewed when the Bush Administration took office.

How does this practice achieve sustainability?

- Business development: Northwestern University researchers have spun off nine new Illinois-based firms in Nanotechnology. Northwestern's NSF-funded Nanoscale Science and Engineering Center (NSEC) alone counts over 30 industrial partners, including many of the leading industrial firms in Illinois. IBNAM works

closely with Illinois companies such as Baxter and Caterpillar, and, working with Northwestern's Kellogg School of Management, NSEC has launched the Small Business Evaluation and Entrepreneurs (SBEE) program to assist start-ups in the Nanotechnology field. The Lurie Investment Fund established a \$10-million seed-capital program for Nanotechnology business ventures launched at Northwestern.

- K-12 and undergraduate education: In order to help prepare Illinois' future workforce in Nanotechnology, Northwestern has developed partnerships with other educational institutions and organizations in Illinois, including programs with Harold Washington College, Oakton Community College, and Evanston Township High School. Northwestern provides Nanotechnology research experiences for undergraduates at the University, as well, and, as through NSEC's Research Experience for Teachers (RET) program, invites high-school and community-college teachers for seminars and hands-on research experiences at Northwestern. The Center, in partnership with Chicago's Museum of Science and Industry, is also developing a permanent exhibit on Nanotechnology, to be known as Nanoverse.
- In 2004, Northwestern was awarded a five-year, \$15 million grant by the National Science Foundation for the Center for Learning and Teaching (NCLT) in Nanoscale Science and Engineering. The NCLT is the only center of its type in the nation and focuses on developing educational materials to teach the principles of Nanotechnology to students in grades 7 through 12. NCLT is led by Northwestern, but its partners include the Argonne National Laboratory, University of Illinois, Indiana University, University of Michigan, and Purdue University.

What are the results/measurable outcomes?

See above

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One Stop Registration for Adult Education

Morton College

What issue or need is addressed by the effective practice?

The community that Morton College serves is predominantly Hispanic and low income. Many of the adults in this community have a minimal educational background with as little as zero to six years of education in their native country. Often, these adults are unfamiliar with U.S. educational institutions and processes at any level, let alone the community college level. In the past, the experience of navigating the College could be intimidating for people who have little or no English language skills and a minimal educational background. Consequently, the concept of having Adult Education One Stop Registration was implemented. The One Stop provides program information and serves as the testing area (inside the Jedlicka Theater), advising, registration and orientation for Adult Basic Education (ABE), General Education Development (GED), and ESL course work, which allows for community members to be well-served by the College as they are encouraged to continue their education.

Description of the effective practice:

Upon the recommendation of the Blue Ribbon Panel and to contribute to the College's goal to encourage community families to embrace college-provided educational opportunities, Morton College's Adult Education, Community Programming & Outreach (AECPO) unit created One Stop Registration. This area provides new and continuing adult education program students a number of services such as information about classes, schedules, registration dates, testing dates and orientation, all concentrated in one of the College's most prominent locations, the Jedlicka Performing Arts Center. The registration process was organized into three steps that cut the number of hours the process of placement testing, advising, registration and orientation from approximately eight hours to three hours. This shorter processing time makes programs more accessible to all students with time constraints, but particularly to the large number of students who are parents of young children or have full time jobs. Many community members, particularly English as Second Language (ESL) students, have difficulty navigating through the campus. Adult Education One Stop Registration makes it easier for the students to find the information they need and to be served by College staff. The creation of this new service area responded to the recommendation of the Blue Ribbon Panel to integrate adult education programs into the Morton College culture and as such, this welcoming area is featured prominently to greet all who come on campus.

How does this practice achieve sustainability?

The impetus for the relocation and reorganization of Adult Education services came from the Blue Ribbon Panel and had the full support of the College Administration and Board; after study and assessment, the appropriate budget allocation were made to fund the necessary construction and relocation changes. Currently the facility and staffing levels are adequate for the program needs. Other models and options are continually explored and studied for feasibility as are new grants and funding sources to support present and future initiatives.

The One Stop implementation process was identified as a model for continuous improvement, which accomplishes sustainability as it is evaluated and adapted to student needs. In the past, the process meant sending students to several locations throughout campus and long waiting periods to accomplish one step of the multi-step registration process. Some of the advancements were accomplished through more staff training, flexibility of staff schedule to accommodate busy times, providing more information to students, streamlining the necessary paperwork as much as possible, and providing referrals for students to other Morton College services. This process is periodically reviewed and input from staff members is solicited to determine what is working well, what needs to be revised, added or dropped. During the summer, training is provided for instructors wanting to work as advisors during the registration and orientation process. Staff from other areas is also being trained in AECPO programs and processes so they can provide coverage of the One Stop Front Desk if needed.

What are the results/measurable outcomes?

Morton College's AEC&O services and programs are well known and respected throughout the community. AEC&O students come to the College with prior knowledge of the programs and services because of word-of-mouth promotion by current and former students. As a result, every eight weeks staff members in the One Stop area inform and engage approximately 1,000 new students in the registration process for AEC&O classes. The One Stop and the new systems made possible by this initiative facilitate the efficient and effective processing of these 1,000 new students.

The fact that Morton College's Adult Education programs continue to operate at full capacity is one sign of student satisfaction with the programs and the process. In conjunction with the One Stop, AEC&O incorporated signage in both English and Spanish and all handouts and presentations are also bilingual. Every eight week session, classes have full enrollment and additional sections are opened when resources are available. Students are wait-listed for openings that occur during the first week.

To date, no formal assessment of the One Stop has occurred, but informal student feedback regarding the process and the One Stop Front Desk shows that students are satisfied with the services they receive. Service is provided to approximately 4,000 (3,600 are unduplicated) Adult Education students every year. A more formal assessment process is currently being considered. Any information gathered will include student feedback and suggestions for improving the process.

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Online Student Support and Course Assistance for Students Taking Online Courses.
Kaskaskia College

What issue or need is addressed by the effective practice?

Students, who select online courses, need to work on weekends or during weekend and night hours not covered by college staff. Kaskaskia wants to ensure successful access to their online courses and assist the student to successfully complete these classes to diverse populations.

Description of the effective practice:

Personnel provide 60 physical contact hours per week during the semester for students and faculty. They can be contacted by phone or email for assistance. Their outreach support includes afternoon, late evening and Sunday evening hours. Support personnel share a phone voice mail and online email address for continuity of service. As the semester progresses, the online support personnel assist the faculty and students concerning any downtime, student access or non-access and guidance for submitting assignments or other skills. They also inform the student of tutoring options and how to ask for instructor referral to these services.

In addition our online support staff teaches a .5 credit course Guid 103 “Online Orientation”. Through first time practice with this course the student makes contact with our online support personnel for future needs and ensures a successful start to taking online courses. The Guid 103 class introduces students to the main features and course requirements of the WebCT Course management system and the basic approaches most instructors provide in their course requirements. It also provides the student with outreach to the Library virtual services and hands-on practice with participating in discussions, sending attachments and completing quizzes.

How does this practice achieve sustainability?

Our online support specialists of online emails assist the college with registration, enrollment, network access, network downtime communication issues and other enrollment missed communication issues. Our students feel that someone personally addressed their online course issues in a helpful caring manner and that this person will see that they are directed to the right campus office personnel or instructor if our online support person cannot provide them immediate assistance. Our online support instructors review the “Online orientation” course content, communication outreach support based on the needs identified through their logs.

Freshmen have the option of taking their orientation online. A face to face orientation requires students to get into a course management class within their first few weeks and reinforce important information they acquired. The course shell also provides access to key points learned during freshmen orientation that can be accessed throughout the semester.

What are the results/measurable outcomes?

A review of 2003-2006 data demonstrates that students who completed the Guid 103 online orientation class or initiated contact early in the course were more likely to successfully complete their other online courses. The Guidance 103 instructors also monitor more strictly for 10th day enrollment. This provides early alert for “failing students” enrolled in other online courses.

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Parent Network for Education & Training (ParentNET): Yes, our children can go to college!
Illinois Student Assistance Commission

What issue or need is addressed by the effective practice? Many students rely on their parents, some of whom lack any prior college-going experience, to make decisions about higher education. As a one-stop resource for students who need additional support in preparing for college, the Illinois Student Assistance Commission (ISAC) saw an opportunity to establish community networks of parents, educators, and outreach professionals who could support and mentor each other while promoting student access to postsecondary education among families of first generation students.

Description of the effective practice: ParentNET is a college access partnership of the Illinois Student Assistance Commission, the College Zone Outreach Centers and community leaders that share an interest in transitioning students from Illinois high schools to institutions of higher learning. ParentNET promotes increased parental involvement in a student's pursuit of postsecondary options at institutions of higher learning. Therefore, enthusiastic and knowledgeable partners who can both implement programs that promote equity in access to postsecondary education and speak about their experiences in diverse group settings are the means to increased college access and parent empowerment.

The ParentNET partnership empowers parents through exposure to trusted sources of college information, services, and resources. It promotes increased parent involvement in supporting students through the process of proactively planning for, applying to and financing college. It involves an organized effort that delivers parent focused (1) college-access and early awareness workshops in the fall; (2) financial aid awareness and FAFSA completion workshops in the winter; (3) college campus exposure and consumer education in the spring; and (4) parent leadership orientation in the summer. This series of college access initiatives is powered by networks of parents, high school staff, college representatives, community leaders and the Illinois Student Assistance Commission to promote awareness and dispel misconceptions about college access in Illinois. ISAC serves as a liaison to both the College Zone Outreach Centers at Illinois community colleges and to knowledgeable members of professional organizations. ISAC also provides the specialized training for ParentNET partners on topics covering various access and affordability issues.

ParentNET began as a pilot project during FY2006 in the Chicago area. Partners of the first ParentNET included: University of Illinois at Chicago, Latin American Recruitment & Educational Services (LARES); Richard Daley College; West Side Technical Institute; League of United Latin American Citizens (LULAC) National Education Service Center (NESC); Benito Juarez Community Academy; Thomas Kelly High School; and, Community Links High School. The ParentNET series began in November 2005 with a College Resource Fair hosted at Richard Daley College. Sessions offered (in both English and Spanish) included: College Survival 101, Financial Aid for a College Education, and Educational Opportunities for Non-citizen Students. In February 2006 four FAFSA Completion Workshops were held at various ParentNET partner sites to coincide with timely completion of the FAFSA. In April 2006 the ParentNET offered "Three College Visits in One Day," to expose parents to a vocational/technical school – West Side Technical Institute, a community college – Richard Daley College, and a university – University of Illinois at Chicago, as part of a daylong bus trip. Sessions relevant to parents without college-going experience were presented at each destination, and other topics were discussed in transit to each site.

How does this practice achieve sustainability? ParentNET provides another avenue for ISAC to achieve its mission of providing access to postsecondary education for all students in Illinois, particularly to families who are traditionally underrepresented in higher education. It also gives ISAC the opportunity to provide our partners with new, timely and much needed training. ISAC is currently planning to offer the last of the four ParentNET sessions presented throughout the year, a "Parent Leadership Orientation", in late summer/early fall of 2006. In addition, ISAC is working with organizations to develop a downstate ParentNET pilot and is collaborating with the Clara Abbot Foundation to implement a "ParentNET at Work" for dependents of large corporations.

What are the results/measurable outcomes? More than 860 individuals - students and often their parent(s) - were reached through the three sessions offered thus far in the first ParentNET pilot project. Both Univision and La Raza provided media coverage of FAFSA Completion Workshops held in February, and ISAC was given the opportunity to introduce ParentNET at several conferences and meetings throughout the year. This initiative's successes will emerge as the students reached through the ParentNET pilot project matriculate to higher education, and other ParentNET partnerships are formed throughout Illinois.

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Partnering with 4-year Colleges on Community College Campuses: LCCC and Greenville College
Lewis & Clark Community College

What issue or need is addressed by the effective practice?

There is a critical need for teachers in Illinois. The need is particularly acute in such disciplines as special education and secondary mathematics and science, and in urban and rural schools. There is also an ongoing need for more minority teachers. In addition, the high cost of tuition, the number of university-specific major courses that often require community college graduates to complete three more years of courses to earn a baccalaureate degree, and rising energy costs for commuting students make attendance at four-year institutions for some students prohibitive. To increase the number of students who graduate with associate's degrees and baccalaureate degrees in teacher education, Lewis and Clark and Greenville College formed the Undergraduate Teacher Education Program (UTEP) in 2003. The UTEP program allows Lewis and Clark students to complete an associate's degree and the courses needed for a major in education during the first two years of college at Lewis and Clark and then continue in the Greenville College junior and senior level education courses while remaining on the campus of Lewis and Clark.

Description of the effective practice:

During the nearly two years of UTEP program planning, Lewis and Clark and Greenville College worked collaboratively to develop the program. Among the planning principles were the concepts of a seamless transition for students through their academic experience; joint programs and services that were transparent to students; a focus on providing students with experiences in diverse schools; and whenever possible, joint admission to Lewis and Clark and Greenville College with the same opportunity to complete the baccalaureate degree in education as native Greenville students. As knowledge of the program has grown, it has become easier to identify UTEP majors from their first appointments in the Lewis and Clark enrollment center. The benefit of this model to Lewis and Clark students is increased access to affordable and flexible education on their own home campus; and for the two colleges, an efficient use of resources.

Partnering with Greenville College in the undergraduate teacher education programs, as well as a master's degree in education program, and a baccalaureate degree completion program for adult learners, empowered Lewis and Clark to engage in program planning with Missouri Baptist University in 2005-2006. Based on the same principles, this partnership agreement includes baccalaureate degrees in Human Services, Management, Accounting, Administration of Justice, Sports Management plus two master's degrees. All degree programs will be offered on the campus of Lewis and Clark Community College. The goal, as with Greenville College, is to increase the number of students who will graduate with associate and bachelor's degrees.

How does this practice achieve sustainability?

Sustainability is achieved through careful coordination and planning at several levels. Lewis and Clark's general education courses are approved by the IAI (Illinois Articulation Initiative) and the education courses are approved by Greenville College under their ISBE and NCATE certification. The junior and senior level courses are taught on the Lewis and Clark campus by Greenville College faculty, some of whom are full-time Lewis and Clark faculty who teach as adjuncts for Greenville College in the UTEP program. Because of the emphasis on learning assessment by both institutions, Lewis and Clark and Greenville have agreed on common course objectives, measurable learning outcomes, and common learning assessments. All UTEP students and Greenville College native students use the electronic portfolio software, Livetext, to document their learning.

What are the results/measurable outcomes?

By way of example, in fall 2005 over 100 students were enrolled in baccalaureate programs offered by Greenville College on the Lewis and Clark campus. It is anticipated that Missouri Baptist College will begin offering five baccalaureate programs on the Lewis and Clark campus in spring 2007. If the enrollment growth experienced by UTEP is any indication, these university programs on community college campuses will produce a significant number of trained teachers and baccalaureate graduates who are likely to stay in their home communities and provide professional services locally.

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Peer Mentor & Leadership Program (PMLD) in the Office of Minority Student Affairs
Joliet Junior College

What issue or need is addressed by the effective practice?

Research shows that one of the most effective strategies a college can implement to positively impact the academic success of students is peer mentoring. As students from racial minority populations are 1) the fastest growing segment of the JJC student body and 2) witness lower participation and success rates, the PMLD was initiated by the Office of Minority Student Affairs in the 2003-2004 academic year.

Description of the effective practice:

The PMLD program is a mentoring program designed to enhance the educational experience of minority students at JJC. The program's curriculum is designed to create a friendly and supportive environment for students and their families by connecting them to student leaders at JJC. Peer mentors serve as a resource and assist incoming minority students with first-year transitional issues by providing academic and personal support. Every year, 12 student leaders are selected through an interview process to act as mentors. 35 mentees are then selected. The mentors and mentees meet on a regular basis throughout the academic year, participating in academic skills workshops, social activities, and leadership-development training.

How does this practice achieve sustainability?

The PMLD is now part of the Office of Minority Student Affairs planning schedule. Additionally, the program is funded in the JJC Budget.

What are the results/measurable outcomes?

Results show the program enhances the academic success of students and mentors who participate:

- The Fall-to-Spring retention rate for mentees has been between 96%-99% over the last three years, much higher than the overall retention rate for minority students (50-66%).
- In qualitative analyses of outcomes, mentees reported that mentors did an excellent job in providing them with the necessary guidance to navigate the resources and services offered at JJC.
- Mentees also reported higher levels of belonging.
- Mentors reported higher levels of academic motivation due to expectations set forth by the Office of Minority Student Affairs, gaining valuable leadership skills, and feeling supported personally and academically at JJC.
- Further results are included in the JJC Office of Minority Students Annual Report.

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Prepare Well-Educated Health Care Professionals: Increase Number of Graduates
West Suburban College of Nursing

What issue or need is addressed by the effective practice?

Increasing the number and diversity of citizens completing a baccalaureate program in nursing.

Description of the effective practice:

Each year the college tracks attrition and graduation rates and reports the number of graduates by ethnicity in the Annual Report. With the implementation of a new College Strategic and Assessment Plan, the objective of decreasing attrition and increasing graduation rates has been set in support of the broad goal of preparing well-educated health care professionals. The metric chosen was percent attrition and graduation based on national benchmarks with a target of 40% or less attrition. Additionally, we have set goals for increasing the number of new enrollments (metric) and a target of 210 enrollees in 2007. Last Fall 2005, we enrolled 137. The Spring 2006 number of enrollees was 156. Thus, we are steadily reaching our goal and expect to meet our target of 210 enrollees in academic year 2006-2007.

How does this practice achieve sustainability?

The practice is part of the Strategic Plan and Assessment process. Metrics/benchmarks and targets have been set for graduation and attrition rates, number of enrollments and number of graduates by ethnicity. An annual scorecard is produced and reviewed by College Committees, Councils and Boards to track progress. By tracking and reporting targets and metrics for goals and objectives, we have increased awareness and focused activities on reaching those goals.

What are the results/measurable outcomes?

The number of enrollments and graduates have increased from 124 enrollees and 25 graduates in 2004 to 137 enrollees and 56 graduates in 2006. The total number of graduates from ethnicities other than white non-hispanic have ranged from 63% to 80%. Last year's attrition rate was 34%. This year's attrition rate is 32%.

Enrollments and Graduates

Year	Enrollments	Graduates
2004	124	25
2005	140	36
2006	137	56

Note: Enrollments include all nursing students on Fall Census Day. Year of graduation includes Summer and Fall of previous year and Spring of year listed.

Graduates by Ethnicity and Gender

Year	Asian or Pacific Islander	Black, Non-Hispanic	Hispanic	White Non-Hispanic	Unknown/Other	Female	Male	Total
2004	1	1	0	5	18	25	0	25
2005	3	7	1	13	12	35	1	36
2006	13	11	8	18	6	50	6	56

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Promoting Educational Access and Population Diversity at Midstate College
Midstate College

Description of the effective practice:

This effective practice focuses on how Midstate College plans to continue to accommodate nontraditional students such as single-mothers and to promote and maintain student diversity. This effective practice is supported by the College's Code of Ethics which states, "We value an educational environment that attracts, nurtures, and supports a diverse student and staff community".

Midstate College strives to meet the unique needs of its students. Flexible course scheduling is one of the ways Midstate College attempts to meet the scheduling requirements for its students. Courses are offered in various delivery modes such as weekend, evening, and eLearning. Midstate College maintains a student-centered approach to services from admissions to graduation.

Midstate College also supports and promotes outside services which are beneficial for students such as Dress-For-Success and the Center for the Prevention of Abuse. Through fundraising efforts and by creating a bridge for students to access these services, Midstate College has successfully helped many of its disadvantaged students.

How does this practice achieve sustainability?

Staff and faculty uphold Midstate College's commitment to supporting all students. Students benefit from an array of student support services such as one-on-one support to complete financial aid paperwork and scheduling. Flexible course scheduling is just another accommodation which students enjoy. Connecting students and graduates to outside services is another way the staff supports disadvantaged populations.

What are the results/measurable outcomes?

Transportation can be a critical issue for disadvantaged populations. Midstate College has been working with CityLink to increase the number of bus routes available to students living in disadvantaged regions of Peoria. Progress has been made in the past year. CityLink has constructed bus stop signs and provided a new shelter for students. Students utilizing CityLink service has increased by 3 percent in the past year.

Midstate College Community Outreach efforts include supporting the Center for the Prevention of Abuse & Dress for Success. Midstate College has established various ongoing fundraising activities to help aid both organizations. Literature and forums have been used to promote the services of the Center for the Prevention of Abuse. Professional Development Instructors refer female students to Dress for Success for assistance with obtaining professional attire for job interviewing.

Midstate College completion rates exceed the Central Illinois population demographics for diversity which is approximately 11.5 percent for nonwhite residents as reported by U.S Census Bureau (2000). The completion rates have increased for diverse populations from 15 percent in 2004/2005 to 16 percent 2005/2006. Female completion rates for 2004/2005 were 78 percent and 84 percent for 2005/2006. These numbers represent Midstate's dedication and success for the completion of its diverse and non-traditional constituents.

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R.E.A.C.H. Summer Bridge Program
William Rainey Harper College

What issue or need is addressed by the effective practice?

The R.E.A.C.H. (Retention Efforts for Academic Completion at Harper) Summer Bridge Program was created in order to better transition under-prepared (3rd and 4th quartile in their graduating class), first generation students from high school to college. The desired outcome of the Summer Bridge Program is to better provide under-prepared first generation students with the skill sets needed to succeed in college.

Description of the effective practice:

The Center for Multicultural Learning (CML), in collaboration with faculty from the Mathematics and Reading Departments, launched the R.E.A.C.H. Summer Bridge Program. Thirty-three students gained skills in mathematics, reading, writing, computer usage, and success strategies: (reasons for pursuing college; time management; study skills; stress, health, and wellness; learning styles and communicating with faculty; diversity; career planning; and transfer/educational planning). Students received one-hour credit for Orientation 101 and were enrolled as a cohort in Psychology 106 (Student Skills) or Psychology 107 (Understanding Self) in fall 2005. Each student met twice during the semester with one of the faculty CML counselors to ensure student progress.

The Summer Bridge Program is a unique way of helping at-risk students during the summer before their first semester. In an intensive, two-week program, students are given resources needed to improve their COMPASS placement scores and make connections with departments that exist to ensure their academic success. Students experience high quality education to improve future achievements in the classroom and in their careers as well.

The Summer Bridge Program prepares action-oriented analyses of pressing academic concerns facing under-prepared students regarding placement level and achievement in college level coursework. As participants, students learn of the opportunities and services they need to pursue to maintain and/or improve their academic aptitudes. Students gain critical skills needed for persistent success in college. As a result of participating, students gain necessary skills to smoothly transition into college level coursework.

How does this practice achieve sustainability?

The 2005 Summer Bridge Program was supported by a \$28,000 grant from the Harper Foundation. The summer 2006 cohort will be 80 students and the Harper Foundation has provided \$33,020. The CML also allocated \$10,000 of a HECA (Minority Student Transfer Center) grant to support the students. In FY07, the Harper Foundation will continue to support the program as Harper begins to institutionalize the cost of the program.

What are the results/measurable outcomes?

As a result of participation in the Bridge Program: 62% of the students increased their reading placement scores, 68% increased their writing placement scores, and 48% increased their math placement scores. Participants completed program evaluations indicating that they gained experience in the following areas: development of basic academic reading strategies (84%), development of basic (writing) composition strategies (100%), development of basic math skills (74%), identifying and exploring reasons for being in college (87%), becoming familiar with campus resources (88%), recognizing the value of education (91%), having a clearer sense of direction with life/career choices (94%), managing time (84%), understanding how to use the Harper educational system (97%), and developing a sense of community and belonging (90%).

Academically: 72% (24) achieved a 2.0 or higher fall cumulative GPA, 100% were retained through fall, 87% (29) were retained fall to spring, and 62% (18) achieved a 2.0 or higher spring cumulative GPA. A study conducted by the Office of Research indicated participants achieved a significantly higher cumulative GPA than a comparison group of non-participating students.

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Red Bud Campus Block Scheduling and Advantage Program
Southwestern Illinois College

What issue or need is addressed by the effective practice? Enrollment Management, Admission, Student Support, Cost-Effective Facilities Management

Description of the effective practice: Since 2003 the RBC staff has created new strategies to improve credit student enrollment at the Red Bud Campus. The college and campus staff shared concerns that enrollment had not adequately grown when a new building opened and services were added in 2000 at the Red Bud Campus. Contributing factors identified included:

- Student fear of courses not “making” (insufficient enrollment causing courses to be cancelled).
- Lack of transition courses for transfer degree sophomores.
- Course conflicts on the schedule.
- Student difficulty adjusting to college environment and procedures.

Red Bud Campus staff coordinated a variety of actions designed to address these issues.

1. Curriculum Issues.

- Admissions and Campus personal designed model semester programs to provide new students with a two-year program outlook. Instructional departments committed to the two year plan in critical areas such as Mathematics and English programs.
- Admissions, Instruction and RBC staff expanded and improved the schedule of sophomore level courses, allowing a greater number of area students to remain at Red Bud Campus for a second year.
- Admissions and RBC staff evaluated class cancellations and continue to weed out courses or sections that are historically in danger of cancellation.
- Block schedule – certainly the most radical change, the college divisions coordinated the conversion of the daytime schedule to a Block Schedule. The traditional M-W-F were converted to a M-W schedule. Fridays are used primarily for one day per week courses. Students are able to accomplish a full-time schedule while attending on M-W, or T-Th, or M-W-F or T-Th-F.

These changes proved highly beneficial to students who worked part-time or full-time, giving them greater flexibility in scheduling. The Block Schedule also provided transportation and child care cost savings. In addition the changes have:

- led to development of learning communities through students’ use of the model programs (an indirect goal).
- increased sophomore level enrollment on the campus.
- reduced the number of cancelled courses at Red Bud Campus.
- increased student confidence in building a Red Bud Campus schedule.
- allowed new courses to be scheduled at the campus.

2. Enrollment and Counseling Support. The Admissions, Counseling, and RBC staff have coordinated a series of student contacts or communications, some ongoing and others new. These include:

- Students who applied for admissions and/or completed placement tests but did not enroll are called with offers of assistance for counseling appointments and other services.
- Current enrolled students who have not yet enrolled for the next semester are called.
- Current new, full-time freshmen are called by a counselor two to three weeks into the semester. Queries are made as to their progress and if they have any problems or concerns. Follow-up calls and appointments are made if required.
- Current new, full-time freshmen are called and offered an opportunity to schedule an early counseling appointment for the next semester. As an incentive to participate the student’s registration is processed by staff the first day registration is open, without the student having to return to the office.

These efforts to intensify our communication with the students have improved their voluntary communication with the counseling and student development staff. A direct benefit for the college, and indirectly for the students, is the fact that a greater number of class sections are “made” earlier, building student confidence in scheduling courses and allowing instructional department heads to plan staffing.

How does this practice achieve sustainability? As greater numbers of classes are “made” and as more students choose the campus, the availability of resources needed to sustain the initiative increases.

What are the results/measurable outcomes? Since initiation of the program, the Red Bud campus has shown steady increases in its credit hour enrollments. Most recently, Summer 2006 alone was up by 5.1%.

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Significant Other Support Group
Sauk Valley Community College

What issue or need is addressed by the effective practice?

Student retention is an issue for the majority of nursing programs throughout the nation. Attrition rates for most nursing programs average 35-50%, with students leaving at various stages throughout the curriculum. SVCC's attrition rate is 30-35% on average. This is at the low end of the national norm, but it still is cause for concern as we wish to foster student goal completion, which is ultimately employability.

Description of the effective practice:

This program was created from a strong desire to foster an atmosphere of support among all parties involved with our nursing students as we believe nursing school is a "family affair." The program provides the student and the significant other of their choice with information on:

- Demands of the nursing program
- Four Categories of Support: Attitudinal, Financial, Behavioral and Emotional
- Goal Setting
- Stress Management
- Critical Thinking
- Family Communication

These various topics are presented at four key times during the first year of the nursing program. This program is paired with a mentoring program.

How does this practice achieve sustainability?

The dean of health and sciences, nursing faculty and SVCC administration are committed to this program. The program is orchestrated by the dean. The nursing faculty encourage student involvement in the program and assist with implementation. SVCC administration has budgeted for and maintained funds for this program.

What are the results/measurable outcomes?

- 60% or greater of the ADN Freshman and LPN nursing students and their significant other will attend two or more scheduled meetings.
- 60% of the significant other support persons will be able to identify at least 3 ways they can provide attitudinal, financial, emotional or behavioral support.
- 60% or greater of the significant other support persons and their nursing student will document the use of 3 or more interventions of support.

Surveys were completed to assess the achievement of these outcomes. The surveys were not completed by all students and the questions were not specific enough to assist with measurability. The format of the tool will be modified to aide with future assessment and the tool will be distributed to all students. Of the surveys completed, it was evident that the program impacted the family's goal achievement and communication. It is too early in the program to determine if this has aided student retention.

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Stepping Up Chicago -- Curriculum Leading to Targeted Occupational Pathways for Supportive Housing: Working Collaboratively With Local, State, and National Agencies to Provide Education and Training for Underserved Citizens
CCC - Wilbur Wright College

What issue or need is addressed by the effective practice?

Poverty, joblessness, lack of education, and underemployment combined with an increasingly challenging business environment—unskilled workers and low income people are finding it harder than ever to find jobs—are the most frequently cited causes of homelessness. Developing a curriculum that integrates social services into the management of assisted and supportive housing and leads to sustained employment with advancement opportunities for people with histories of homelessness is a unique and worthwhile venture. That Wright College was asked to develop the program speaks one more time to the college's ability to work with community, state, and national entities to best serve the needs of Illinois citizens.

Description of the effective practice:

Stepping Up is a collaborative project between the Corporation for Supportive Housing (CSH), the Illinois Department of Human Services Division of Rehabilitation Services (DRS), the Employment Project, the Chicago Mayor's Office of Workforce Development, several supportive housing and homeless assistance providers throughout the City of Chicago, and Wright College. Project goals are to develop career ladders via education and training for individuals with disabilities and histories of homelessness and to increase service integration between homeless assistance providers, the supportive housing industry, and workforce development systems in Chicago. Wright first began to work with Stepping Up in fall 2005, when a cohort of agency-sponsored students with histories of homelessness were selected to enroll in the college's Psychiatric Rehabilitation certificate program. Eight students began the program and six completed it. All six are currently employed and three of those six are concurrently pursuing additional education. The success of this venture led to Stepping Up asking Wright to develop a certificate program to be offered as college credit in property management for supportive and assisted housing. The curriculum is the first of its kind in the United States. It integrates social services concepts and skill areas into the day-to-day functions of managing housing that serves a very vulnerable and emotionally fragile clientele. The eight course sequence has been developed and is in progress in the institutional approval process. The college expects to be able to forward this curriculum to ICCB in late fall.

How does this practice achieve sustainability?

The curriculum itself is, of course, not the practice, but is an example of the college's ability to build strong, productive alliances with community, state, and national agencies in order to provide education and training that leads to sustained employment for frequently underserved citizens. The practice needs no special allocations of resources to achieve sustainability, only the continued willingness and flexibility of the college in working with a variety of community partners

What are the results/measurable outcomes?

Outcomes for this project will be measured by the actual number of students who are recruited for participation in the program. Program success will be measured by the number of successful completers who are subsequently placed into jobs in the supportive housing industry.

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Summer Bridge

Southern Illinois University - Edwardsville

What issue or need is addressed by the effective practice?

Students who aspire to a university education but are under-prepared for college-level work face several problems that Summer Bridge addresses. Summer Bridge ensures

- (1) access for students who may have experienced less than adequate academic preparation,
- (2) completion of developmental coursework for a smoother transition into the university in the fall,
- (3) students who are qualified for enrollment in college-level courses as of fall term, and
- (4) students who are on track to graduate without added time to degree.

Description of the effective practice:

Students who have been admitted to SIUE for fall term but who must take developmental coursework in reading, writing, and mathematics are invited to participate in the six-week intensive (Monday-Thursday, 8:00-5:00) program for a fee of \$700. Students may live on campus by paying a prorated summer housing fee. Up to 20 students per section are screened and accepted into the program. Students earn three hours of credit (awarded at the end of fall term) for completion of a freshman seminar (UNIV 112) and work in the Writing Center (ENG 100) during the program. In addition, they improve their foundational skills in reading, writing, and math, thus bypassing developmental coursework in which they would have been required to enroll during fall term. Students participate in classes provided by lecturers in Instructional Services, receive individual and small group tutoring in math and writing, discover and make use of academic and recreational campus resources, meet with faculty to learn classroom expectations and opportunities, meet with an academic advisor, and develop a supportive community of learners that extends into the academic year.

How does this practice achieve sustainability?

Summer Bridge was piloted summer 2001 to summer 2004 through funding provided by the Office of the Provost, reallocation of Instructional Services summer courses and instructors in the College of Arts and Sciences, and a student program fee of \$700 per student. As of summer 2005, funds were permanently allocated for one section. A second section, added in summer 2006, is self-sustaining through the student program fee paid by the additional students.

What are the results/measurable outcomes?

The Summer Bridge Program is effective as measured through a number of indicators of student success, including:

- Academic performance during the summer program:
 - ✓ Number of students who earn proficiency credit for ENG 100 and UNIV 112
 - ✓ Number of students who complete at least one semester of developmental coursework in each academic area
 - ✓ Number of students who are ready to enroll in college-level coursework in each academic area in fall term
- Second-year return rate:
 - ✓ Evidence of higher second-year return rate for Summer Bridge students than for all freshmen
- Progress toward graduation:
 - ✓ Number/percent in good academic standing
 - ✓ Number of hours earned
 - ✓ Number/percent of students still enrolled at SIUE or in other higher education institutions
- Graduation:
 - ✓ Number of students who graduate in 4, 4.5, or 5 years

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Transition from the Traditional Classroom to Technology: The Studio Classrooms at St. Augustine College

St. Augustine College

What issue or need is addressed by the effective practice?

St. Augustine College serves a student population that has either limited access or no access to higher education due to various socioeconomic, cultural and linguistic barriers. SAC has addressed the needs of its students by implementing studio classrooms. The studio classrooms have provided increased access to technology, which in turn has increased the retention rate and the transferability of Hispanic students to four-year institutions.

Description of the effective practice:

Our studio classroom is specially configured with high-performance computer laptops. The desks are organized to facilitate group interactions. Lab and lecture sessions combine lecture and lab into one extended classroom experience provides for better learning. Students do many group projects, studying complex problems in depth. An important characteristic of studio classrooms is that students have more control and responsibility for outcomes than in traditional classrooms. Consequently, a key to success is that students must attend class and everyone must participate. In addition, instructors are seen as mentors, who act as learning guides, providing the learning environment and materials needed for students to create their own learning. Our Studio classrooms integrate Chickering's seven principles of good teaching practice.

How does this practice achieve sustainability?

Seven instructors at SAC were assigned to studio classrooms. Faculty reached Level 3 on the Kirkpatrick Scale (Behavior). St Augustine College has at this moment two studio classroom labs at the main campus and one at the West extension. There are three more studio classes with adjunct Faculty.

Ongoing faculty development and data collection in instructional redesign and studio classrooms have been implemented. Before the semester started, fifteen instructors were trained on the Studio Classrooms concepts, e-campus (blackboard), and the use of the technology available at SAC. Weekly meetings were scheduled to share ideas and to solve problems related with instruction as well as the use of technology. Overall, around 150 new students have used technology in the studio classrooms.

What are the results/measurable outcomes?

During Spring 2006, there were 6 studio classrooms for the course English Composition I, one studio classroom for the course Introduction to Computer Science, and one studio classroom for the course Introduction to Statistics. We compared and analyzed those courses with those that don't have the studio classroom component and have concluded that there has been an increase in grades in English and math, which in turn has affected overall retention for the college.

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“What All Student Development Employees Need to Know” Resource Document
Moraine Valley Community College

What issue or need is addressed by the effective practice?

The “What All Student Development Employees Need to Know” document is a core body of information that was created to assist Student Development faculty and staff to provide students with current and accurate information in order for them to make successful transitions through the major student milestones (prospective student, applicant, first-semester registrant, first-year student, continuing student, graduate, and lifelong learner/continuing student).

Description of the effective practice:

The Drive Tool, which is the college’s continuous improvement process, was used by the Process Improvement Team to develop this core body of knowledge in support of the college’s learning college philosophy. The document is based on the four top Student Service process improvements that were selected by the Student Development Steering Team and were identified through the Title III Process Improvement Review during FY04. They are:

- (1) providing students with accurate, current and updated information;
- (2) communicating consistent information to students that facilitate the transition to the next stage;
- (3) communicating between staff; and
- (4) training on using existing resources for appropriate referrals.

In order to gather input from all staff about the information that should be included in the “What All Student Development Employees Need to Know” document, a Process Improvement Team, which was comprised of a cross section of Student Development staff was formed. The team surveyed Student Development staff to obtain the most commonly asked student questions. After a draft of the document was created, based on the feedback received, a cross-divisional employee focus group that consisted of Student Development staff at all levels was formed to provide input to the Steering Team and to refine the process.

The project included a series of training sessions for all Student Development faculty and staff. A training assessment was administered at the end of each session to collect feedback from workshop participants. As of October 2005, all current Student Development faculty and staff had completed the training.

The “What All Student Development Employees Need to Know” document has been placed on the Center for Teaching and Learning Website (www.morainevalley.edu/ctl) as a resource tool, and is frequently updated for use by current staff. Likewise, the document refers staff to existing resources both in print and on the Web and encourages them to “teach student to fish” by letting them know where they can get information so that they know where to find it the next time around.

How does this practice achieve sustainability?

This project has received such wide support from the Administrative Council and the Educational Leadership Team that it is now being expanded to all student service providers. We will use an iterative process once again, asking for most commonly asked questions by all service providers, and a service provider focus group to expand the document. This will be followed by staff training and development of a revised Mastery Test. Plans are underway to include this information in the revised Faculty Handbook, highlighting those areas that are most pertinent to faculty.

What are the results/measurable outcomes?

This project involved the development of an online Mastery Test that tested Student Development faculty and staff’s basic knowledge of the information that is contained in the “What All Student Development Employees Need to Know” document. All Student Development staff were expected to take the test and eventually answer each question correctly. After successful completion, Student Development Staff were provided with a certificate of completion. There was a special prize for the first staff member to complete the test. Additionally, the feedback that has been received from the training as well as suggestions for revisions to the manual has been used for continuous improvement purposes.

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A large, grey, stylized number '5' is positioned in the background, partially overlapping the text. The number has a thick, blocky appearance with a slight shadow effect.

POLICY AREA

Illinois colleges and universities will be accountable for providing high quality academic programs and the systematic assessment of student learning outcomes while holding students to ever higher expectations for learning and growth.

AA and AS Degree Champion Committees
Southwestern Illinois College

What issue or need is addressed by the effective practice? Since approximately half of Southwestern Illinois College degree graduates are in the AA/AS degree transfer programs, there was a definite need to answer the question, “What happens to our transfer students after they graduate?” We had very little information to determine their success rates. The AA and AS Degree champions are comparative to the coordinators in the occupational areas in that the College wants to be sure these students are well- prepared to be successful as they either transfer or enter the workforce. Also, many disciplines had difficulty writing educational goals for their discipline considering most students taking a math class for example were not going to be a math major. These committees will help the various disciplines better understand their role in contributing to the AA or AS Degree Programs.

Description of the effective practice: The committees developed mission statements and educational goals and are currently reviewing the data for AA and AS degree student performance in the General Education Core Competencies college-wide assessments. Committee structure is representative of the disciplines that contribute to the degree.

AA Degree Champion Committee Chairperson

- | | |
|----------------------------------|----------------------------------|
| 1. Anthropology/Archeology/Soc. | 6. Psychology |
| 2. English/Literature/Journalism | 7. Speech/Communications Theater |
| 3. Foreign Language | 8. Music/Art |
| 4. History & Political Science | 9. Counselor |
| 5. Philosophy | 10. Dean Representative |

AS Degree Champion Committee Chairperson

- | | |
|-----------------|------------------------|
| 1. Business | 4. Physical Science |
| 2. Life Science | 5. Social Sciences |
| 3. Mathematics | 6. Counselor |
| | 7. Dean Representative |

Chairperson

- | | |
|-----------------|------------------------|
| 1. Business | 4. Physical Science |
| 2. Life Science | 5. Social Sciences |
| 3. Mathematics | 6. Counselor |
| | 7. Dean Representative |

How does this practice achieve sustainability? Development of these committees was a direct result of the Outcomes Assessment project with support from the Vice President of Instruction and committee members are elected to two and three year terms from the division.

What are the results/measurable outcomes? The first meeting of the AA and AS Degree Champions was in May of 2005. Investigations are underway to collect data about the success of Southwestern’s students from transfer institutions. The committees are currently developing surveys for graduating students with plans for follow up surveys as well as assessment tools. Data collected from Spring 06 assessments (mathematical literacy, critical thinking, writing and computer literacy assessments) is currently being reviewed. This is our first attempt to determine how well our AA & AS Degree students measure-up in our core competencies.

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Addressing Nursing Shortages in Illinois
McKendree College

What issue or need is addressed by the effective practice?

Issue One: The nursing shortage in Illinois is well documented. Governor Rod Blagojevich (2006) predicted, “By 2020, Illinois could be facing a shortage of over 21,000 nurses.” Nurses with baccalaureate and master’s degrees are in particularly short supply.

Issue Two: A major factor limiting admission to nursing programs is lack of qualified faculty. The American Association of Colleges of Nursing (2005) conducted a survey of member nursing colleges and universities. Results indicated the programs “denied 32,617 qualified applications due primarily to a shortage of nurse educators.” The Illinois Nurse Practice Act mandates that nurse educators in a professional nursing program possess at minimum a master’s degree in nursing. Increasing the number of master’s prepared nurses is a vital element in plans to increase the number of nurses.

Description of the effective practice:

Issue One: McKendree utilizes a format that includes face-to-face core nursing courses delivered in community settings. Currently, McKendree College has nursing cohorts attending classes at seven community colleges and in three hospital settings. There are several advantages to this delivery method. Articulation is emphasized as the program respects the knowledge and talents of associate degree nurses and builds on the great foundation created by community colleges. A nurse is able to attend classes while remaining in his/her community. This service provides nurses, even those residing in rural areas, the opportunity to further nursing education. Graduate surveys indicate that 98% of McKendree College nursing students are employed as registered nurses while attending classes.

Issue Two: Admission to basic nursing programs in Southern Illinois is limited by insufficient nursing staff. The Master of Science degree in nursing with emphasis upon an educator track is designed to meet the need for nursing faculty as well as for staff and patient educators in area healthcare institutions.

How does this practice achieve sustainability? Flexible formats including weekend, evening, or one day per week options enable students to continue employment while completing a degree. Retaining these nurses is essential for area healthcare institutions. Acquiring additional nursing education benefits the individual and the healthcare institution. Several area healthcare institutions are striving to obtain Magnet Status from the American Nurses Credentialing Center. A key component of Magnet Status is demonstration of a commitment to education by staff and administrators. McKendree College responds to the needs of area institutions by offering courses in hospitals and by creating a manager track in its recently initiated Master of Science in Nursing Degree.

What are the results/measurable outcomes? Number of graduates in the McKendree College Bachelor of Science in Nursing Program over the past four years are identified in the table below. Number of students currently enrolled in the McKendree College Master of Science Nursing Program are identified in the table below. It should be noted that the masters program in nursing began in the fall of 2005 and graduates have yet to be realized.

BSN Graduate Counts		
Academic Year	Student Count	
2002	72	
2003	76	
2004	81	
2005	<u>82</u>	
Total:	311	

MSN Student Counts		
Program	Start Term	Student Count
MSN.NSG	2005/FA	28
MSN.NSG	2006/SP	30
MSN.NSG	2006/SU	<u>2</u>
Total:		60

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Advisory Council Strengthens Programs
John Wood Community College

What issue or need is addressed by the effective practice?

John Wood Community College (JWCC) uses advisory councils for the development and continual improvement of Career and Technical Education (CTE) and Transfer programs to ensure that the needs of the community are met. For instance, both CTE and transfer programs must 1) be representative of needs and opportunities for employment; 2) transfer to other institutions 3) articulate viable educational programs, and 4) meet required levels of support to respond to community needs. All programs need to be at the highest level of quality and delivered efficiently and effectively; advisory councils help JWCC accomplish those objectives. JWCC has developed an effective process for advisory councils to fulfill their intended objectives and obtain maximum impact upon the programs they serve. Furthermore, advisory councils increase the ownership of the college within the community and lead to increasing the influence of JWCC within the community. As a result, JWCC's re-focused efforts on advisory councils have enabled the college to develop a strong base of community support.

Description of the effective practice:

During the past five years, five separate effective advisory councils have been organized. Two councils were organized around geographic areas (Pike County and Brown County); the other three councils are organized around specific occupational areas (Education, Truck Driver Training, and Health Sciences). The charter members of the five councils were selected by carefully identifying the business and community leaders within each geographic and educational area and convening a meeting. This process is meant to insure that the advisory councils were perceived to be credible not only by the business and community leaders but also by the people living and working within each area - geographic or occupational. After the first meeting, each advisory council developed a constitution. In the case of one council, a set of operational bylaws were developed and implemented during the first meeting.

The total initial organizational cost for developing these five councils was less than \$500 for secretarial assistance and materials. Each advisory council elected its own secretary and thereby removed the costs for secretarial assistance. The benefits, of course, were the gains in obtaining the advice of business and community leaders to guide the operation of JWCC programs. The community becomes a true partner with the educational institution adding to the integrity and credibility of the programs as perceived by students, administrators, faculty, and the rest of the community.

Each advisory council meets at least three times yearly, or more, if they desire. Each council has specific standing committees to address the issues of curriculum, facilities, equipment, admissions, and marketing issues. Councils have standing committees and ad hoc committees to address specific issues within their respective geographic or occupational areas.

How does this practice achieve sustainability?

The cost in terms of dollars and staff time to sustain the advisory councils is minimal once the potential membership has been identified and a meeting convened. After commitment is obtained, officers are selected, the constitution is approved, and committees formed, the council is self-sustaining all the while providing invaluable recommendations to the college. Some minimal administrative assistance is needed to process the recommendations and select new members for the councils as needed. The management of advisory councils on the part of the college is one of the least complex and most effective processes.

What are the results/measurable outcomes?

- The Pittsfield [County] Education Center (PEC) Advisory Council formed in 2002. From 2001-2006, the unduplicated headcount at the PEC has increased 14% (from 464 in 2001 to 531 in 2006) and credit hours have increased by 30% (from 2,647.5 in 2001 to 3447.5 in 2006).
- The PEC Advisory Council recommended the establishment of the dual credit program JWCC has with Pittsfield High School in which students come to the PEC for morning classes.

- The PEC Advisory Council recommendation to improve the PEC facility led to renovations that include a meeting/activity room and improved science and CNA lab.
- The PEC Advisory Council influence led to obtaining funding for the creation of the first Smart Classroom at the PEC.
- The Brown County Advisory Council was instrumental in establishing dual credit courses for the local high school students. The program has grown so much that delivery has moved from ITV to on-site structured classes.
- The Brown County Advisory Council recommended and helped to obtain funding for more Adult Education opportunities for residents in the county.
- The Education Advisory Council made recommendations which led to a restructuring of JWCC's initiative to prepare teachers, deliver developmental education coursework, and provide a more coordinated plan in providing adult education and literacy.
- The Truck Driver Training Advisory Council has now been in operation for one year and has already obtained the contribution of a used \$45,000 semi tractor by a local trucking company. A curriculum review led to modifications to facilitate the recruitment and placement of students.
- The Health Sciences Advisory Council has been in place for two years and its three standing committees' recommendations have impacted the programs with a reorganization of the curriculum and administrative management of JWCC health occupation programs.

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Annual Heritage Conferences, Office of Academic Development
Northeastern Illinois University

What issue or need is addressed by the effective practice?

Northeastern Illinois University is enriched by the diversity evident in the university-wide community. This diversity is further enhanced by the opportunity provided through the annual heritage programs to understand and appreciate the contributions of various cultures, while framing issues of local, national and international importance. The conferences provide significant platforms to explore cultural and social values that highlight our interconnectedness and promote awareness. They facilitate the acquisition of knowledge, abilities and attitudes which form a foundation for life-long learning among our students. The heritage conferences laid the foundation and expanded expectations of global learning as is evident by the conferences on Iran and Guatemala and Democracy in Iran, Middle East and Central Asia.

Description of the effective practice:

The Office of Academic Development hosts several annual heritage conferences as single or multiple day events. These are the Equity in Action Conference (October), the Inter-Faith Conference (November), the Martin Luther King Day Program (January), the African, African-American, Native American, Caribbean and the Americas Heritage Conference (January), the Native American Conference (February), and the Asian American Heritage Conference (April). Content, context and programming for the conferences is designed by the collaborative efforts of a committee comprised of faculty, staff and students from various disciplines at the university. Committees begin meeting a year in advance of the conferences and subsequently meet 12-15 times during the academic year to formulate themes, focus, and decide on program content. These conferences provide a rich and vital forum for faculty and students to serve on panels alongside each other and to present on common research interests or current issues of importance.

How does this practice achieve sustainability?

Faculty and external scholars use the heritage conferences as a forum to present current research interests. This enhances the curriculum and further enriches student learning. Faculty members plan for future programming, and student inclusion on panels. Because the conferences emphasize the diversity of our campus, student clubs and co-curricular groups understand that this is also their forum for program development and involvement.

What are the results/measurable outcomes?

The annual heritage conferences have seen an increase in participation since their inception over a decade ago. Faculty view their participation as an important way to create interdisciplinary partnerships with colleagues. Student engagement allows students to view themselves as valuable community partners and collaborators, creating a component of civic ownership and citizenship within the global community. Attending heritage conference presentations and learning from the sessions becomes an integral part of the inter-disciplinary focus. Last year, 7 annual heritage conferences included 97 presentations, featured 74 presenters/moderators and were attended by approximately 2000 students.

The heritage conferences further the university's mission of cultural, economic and political diversity and create an environment that emphasizes analysis, involvement, inclusion and identification with the university community.

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Annual Outcomes Assessment of Academic Programs, College of Professional Studies, National University of Health Sciences
National University of Health Sciences

What issue or need is addressed by the effective practice?

Curriculum easily becomes outdated and/or irrelevant. For a university to provide up-to-date curriculum and delivery systems that provide high quality programs and student learning, constant assessment and adaptation must occur.

Description of the effective practice:

Each degree program contained within the college will now undergo an annual outcomes assessment process that documents the efficacy of our curriculum in attaining program outcomes. The assessment will include review of student “satisfaction” surveys, board exam scores, institutional data such as graduation rates, faculty discipline area reviews, program and course student performance exams, and external feedback from practitioners. Information garnered will be looped back to program chairs and faculty responsible for revising the curriculum at the program and course level, where appropriate changes will then be made based on the data received and subsequent analysis and discussion.

While some activities go year-round, the majority of the data gathering takes place following the fall and spring trimesters, with analysis, discussion, and decisions on changes taking place in the months of May and June. Costs involved are minimal and subsumed within the normal operating budget.

How does this practice achieve sustainability?

We have just completed our first cycle of this new annual practice, which did prove to be low-cost, though time-intensive. Our plans for the next academic year already include a repeat of the process, incorporating more refined techniques and documentation.

What are the results/measurable outcomes?

Our revised curriculum for 2006-2007 reflects the overview of our results and outcomes—a curriculum we believe is more closely attuned to the program outcomes and incorporates changes made due to assessment processes.

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Assessment

Fox College

What issue or need is addressed by the effective practice?

Provide support and incentives for development of assessment tools, benchmarking, and quality assurance processes.

Description of the effective practice:

All educational programs have assessment tools in place that gauge student learning and a regular review of benchmarks and outcomes occur globally.

How does this practice achieve sustainability?

The Institutional Effectiveness Planning Committee has as one of its objectives to review academic learning outcomes to pinpoint needed improvements. Accurate assessment of each outcome helps the College make revisions to both formal and informal curriculum.

What are the results/measurable outcomes?

The learning outcomes of each program are assessed and the results and actions are documented in the minutes of the Professional and General Education Committee meetings, faculty meetings, and the Institutional Effectiveness Planning Committee meetings. One specific area of assessment has been with the Microsoft Office Systems Specialist certification test. Each business student takes the certification tests and the results are assessed each time. Fox College has adjusted texts to ensure the appropriate emphases and has added student CDs and library materials in response. The results have been remarkable. With three years of cohort testing complete, Fox College students have consistently passed the exam, with an overall average of 93.3% of students passing. Microsoft predicts a typical 70% of any given group will pass, so our current data clearly show that Fox College students are well prepared in the area of core office technology.

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Assessment and Curricular Involvement

Coyne American Institute

What issue or need is addressed by the effective practice?

Coyne American Institute's success depends on the independent assessment of the quality of its programs and the constant, thoughtful improvement of the curricula.

Description of the effective practice:

To assure the quality of these programs, Coyne American Institute utilizes "Program Advisory Committees" (PAC). A Program Advisory Committee is a group of individuals with experience and expertise representing a cross-section of a particular occupational field. The primary purpose of the PAC is to help the Institute ensure that its training and equipment are current and relevant to occupational practices and requirements. The Committee is used to communicate the occupational needs of the community in which the school is located in order to ensure that the school's students are taught the skills required by employers.

Under the direction of the Director and Director of Education, and with input from the Program Advisory Committee, and the instructional staff, these programs are required to undergo a curriculum review annually conducted by faculty and Program Advisory Committee members. The program's curriculum, objectives, learning outcomes, textbooks, course outlines, prerequisite structure, etc. are examined and recommendations for changes are submitted to the Director and Director of Education for review, approval, and implementation.

The Director of Education has the responsibility of overseeing the programs at all campuses, assisted by the site Director. There are monthly departmental meetings which faculty attend and matters of concern or questions are discussed. One of the important topics at these meetings is the formal plan of assessment which is required of all academic departments and programs. Assessment activities, results, and subsequent changes are overseen by the Director of Education and School Director who establishes deadlines for reports and review plans.

The Institute's Program Advisory Committee will participate with the School Director, Director of Education and faculty at formal semi-annual meetings at the Institute and meetings periodically throughout the year as needed. Advisory Committee members advise on matters of curriculum, industry changes and needs, and employment trends. Through Advisory Committee participation, the Institute utilizes the expertise and independent input from professionals in the field. This enhances the school's ability to meet the needs of students and employers by addressing technological and occupational changes as they occur.

How does this practice achieve sustainability?

Coyne American Institute conducts program reviews in order to maintain its good standing with the accrediting commission. The changes in the professions and increased responsibilities to the employers and the community require constant internal and external curricular review and improvement.

What are the results/measurable outcomes?

Successful completion of our re-accreditation review is a direct measurement of this practice. Furthermore, increased student population, placement rates, certification pass rates, and ultimately, the employment success of graduates will measure the long-term effect of the internal and external curricular reviews.

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Assessment and Transformation of MCC101: The College Experience
McHenry County College

What issue or need is addressed by the effective practice?

It is part of the College's mission to provide an opportunity for all students to become successful. Through participation in MCC101: The College Experience, students have the opportunity to hear about campus resources, study the best practices for success in college, learn online by using Distance Education technology, use interpersonal communications respectfully, develop self-management practices, and meet other students. It is important to us to be available to new students early in their college career to answer their questions, discuss their expectations, and provide them with tools appropriate for college. To this end, the MCC101 course must be continually improving to meet student needs.

Description of the effective practice:

The end of program assessment of the MCC101: The College Experience, showed that students did receive benefit from the course. The assessment also highlighted the need: a) to develop hybrid and online courses to augment the traditional course delivery method; and b) to revise the course content.

Beginning Fall 2006, the majority of MCC101 courses will be either hybrid or online. The course content will have four core areas of concentration that all sections must have: time management, diversity, information literacy, and student responsibility. Students will be given the opportunity to tailor the course to their own individual needs by selecting three elective seminars (from a list of eighteen seminars) to attend. The seminars are: academic advising, financial management, partner violence, distance education, campus safety, effective communication within student organizations, financial aid, exploring the job market, interviewing skills, communication and conflict resolution, Sleep!, stress management and relaxation techniques, healthy relationships, building self esteem, working with difficult people, choosing a career, balancing work, life and having a social life too, and math anxiety

How does this practice achieve sustainability?

The College has been selected to participate in the Foundations of Excellence process. The Foundations of Excellence is a comprehensive, guided self-study and improvement process for the first year that will enhance the College's ability to realize its goals for student learning, success, and persistence. The Foundation of Excellence will provide the bulwark upon which future MCC101: The College Experience courses will be built. Specifically, the Foundation of Excellence process will:

- link academic and student affairs in a collegial process
- engage faculty, student services, institutional research, and resource development professionals in first-year reform efforts
- focus on institutional behavior rather than student behavior
- focus the retention conversation on intentionality and educational quality
- use qualitative assessment supported by quantitative data and external support
- help the College to move away from a piecemeal approach to the first year toward an intentional comprehensive approach
- be integrated with accreditation-related assessment measurements
- result in a plan for change leading to significant first-year improvement

What are the results/measurable outcomes?

A quantitative survey was administered in all sections to measure student awareness of the content of the course, e.g. campus resources, assessment, diversity, personal responsibility, and time management. Additionally, students were asked to write a paper focusing on what they learned in the course and what the College could do to improve the course. The results indicated that students, upon completion of the course, were more aware of these topics.

The survey, in addition to traditional evaluation tools, will continue to measure outcomes. Moreover, the Foundations of Excellence Task Force will gather information from faculty and selected staff members about the effectiveness of current first-year practices and policies and from first-year students about their views of campus efforts in the first year.

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Assessment Committee Mentoring Program
Northwestern Business College - Chicago

What issue or need is addressed by the effective practice?

Northwestern Business College's Assessment Committee, which consists of faculty from across the college's curriculums, in collaboration with the college's deans of faculty, developed and facilitated an interactive faculty in-service in the spring entitled "What Matters Most?" The following questions were discussed by the entire group: What matters to you about the classes you teach? How do you discover if what matters occurs? What matters to students about the courses they take? How do we discover this? Why does it matter to us? Afterwards, small groups were formed and the following topics were discussed in "round-table format" with facilitators from the assessment committee: Why Formative and Summative Assessment Matter; Why Direct and Indirect Assessment Matter; Why Learning Styles Matter; Why Non-Academic Issues Matter.

Description of the effective practice:

The main objective was to increase faculty awareness of the positive role that formative and summative assessment have on student learning, and how taking an active part in the assessment process has a direct impact on what we are trying to achieve in the classroom.

How does this practice achieve sustainability?

This practice achieves sustainability by being reinforced at department meetings and in-services throughout the 2006 – 07 academic year. Since faculty meet on a monthly basis, incorporating assessment as regular topic is a cost effective way to reinforce the topic. Creating opportunities for discussing ideas about student learning and how to assess the same is directly related to the key result areas of the current faculty job description and directly relates to faculty's profession of teaching.

What are the results/measurable outcomes?

A survey was distributed at the conclusion of the day-long inservice, and the results are as follows:

- 78% responded "true" to the statement "I learned or was reminded about informative/summative ways of discovering what students know, think, or can do."
- 84% responded "true" to the statement "I learned or was reminded about direct and indirect ways of discovering what students know, think, or can do."
- 94% responded "true" to "I learned or was reminded about learning styles and why they matter."
- 83% responded "true" the statement "I learned or was reminded about how non-academic issues impact student learning."

The inservice topic was important not only to review and/or impart information about assessing student learning, but also to demonstrate the commitment of the college in embracing assessment. The college will follow up this event with frequent opportunities for faculty to discuss effective formative and summative assessment. Specific results should be identifiable in the 2006 - 07 assessment plans and subsequent results for each academic department.

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CADRE (CAreer Development Reinforcing Excellence)
Illinois Mathematics and Science Academy

What issue or need is addressed by the effective practice?

CADRE improves IMSA's ability to attract, retain, and develop high quality faculty by providing the accountability and collegial support necessary to maintain the highest standards of teaching excellence. The CADRE processes are designed to ensure that IMSA faculty fosters student growth and learning. Through ongoing dialogue about teaching and learning, we create a collaborative laboratory environment and a methodology of professional assessment based upon openness, creativity, and trust.

Description of the effective practice:

CADRE is the system for professional development, supervision and evaluation of faculty at IMSA. CADRE specifies three progressive contractual relationships between IMSA and its faculty which are characterized by collaborative supervision, mentoring, and instructional facilitation by colleagues, with a focus on teaching and learning. Faculty members who successfully complete both an initial two-year and subsequent three-year contract enter into a renewable, continuing contract.

How does this practice achieve sustainability?

A standing CADRE committee composed of representative faculty members from all the academic disciplines, chaired by the Principal, and the Director of Curriculum, Assessment, and Research meet on a regular basis to review procedures and contract language. Teachers submit and share a three-year Plan of Professional Growth that demonstrates evidence of deep knowledge of their discipline, thorough understanding of the science and art of teaching, and the abilities to develop learning for understanding. The CADRE documents serve as the faculty member's employment contract with IMSA.

What are the results/measurable outcomes?

The CADRE process has a positive impact on classroom teaching as measured by direct observation and student surveys. As a result of CADRE all faculty members receive intensive mentoring and critical advice on their teaching practice from their colleagues as they progress through the first five years of their employment at IMSA. All faculty are required to reflect on their practice in writing and share these reflections with their colleagues and the Principal. Faculty on a continuing contract regularly demonstrate to their peers progress in their personal professional development plans which are, in turn, guided by IMSA's Expectations for Teachers.

The CADRE process also has a positive effect on teacher recruitment and retention. Though faculty salaries have been shown by IBHE to have a mean below high school salaries in the five county Chicago area, IMSA's faculty has a markedly low turn over of 5.4%. In addition, 29% of faculty is NBPTS certified, a distinction that is encouraged and rewarded by the CADRE process.

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Career Research and Presentation Project
Prairie State College

What issue or need is addressed by the effective practice?

One factor that contributes to low levels of retention is students' lack of career focus. Most students who enroll at Prairie State College have no clearly defined career goals: they haven't completed a career assessment to uncover their personal interests and skills, they lack knowledge of career opportunities and they don't understand the academic preparation required for the career of their choice. This Career Research and Presentation Project (CRPP) was designed to enhance student retention by providing students with career counseling and addressing students' need to see the connection between program completion at PSC and their career goals.

Description of the effective practice:

The staff in our Career Development Center (CDC), the Communications faculty and the librarians collaborated to ensure that every student who graduates with an associate's degree from PSC has completed a comprehensive career exploration program. Professors who teach Communications 101, an introductory speech course required in all degree programs, made the CRPP as one of four required speeches. Career advisors from the CDC first administer a career assessment to all students in each class and then present and interpret the results during classtime. Based on that information, each student selects three possible careers for preliminary study. Communications faculty accompany their students to the CDC (which adjoins the Library), where career advisors and reference librarians work with students to research their chosen fields. Each student then hones in on one career as the topic for their speech. In addition to traditional research for their chosen career, students must also conduct an interview with a practitioner in that field. The project culminates in each student delivering a research based speech about all facets of his/her chosen career.

How does this practice achieve sustainability?

What started as a pilot project by two professors has now gained the support of the entire department as a required component of every speech class. Funds from the Perkins and Tech Prep grants are used to build the reference materials and fund the career assessments

What are the results/measurable outcomes?

Faculty administered a post project survey to assess student satisfaction with the CRPP project. The results were impressive: 83% of the students reported that the project provided them with new knowledge about their career and confidence in taking control of their own career developments. When asked if the CRPP had fostered a change in career decision status, all 62 students who had been undecided responded "very much."

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Challenging the Odds: Creating Academic Challenge in an Urban Community College
CCC - Wilbur Wright College

What issue or need is addressed by the effective practice?

Too often community college education is perceived as not academically challenging and as offering little more than a continuation of high school subject matter. Because large, urban colleges often serve high proportions of students who are academically underprepared and large percentages of immigrant and/or minority students, providing high quality academic programs is especially important

Description of the effective practice:

In fall 2002, the year after the college's accreditation self student visit from the Higher Learning Commission, the college began an on-going conversation via workshops, focus group sessions, special in-service training, and external professional development opportunities, with its faculty (including adjuncts), students, staff, and administration focused not only on what teachers do in the classroom to produce learning, but also on what students do to demonstrate that learning. All course syllabi now have explicit student learning outcomes linked to the college's general education goals. In addition, interdisciplinary peer advisory panels and assessment mentors consult with departments to develop assignments that demonstrate learning across the general education core; for example, the types of assignments an English teacher might make to allow students to demonstrate quantitative literacy or the types of oral presentation assignments that are possible in a math class.

How does this practice achieve sustainability?

Course syllabi outlines conforming to the student learning outcomes standards are now mandatory regardless of the course or program. The college's interdisciplinary Assessment Committee has a line in the college's budget in order to buy materials, sponsor professional development opportunities, and fund national benchmarking studies.

What are the results/measurable outcomes?

In spring 2004 and again in spring 2006, the college administered ACT's CAAP to 1,713 ('04) and 1350 ('06) randomly selected credit students who had earned at least 30 credit hours at Wright College. Results from both administrations show that Wright College students perform at or better than the averages of community college students across the nation. The college's emphasis on a strong math curriculum coupled with student engagement strategies resulted in students from all ethnicities performing significantly better than national averages in math.

Equally as significant as the CAAP results, though, are the results of the college's spring 2005 CCSSE noting that Wright is one of eight community colleges in the nation cited for Academic Challenge. In that survey, Wright's students reported that they were frequently asked to analyze, synthesize, evaluate, and apply theories when working with the elements of an idea, confronting a new problem, or determining the soundness of information, arguments, or methods. The students also noted the number of papers required and the number of textbooks, manuals, books, or book-length packs of course materials they were asked to read. Finally, they also reported that they had to work harder than they thought they could to meet an instructor's standards or expectations.

As noted in other sections of this report, Wright College will administer CCSSE and the faculty version, CCFSSSE, during its spring 2007 Assessment Week activities.

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Council for the First-Year Experience
Illinois State University

What issue or need is addressed by the effective practice?

The Council was formed to understand the unique needs of first-year students, keep up-to-date with national trends, help with the transition to higher education, and enhance the first-year experience.

Description of the effective practice:

The University's Council for First-Year Experience, appointed by the Provost, is charged with the continuous review of the processes related to the learning and development of first-year students. Based on a continuous review, the Council recommends the articulation of intended learning and developmental outcomes, curriculum, activities, and assessment processes to advance the quality of the first-year experience at Illinois State University. The Council, comprised of students, faculty and staff, originated as a result of the University's choice as a founding institution for the Foundations of Excellence in the First College Year project. The University was part of the model to evaluate and improve the first year of college. The Council was formed to understand the unique needs of first-year students, keep up-to-date with national trends, help with the transition to higher education, and enhance the first-year experience.

During FY2006, the Council developed an electronic resource guide specifically created for those faculty teaching first-year students. The guide includes a timeline of events and programs for first-year students, insights about the transition of first-year students, advice on responding to students in distress, information about campus resources and ways to create high expectations for students. The Council also distributed the first issue of "First-Year news," an electronic newsletter for faculty and staff with information about first-year student issues, new and innovate first-year curriculum and student reflections about their first college year. The Council works to assist faculty with their understanding of the first-year experience so they can form connections with the students to provide support and encouragement to make students' transition to higher education as effortless and rewarding as possible.

How does this practice achieve sustainability?

The Council provides a focused constituency to assist the institution in coordinating efforts to enhance the first-year experience for students at Illinois State University.

What are the results/measurable outcomes?

The retention of new freshmen who return to the University for a second year of study continues to increase. Eighty-five percent of the new freshmen in fall 2004 returned to the University for a second year in fall 2005, compared to 80 percent of the new freshmen in fall 2001.

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Curriculum Renewal to Meet Demands of the Future: Engineering Technology
Black Hawk College

What issue or need is addressed by the effective practice?

As early as 2003, Black Hawk College realized, through its Program Review process, that its current manufacturing cluster programs were in need of renewal. An extensive meeting with that discipline's advisory board examined what the future needs of manufacturing were and what work-place skills were necessary, so that a renewal of the curriculum - guided by current and future needs - could begin.

Description of the effective practice:

The challenge to do an extensive renewal of an existing technical program allowed the College to establish a quality and future-driven model of curriculum sustainability. The following are the steps that emerged from the updating of the manufacturing cluster (now called Engineering Technology) and are now part of Black Hawk College's program renewal and development processes:

- Collect and analyze feedback from business and industry partners on technical and workplace skill needs for current and future workers through surveys and/or advisory board discussion. (The core redesign of manufacturing came from the future-based feedback through surveys and meetings).
- Expand employer and graduate feedback survey results with environmental scanning data and review of exemplary practices from state, national, and/or international sources. Some of the review was done via the web and some involved sending faculty on a benchmarking visit to exemplary sites (Engineering Tech faculty visited the National Center for Manufacturing Education/NCME –co-sponsored by Sinclair Community College and the University of Dayton. BHC's efforts also coincided with the Illinois' Critical Skill Shortage Initiative for manufacturing.).
- Use a consultant, as feasible, to offer objective and discipline-based expertise to review current development steps and to offer additional insights (Shepherd Anderson, Principal Investigator for NCME, spent three days working with program faculty, administration, students, and advisory members and produced a feedback report that was helpful in the renewal process.).
- Promote program faculty, department chair, and dean working collaboratively to set planning goals and timelines to guide curriculum writing, program design, and review/submissions of program to internal and external entities such as Program advisory group, BHC Curriculum Committee, BHC Board, ICCB, IBHE, and industry regulatory bodies. (Engineering Technology faculty, department chair, and dean had regular meetings throughout the year to communicate progress, share ideas and concerns.).
- Establish, as feasible, partnership opportunities with secondary and postsecondary entities to create seamless transition of students from one level of education to another (Engineering Tech discussed program updates with the Area Career Center, WIU, and Bradley University to create/renew student pathways into the ET program).
- Use internal partners, such as marketing and advising, to create awareness and enrollment of students into revised program (Engineering Tech created a marketing and advising plan as part of its renewal program. For Fall 2006 the program is full. The renewed program is also working with Perkins' Tech Prep/NTO Coordinator to bring women into the ET program.).
- Expand and support programs fostering educational aspirations among minority students through use of industry and educational contacts and local professional societies. (Engineering Tech has worked with John Deere and local engineering societies to offer a Materials Day Camp for high school students. BHC is also working with John Deere and Rock Island High School to prepare minority students to enter math and engineering tracks.).

How does this practice achieve sustainability?

The College has made development/renewal of curriculum an action step in its Strategic Plan. The BHC Faculty Senates will also be reviewing the program development steps in support of maintaining quality measures in academics. Several other program areas have used these steps to successfully complete renewal or start-up processes (e.g., Associate Degree Nursing, General Occupational and Technical Studies AAS, Pipefitters Apprentice AAS). The College wants to align its efforts to the Illinois Commitment - especially Goals 1, 2, and 5.

What are the results/measurable outcomes?

- Through the core redesign of manufacturing that came from the future-based industry feedback, a renewed AAS degree-Engineering Technology was developed and approved at the end of 2005. The degree offers applied, hands-on courses that will allow students to enter into a wide range of career fields within industrial settings while also providing pathways for selected university transfer after graduation.
- BHC's efforts paralleled and supported the goals of the Illinois' Critical Skill Shortage Initiative for manufacturing. Feedback on the needs of business and industry strongly aligned with the feedback received in the research and development phase of BHC's program planning.
- Engineering Technology faculty, department chair, and dean had regular meetings throughout the year to communicate progress, share ideas, and to promote positive use of human and fiscal resources. This team wrote 9 new courses and updated 23 existing courses to meet the desired industry outcomes for the program. In collaboration with the transfer pre-Engineering faculty, several grants for curriculum and facility upgrades were requested. The National Science Foundation has invited BHC to enter a full Advanced Technology Education application this fall.
- Engineering Tech discussed program updates with the Area Career Center, WIU, and Bradley University to create/renew student pathways into the ET program). BHC has developed a program articulation with Bradley University in May 2006 and is planning to do the same with Western Illinois University in Fall 2006.
- Engineering Tech created a marketing and advising plan as part of its renewal program. For Fall 2006 the program is full.
- Expand and support programs fostering educational aspirations among minority students through use of industry and educational contacts and local professional societies. The renewed program is also working with Perkins' Tech Prep/NTO Coordinator to bring women into the ET program. This summer's Materials Day Camp had 19 high school students participate.

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Development of a New General Education Curriculum

University of Illinois - Springfield

What issue or need is addressed by the effective practice? The new general education curriculum is founded in current thinking about the kind of general education that is appropriate for 21st Century citizens and was partially influenced by a monograph *Cultivating Humanity* by Martha Nussbaum and by *Strong Foundations: Twelve Principles for Effective General Education Programs* published by the Association of American Colleges and Universities. The curriculum will provide students with the knowledge and skills that will be needed to understand and analyze issues or problems, as well as the ability to communicate and to consider issues in a broad context. Through the Engaged Citizenship Common Experience portion of the curriculum, students will become better prepared to make a difference in the world by recognizing and practicing social responsibility and ethical decision-making, respecting diversity, valuing involvement, and distinguishing the possibilities and limitations of social change.

Description of the effective practice: During AY 2004-05 and AY 2005-06, the University of Illinois at Springfield has designed a new general education curriculum that will be implemented beginning in AY 2006-07. The curriculum is a “hybrid” approach that combines discipline-specific courses with a set of courses that provide a common learning experience. The curriculum extends throughout the baccalaureate program, while allowing transfer students the flexibility they need to enter the curriculum with ease. The new general education curriculum is based on two major principles: (1) Basic Skills and Knowledge for Lifelong Learning and (2) Engaged Citizenship Common Experience.

The Basic Skills and Knowledge for Lifelong Learning component includes discipline-specific courses (English, Communications, Life and Physical Sciences, Mathematics, Humanities, and Social Science) designed to teach basic skills such as critical thinking, written and verbal communication, and quantitative, scientific, and information literacy. The Engaged Citizenship Common Experience is a set of courses that are designed to help students explore and articulate multiple perspectives and become aware of their roles in a complex, interdependent set of communities.

The Engaged Citizenship Common Experience (ECCE) consists of two Comparative Societies courses at the 100-level (one in humanities and the other in the social sciences) and four courses at the 200-400 level, including one in U.S. Communities, one in International Awareness, one Engagement Experience, and one ECCE elective. Students also are required to enroll in the ECCE Speakers Series for one hour. The purpose of each of these types of courses is described below.

- The Comparative Societies courses will provide knowledge about how different communities, polities, societies, or cultures have developed and are developing politically, economically, and culturally in the pre-modern or modern world.
- The U.S. Communities courses will examine the diversity of the people of the United States and their varied experiences with respect to social institutions and national values, particularly justice, equality, and liberty. These courses will help students better understand conflict and accommodation, as well as consensus.
- The International Awareness courses are designed to help students develop their ability to understand and function in an increasingly interdependent or “globalizing environment” by fostering awareness of other cultures or polities.
- The Engagement Experience is designed to move students beyond theory and abstraction into concrete real-world experiences. Students may fulfill this requirement through means such as an internship, a service-learning course, a research project, a group project course, or study abroad.
- The ECCE elective allows the students flexibility to address areas such as modern languages, interdisciplinary courses, or other topics related to an engaged citizenship.
- The ECCE Speakers Series will enable students to participate in a series of campus-sponsored lectures by individuals who exemplify engaged citizenship.

How does this practice achieve sustainability? The implementation of the new general education curriculum requires the investment of university funds during the initial stages; however, once the student enrollment targets are achieved in the future, increased tuition revenues are expected to cover the costs of the general education instruction.

What are the results/measurable outcomes? During AY 2005-2006, over 50 courses were reviewed and approved by a newly formed General Education Council for the new UIS general education curriculum. Some of these courses were newly created, while others are revisions to existing courses that were made to meet the objectives of the new general education curriculum. General education learning outcomes have been developed and incorporated into the curriculum approval process. An assessment system is being developed that will be used to assess whether students have obtained the general education student learning objectives.

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Engaged Learning in the Biological Sciences

Rend Lake College

What issue or need is addressed by the effective practice?

Systematic assessment of improved student learning.

Description of the effective practice:

Assessment has played an important role in the biological sciences during the past five years. Based on the review of assessment results, several important changes have occurred. Engaged learning exercises have been incorporated into BIO 1101 (College Biology). These labs incorporate critical thinking in the data analysis process. The use of engaged learning in BIO 1100 (Non-majors Biology), is being investigated. All BIO 1100 sections will be normalized by creating a lesson study group between all full-time and part-time faculty. Difficult lesson plans will be redesigned, employing hands-on demonstrations and real-world applications. The study group will provide continual assessment feed-back.

How does this practice achieve sustainability?

The lead biological sciences instructors will lead this practice and evaluate yearly the assessment outcomes. Continued improved biological sciences laboratory exercises will be developed and monitored based on these results.

What are the results/measurable outcomes?

Pre- and post-testing will be utilized to measure the outcomes of this practice.

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Faculty Peer Support Group
Carl Sandburg College

What issue or need is addressed by the effective practice?

To enable fellow faculty to learn about and effectively integrate technology into the teaching learning process.

Description of the effective practice:

1. Educate fellow faculty on the availability and advantages of technology integration;
2. Empower faculty in the use of technology in the teaching and learning process by teaching in groups or one on one;
3. Empower academic support staff in helping faculty integrate technology; and
4. Harvest new instructional technology ideas and present them to the Instructional Technology Committee and fellow faculty.

How does this practice achieve sustainability?

1. Learn new techniques for teaching and learning using technology;
2. Compensation for hours spent helping fellow faculty;
3. Supplemental funds for attending technology conferences and site visits; and
4. Help the Institution strategically to achieve its mission.

What are the results/measurable outcomes?

- 30% more faculty using technology in the classroom
- Growth in online supplements
- Standardized online interfaces and templates
- More faculty participation in the Peer Group initiative
- Growth in online resource sharing and workshops

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General Education Assessment Program
Blackburn College

What issue or need is addressed by the effective practice?

General education should provide a meaningful and challenging curriculum for undergraduate students that provides a foundation for future learning. A formalized program to assess general education creates a structure that holds departments accountable for providing meaningful and challenging academic opportunities.

Blackburn College strives to help students grow as human beings who will be well prepared for success in the world beyond college. Most prior data on personal development have been based on self report or anecdote. The development of a program allowed systematic collection of analyzable data and a more meaningful understanding for the ways in which students develop personal and interpersonal behaviors and skills demonstrated to be important to post-college success.

Description of the effective practice:

Blackburn College believes that assessment is an expression of the integrity and wholeness of an institution. In this spirit Blackburn College took on an institution-wide initiative to develop cohesive general education assessment plans by academic departments. Each department was charged with developing a plan that includes:

- GOALS that meet the College's mission statement and the College's statement of educational objectives;
- OBJECTIVES that identify specific, measurable objectives and the criteria needed to determine success;
- PROGRAM CURRICULUM MAPS that identify the courses in which each of the objectives is included;
- A MEANS OF ASSESSMENT that uses established methods that are consistent with the character of the identified objectives and that are linked to the normal process of instruction in the program;
- EVIDENCE that is gathered for the purpose of analysis;
- RUBRICS that identify as clearly as possible the criteria by which student work is assessed and that is shared with students;
- ANALYSIS OF EVIDENCE relative to goals; and
- USE OF ANALYSES for departmental decision-making about instruction, curriculum, policy, and practice.

How does this practice achieve sustainability?

This practice creates an enduring feedback loop for the purpose of formative assessment that strengthens Blackburn College general education offerings to students. Simply put, this program improves our knowledge of what does and does not work well in order to focus strategic initiatives.

What are the results/measurable outcomes?

Nineteen departments developed plans for 81 classes offered by Blackburn College. Class syllabi were aligned to the College's eight educational objectives concerned with critical thinking, writing, and multi-cultural learning. In a survey of faculty and staff, 80% rated assessment as important or very important and 91% believe the assessment process has made a difference in how their unit operates. Measurement of the assessment program continues as the program continues to develop.

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Graduate Medical Education Programs Review
Southern Illinois University - School of Medicine

What issue or need is addressed by the effective practice?

In addition to educating medical students, medical schools provide specialty training to clinical residents and fellows through graduate medical education programs. Conducted in partnership with the medical school's affiliated teaching hospitals, these programs train physicians for the region. While the number of federally supported residency and fellowship positions is fixed, the medical school and teaching hospitals may adjust the allocation of federally supported positions to better meet the region's needs.

Description of the effective practice:

Clinical residents and fellows practice medicine alongside attending physicians and learn their specialties while they provide patient care. Clinical residents and fellows immediately contribute to the region's health care system and often remain in the region to practice medicine once their training concludes. As such, graduate medical education programs directly impact the region's health care system. Along with its Springfield-based affiliated teaching hospitals – Memorial Medical Center and St. John's Hospital – SIU School of Medicine operates seventeen clinical residencies and ten fellowships in fourteen primary disciplines. The federal government provides primary funding for the graduate medical education programs through Medicare.

The Graduate Medical Education Programs Review project was a comprehensive internal review of the region's needs for medical specialists and the adequacy of the medical school's clinical residencies/fellowship programs to meet these needs. The review was conducted by the dean and provost, the associate dean for graduate medical education programs, and the associate provost for external and health affairs. The team surveyed the medical school clinical chairs, clinical residency/fellowship program directors, and senior hospital administrators; and assessed supply and demand for existing residencies/fellowships, quality and regulatory issues, and potential for growth. The group prepared recommendations regarding changes in the current allocation of residency/fellowship positions and a set of priorities for new or expanded programs.

How does this practice achieve sustainability?

The school's graduate medical education programs have enjoyed long-standing support from the affiliated hospitals and the medical school, and federal funding for the residency/fellowship positions. This review was sanctioned by the hospitals and the school and supports the region's needs for physician specialists. The Graduate Medical Education Programs Review is an example of the medical school's commitment to preparing physicians for central and southern Illinois, demonstrating the Southern at 150: Building Excellence Through Commitment strategy for service to the region.

What are the results/measurable outcomes?

This review may be assessed by how effectively it influences changes to the school's graduate medical education programs. The number of these programs and residents/fellows within them will be monitored and assessed in relationship to regional demand for the specialties associated with them.

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Honors College
Chicago State University

What issue or need is addressed by the effective practice?

The Honors College at Chicago State University began in August, 2004, with the goals of recruiting, retaining and graduating highly talented and motivated students.

Description of the effective practice:

The Honors College addresses the above issue in two closely related ways:

- The creation and maintenance of a strong and supportive peer group—a community—within which students can realize their full potential, and
- A specially-designed general education curriculum that employs interdisciplinary and team-taught courses, which is designed both to challenge students and to insure that they leave the university with a first-class liberal education.

Each group of incoming freshman forms a cohort and participates together in Honors classes and social events. Socialization includes the value placed on community and university service in addition to strong academic achievement. Ceremonies and social events are used to strengthen the social bonds within and between cohorts and serve as vehicles for frequent interactions between students and faculty. These include:

- Honors Orientation Luncheon where older students meet and orient younger students.
- The Honors Induction Ceremony, an evening event recognizing incoming students and their families attended by university administrators, faculty and staff, and established Honors students. Older students lead incoming students in reciting of the Honors College Pledge, and the new students receive Honors College pins and certificates of induction.
- The Dean's Winter Reception, a social gathering of students and faculty held at the dean's residence at the beginning of the spring semester.
- The End-of-Year Party, a light-hearted social gathering for students and faculty.

The Honors College teaches a 39 hour general education sequence, the Honors Core Curriculum, which stimulates and challenges students but does not add extra courses to their majors. The Core Curriculum was designed by a group of 12 faculty members and the dean, all of whom teach the courses. The curriculum features interdisciplinary and team-taught courses. For example, Social Inquiry, brings into the classroom professors of anthropology, psychology and sociology. Honors College recruiting efforts are targeted at AP programs, International Baccalaureate programs and high school honor societies. The admission requirements are a high school GPA of 3.5, or a composite ACT score of 23 or above, or graduation in the top 10% of the high school class. Students are expected to maintain a cumulative GPA of 3.25 to remain in good standing.

How does this practice achieve sustainability?

The College met its goal of retaining 75% of the first cohort from their freshman to sophomore years. Two of the three students who left the Honors College are still at Chicago State; thus, the College retained 92% of its freshman students at the university. For the second cohort, 72% of students were retained in the Honors College from freshman to sophomore year, and 93% were retained at CSU. The applicant pool has increased by approximately 33% each year since the College first opened. The College is presently investigating the degree to which membership in the Honors College is a principal or contributing factor to students' decisions to matriculate at Chicago State University.

What are the results/measurable outcomes?

Both formal and informal surveys indicate that Honors students are very satisfied with the community they are building. At the end of the 2004/2005 academic year, Honors students had an average GPA of 3.36, with a median GPA of 3.65. Based on the performance of the second cohort, it is likely that those figures will rise somewhat by the end of the 2005/2006 academic year.

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Instructional Development Center Programming
Heartland Community College

What issue or need is addressed by the effective practice?

HCC employs a significant number of new or newer adjunct instructors. While these instructors are most often well versed in their given field, they may not be well versed in teaching. Further, even those with teaching experience may not have community college teaching experience. Finally, even among faculty with teaching experience, some may not know the norms, values and expectations of teaching at HCC. Also, even experienced HCC faculty may not be up to date about recent best practices or pedagogy in higher education. Consequently, both new and experienced faculty at HCC need a place where they can become familiar with higher education and HCC generally, and where they can explore teaching and learning issues more specifically.

Description of the effective practice:

The Instructional Development Center (IDC) at HCC provides structured programming through workshops, brownbag discussions, and orientation sessions through which newer faculty can become familiar with the issues of good teaching and learning in higher education. Program topics include grading, assessment, classroom techniques, course management systems, on-line teaching and learning, the scholarship of teaching and learning, diversity, disability and student learning styles. In sum, the programming attempts to create within faculty a greater awareness of themselves, of their students, of good teaching practices, of appropriate resources, and of good assessment practices.

The IDC also provides a space for faculty to come and discuss their problems, issues or concerns about teaching and learning with both administrative staff and other faculty. These interactions help with the general orientation process and with more specific pedagogical practices. Also, the IDC offers one-on-one work with faculty so that the techniques learned in workshops can be extended and applied to course and classroom situations.

How does this practice achieve sustainability?

A full-time administrative director, assisted by support staff and a faculty advisory committee, is responsible for ascertaining faculty needs and wants, for delivering appropriate programming based on those needs and wants, and for developing spaces and opportunities where faculty can interact about those needs and wants. Instructors are recruited to assist with presentations and other functions and to host informal discussions. Also, one of the college's AQIP projects is to develop a six week, twelve hour orientation, training and discussion class for new adjunct faculty. This voluntary pilot class will introduce instructors to HCC, will show them what their new HCC colleagues are doing in the classroom and why, and will give them a place to discuss their HCC teaching experiences with peers.

What are the results/measurable outcomes?

For FY2006, approximately 50% of HCC's full time faculty experienced IDC programming of one type or another as did about 15% of our adjunct faculty. In terms of participant satisfaction with this programming, surveys indicated that faculty attending workshops learned something new (mean of 4.1 on a 5.0 scale) and would recommend the workshops to their colleagues (mean of 4.6 on a 5.0 scale). Anecdotal evidence suggests that faculty are using some of the tips and techniques they have learned in their course activities and that they are thinking in terms of student learning outcomes as they develop their courses. The faculty academy pilot program will start Fall 2006 and will be formally evaluated.

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KKC Stretch Program
CCC - Kennedy-King College

What issue or need is addressed by the effective practice?

A significant number of students who enter Kennedy King have placement test scores below beginning college levels in reading, writing and mathematics. Institutional Research reports indicated for several years that students were taking too long to matriculate from the developmental courses through the college level courses in English and mathematics. The Dean of Arts and Sciences and the mathematics faculty designed a program that would allow students to test after one month of instruction in pre-credit mathematics. Students who brought their scores up sufficiently were able to move to the next course in the developmental mathematics sequence. By scheduling a mini-semester Mathematics 110 course at the same meeting time as the pre-credit course, students could enroll and cut their time in remedial mathematics by an entire semester.

After the program proved successful in mathematics, the English faculty developed a comparable program enabling students to move from Basic Composition 100 through Freshman Composition 101 in one semester. In addition to the academic departments, the Academic Support Center cooperated with this project through administration of the additional placement tests to the students.

Description of the effective practice:

The program's main objective is to improve student retention. In addition, faculty wanted to create innovative models of instruction that could more efficiently meet the various levels of student aptitude, recognize achieve, and move students on to higher level courses. The majority of students at the college enroll in at least one pre-credit course as an entering student. Faculty believed that with the mix of developmental training many students would excel more quickly.

How does this practice achieve sustainability?

The college is leveraging existing non financial resources within departments through internal collaborations. The Office of Academic Support has been instrumental in testing, and providing additional tutoring for students. Faculties also volunteer to help with planning and implementation of the program.

What are the results/measurable outcomes?

The course is taught on a pass/fail basis. The measurable outcome is that the student is able to pass the placement exam in 8 weeks instead of sixteen weeks, while in enrolled in pre-credit math. If the student passes, he or she successfully matriculates into Math Course Number 98. Over the last academic year, approximately 80% of KKC students have passed the placement exam.

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Major Program Assessment Initiative in Biology
Danville Area Community College

What issue or need is addressed by the effective practice?

As the popularity of healthcare programs has grown, so has enrollment in our Anatomy and Physiology and Microbiology classes. We have seen classes with increasing numbers of students unable to handle the academic rigor associated with science majors courses. Originally, we had no pre-requisites on these course; we then added a recommendation to complete a Principles of Biology course (BIOL 102) before attempting A&P and Microbiology; many students avoided our recommendation; our success rate did not improve; we were noticing that many of our students were taking developmental courses while trying to attempt these science majors courses. So we added pre-requisites requiring placement into Basic Algebra and Rhetoric. Our success rate did not improve. The Biology faculty decided that we had to make some changes. So they took on the task of assessing student learning and improving the success rate in our science majors courses.

Description of the effective practice:

Major Assessment Initiative During 2002-2005 Academic Years:

- Added a Simply Science course (GSCI 100) to arm students with the study skills required to succeed in Science majors courses (2002)
- Tracked students who had taken Principles of Biology (a recommended pre-requisite) before enrolling in Anatomy & Physiology I and Microbiology (BIOL 136/140)
- Determined that the Principles of Biology course was a good predictor of success
- Added rigor to the Principles of Biology course so that the C students would be better prepared for sequential Biology courses
- Attempted to align Principles of Biology course policies with those of A & P to make the transition for students easier

How does this practice achieve sustainability?

- Implemented Principles of Biology course as a pre-requisite course for A&P I and Microbiology effective Fall 2005; students are required to pass this course with a C or better before continuing in the subsequent courses
- Students who believe they already have the knowledge base taught in the Principles of Biology course may prove competency by passing an exemption exam with 70% competency

What are the results/measurable outcomes?

- Track students who have progressed from BIOL 102 to the BIOL 136/137/140 sequence
- Track students who gained admittance through testing to determine if the cut-off score is correct
- Monitor students enrolled in BIOL 136 to make sure they are meeting the pre-requisite requirements

With retention a major focus of the college, our division will continue to evaluate student preparedness.

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MyMathLab (MML)
DeVry University-Illinois

What issue or need is addressed by the effective practice?

MML is a self-paced environment allowing each student to work at an individual pace throughout the course, with full-time experienced mathematics instructors available for counseling and advice, questions and test administration. Motivated, disciplined MML students have the opportunity to pace themselves through individual or multiple courses in one term, or session. DeVry students enrolled in MML courses attend classes onsite in a MML laboratory, with personal computers that provide direct access to the MML web site.

Description of the effective practice:

MyMathLab is DeVry University's new delivery/pedagogy system for its math curriculum. The Chicago-area campuses of DeVry University use System Supported Mastery Learning (SSML), an educational philosophy, theory and instructional strategy, to teach developmental and required mathematics courses, with the Pearson MyMathLab's (MML) web support system. This philosophy uses feedback and correctives to bring increasing numbers of students to a predetermined mastery criterion, and has been used successfully in thousands of classrooms, across a variety of subjects, at all levels.

Hosted by Pearson Publishing, MML is a website that provides access to an internet based Mathematics learning environment, accessible 24 hours a day, seven days a week.

MML access, administration and coordination activities are handled by a Campus/Center MML Coordinator, who provides student and instructor access codes to the secure web environment.

Current DeVry MML Courses:

- MATH017 – Foundations of Mathematics (for Students not yet Admitted to DeVry)
- MATH032 – Introduction to Algebra
- MATH092/102 – Basic Algebra
- MATH114/104 – Algebra for College Students

Working at an individual pace, an MML student can accomplish the following:

- Review the material, as many times as desired,
- Outline a study plan based on individual needs,
- Retake Chapter/Section test/quizzes, up to a specific number of times,
- Pursue additional homework assignments,
- View videos (chalk-and-talk) that provide additional details on solving problems,
- View numerous worked-through mathematics examples,
- Decide when to take tests/quizzes throughout the course,
- Access/print detailed information via MML course e-book,
- Work on mathematics assignments, 24/7,
- Take practice tests/quizzes (even finals) 24/7, numerous times,
- Receive technical/mathematical assistance 24/7 (from Pearson),
- Complete several MML courses in one term/session,
- POF (Proficiency-Out-Final) out of course, based on specific prerequisites.

MML offers students many benefits, including the following:

- Builds confidence, which allows students to successfully move through other required Math classes,
- Maintains confidence, allowing students to successfully complete other graduation requirements,
- Increases graduation probability (due to enhanced confidence in completing something they thought they could not complete),
- Creates a one-on-one student/instructor work environment for each student,
- Allows each student to work at an individual pace, rather than a class pace,
- Provides privacy for students to review material, attempt additional work and retake quizzes/tests without concern about what the other students/instructor will think,
- Introduces an alternative approach (through computers) to schoolwork, using a perceived fun-tool (PC).

How does this practice achieve sustainability?

The positive outcomes of this program have ensured its continuation. Since the initial rollout in the spring of 2005, many sections have been added and two more classes are planned - MATH190 for the fall of 2006 and MATH221 for the spring or summer of 2007.

What are the results/measurable outcomes?

Through MML, students have demonstrated the following:

- Successful use of mathematical/algebraic concepts in
 - Assigned Electronics, Business and Computer Science classes,
 - Mathematically related classes (Accounting, Calculus, Statistics, Physics, Economics, etc.)
- Successful application of mathematical/algebraic concepts to:
 - Solve program-related applications
 - Solve mathematically focused applications, in class and /or in life scenarios
- Confidence in successfully addressing mathematical/algebraic focused issues

The MML program has resulted in the following successes:

- Demonstration of competence with DeVry established Mathematics Course Terminal Objectives
- Use of mathematical concepts and skills in classes (Accounting, Physics, Statistics, Calculus, Economics, etc.)
- Application of mathematical/algebraic concepts to solve mathematically focused applications in several areas – education, career/work, and personal endeavors

The following table shows enrollments from initiation of the project to the present:

**DeVry University Chicago Campus – MyMathLab (MML) Enrollments
MATH017, MATH032, MATH092, MATH114 – Spring 2005 – Summer 2006**

	Feb-05	Mar-05	Apr-05	Jul-05	Jul-05	Aug-05	Oct-05	Oct-05	Jan-06	Mar-06	Mar-06	May-06	Jul-06	Jul-06	Sep-06
MATH 017	21	null	19	18	15	23	20	9	13	17	null	9	null	22	02
MATH 032	null	null	19	36	39	74	41	16	62	16	17	42	58	41	33
MATH 092	null	null	20	19	34	65	39	32	63	23	31	24	35	31	28
MATH 114	null	null	20	39	null	91	92	null	122	72	44	68	50	58	23
TOTAL	21	0	78	112	88	253	192	57	260	128	92	143	143	152	86

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National Registry Exam Preparation Helps Students in the Medical Imaging Program to Succeed
College of Lake County

What issue or need is addressed by the effective practice?

The Medical Imaging program at the College of Lake County provides registry review to students assisting them in passing the national certification exam. College of Lake County research has shown that students who receive these registry reviews were more likely to pass on their first attempt.

Description of the effective practice:

The Medical Imaging program begins reviewing for the national registry in the last two semesters of the 2-year associate of applied science program. The review methods used include written tests, computerized mock registries and one on one mentoring. The program has embedded the registry review within a course titled: Advanced Topics of Radiography. In this course, students take written tests on each of the five sections on the registry: Equipment Operation and Maintenance, Radiographic Procedures, Patient Care, Radiation Protection, and Image Production and Evaluation. After completion of each test, the instructor identifies questions missed by majority of students. A synopsis is then developed for each of those questions; the synopsis includes explanation of what the question is asking, what makes the correct answer right, why the other options were wrong, and where the student can read further for more details. Each student then receives a copy of the synopsis and the instructor walks the class through it. Once that has been completed and everyone understands, the instructor then encourages each student to go over their tests independently and to ask questions on other items they had missed and on subjects they do not understand.

Along with the written tests, students also take mock registry exams in the computer lab. At the very beginning, the program has students take a full mock registry exam to use as their baseline. This is done before any of the written tests are taken and before studying specifically for the registry. The results of these exams will also show which of the five categories, (Equipment Operation and Maintenance, Radiographic Procedures, Patient Care, Radiation Protection, and Image Production and Evaluation), each student is weakest in. We then encourage them to focus on their weakest section first and to set a goal of a 10% increase in that category for the next mock registry. This continues until each section, always focusing on the weakest section each time, reaches the pass rate of 75%.

In addition, students will meet with the instructor mid-way through the review process for any questions or concerns in a one-on-one private setting. If common patterns develop from multiple students, the instructor takes time and develops handouts to re-emphasize the material and to create a broader understanding of the material. At the end of the course, the program gives a mock registry for their final exam. The common goal is to see a score higher than the first one taken on the computer at the beginning of the review process. The Medical Imaging program also requires that each student pass a mock registry exam in their last clinical course to be eligible for program graduation. Passing requires a score of 75% or higher; this is the same required score to pass the national certification exam.

How does this practice achieve sustainability?

Each year the Medical Imaging program and college strive to continue these practices and constantly improve them with multiple approaches and methods. The program and college fully support these practices and will continue to support student's needs and success.

What are the results/measurable outcomes?

In the past two years, the medical imaging program at the College of Lake County has proven success based upon the statistics of the students who have taken the national certification exam. In 2004, 96% of the students passed on the first attempt in comparison to the national average of 89%. In 2005, 95% of the students passed on first attempt in comparison to the national average of 89%. In addition, the program has also surpassed the state and national mean exam scores. In 2004, the Medical Imaging students earned a mean score of 85.2% in comparison to the state and national mean scores of 83.5% and 83.9% respectively. In 2005, the Medical Imaging students earned a mean score of 88% in comparison to the state and national mean scores of 84.4% and 84.8% respectively. Students have indicated that the registry review has positively impacted their success, pride, and employment opportunities.

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On-line Services of the Respiratory Therapy Program
St. Augustine College

What issue or need is addressed by the effective practice?

The effective understanding of the basic principles and key topics related to the Fundamentals of Mechanical Ventilation requires that students develop skills that are not normally met in classroom instruction. The Respiratory Therapy Program has implemented a new on-line tutorial to engage students in independent, self-paced study.

Description of the effective practice:

One essential component of this on-line tutorial is that it requires student commitment to attend at least ten sessions, which have been carefully structured by the instructors. Students participate in an in-depth review of materials covered in the classroom, and actively pursue study of topics reflecting student interests. The self-directed student plan responds to a series of learning experiences designed as a response to the goals and objectives of the course. The knowledge gained helps students obtain a better understanding of the mechanics of ventilation.

How does this practice achieve sustainability?

As SAC has been able to implement more technology in the classrooms, the Respiratory Therapy Program has successfully used this approach. The on-line tutorial has been housed in our e-campus system. The program hired a part-time lab assistant, who is available to students by phone and in person during business hours. SAC plans to further expand the on-line tutorial to other areas.

What are the results/measurable outcomes?

Measurable outcomes for the on-line tutorial are based on participation and results from midterm and final exam taken on-line.

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Outcome Based Identification of Core Learning Competencies
Shawnee Community College

What issue or need is addressed by the effective practice?

In developing a comprehensive academic assessment and data collection plan, the faculty led assessment committee indicated a need for a reliable measurement of student knowledge, skills and abilities.

Description of the effective practice:

A framework of competency definitions were developed that provided solid linkage to the outbound needs that students leaving the institution would have. These needs were determined by an evaluation of student exit interviews, environmental scans of the local economic / job market and nationally defined academic benchmarks of student acumen in various areas. These definitions were then refined to a set core competency indicators that were performance based. These indicators were then used to evaluate and align individual course objectives to be more reflective of the intuitional core competencies.

How does this practice achieve sustainability?

The practice of evaluation of course outlines will be ongoing, with each division / discipline being reviewed on a rotating schedule over the course of a 4 year cycle. The process will also be reflected in the annual program review process.

What are the results/measurable outcomes?

- Data collection instruments are currently being developed and deployed to provide information on academic program strengths and weakness based upon impact toward the core competency levels.
- The data collected will be used to drive program evaluation, identify needed improvements and justify curriculum changes.
- Student performance, in regards to the core competencies, will be strengthened as indicated by the outcome evaluations.

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Outcomes Project (TOP)
Waubonsee Community College

What issue or need is addressed by the effective practice?

The Outcomes Project (TOP) was created to address the assessment of student learning at Waubonsee Community College. The goal of the project is to create a culture of assessment that is evidence-based and meets the needs of our faculty and students. The assessment of student learning at the community college level is complex due to the wide variety of programs, courses, and services offered. TOP is connecting these complex areas by creating a standard language and understanding of the outcomes process. The development of the TOP MEASURE model and Waubonsee's Outcomes Cycle has facilitated this process.

Description of the effective practice:

TOP (The Outcomes Project) is a multi-faceted, institution-wide, faculty-driven initiative with a mission to improve the process of assessing student outcomes. The TOP initiative is dynamic in nature with an emphasis on process, rather than a final destination.

During its first year, TOP laid a foundation for the analysis, design, and development of an outcomes assessment strategy that incorporates continuous quality improvement. The 2004 academic year marked the initial alignment of systems, processes, and resources to systematically assess student learning outcomes. Significant steps toward this process included the creation of the Center for Learning Assessment through the realignment of systems, processes, and resources of the Assessment Services department and the implementation of compliance measures for Waubonsee's GED Testing Program. The realignment process included the construction of a new testing center at the Sugar Grove campus with double the testing capacity.

During 2005, The Outcomes Project (TOP) Learning Excellence Team discussed college-wide outcomes and the use of the Collegiate Assessment of Academic Proficiency (CAAP). In order to further Waubonsee's commitment to a holistic outcomes process, the TOP Learning Excellence Team recommended that all Waubonsee graduates be asked to take the Collegiate Assessment of Academic Proficiency (CAAP) during the semester prior to graduation. Results will be forthcoming after a spring 2006 pilot test administration with the May 2006 graduates. These results will not be reported in this year's State Performance Report, but will be reported next year.

The size and scope of The Outcomes Project meant that it needed both faculty and staff support to succeed. The TOP Team (The Outcomes Project Learning Excellence Team), one of eight Waubonsee Learning Excellence Teams, was formed in the fall of 2004. The goal of the TOP Team is to, in relation to the principles and criteria for a learning-centered college: (1) identify how to enhance and/or improve the process of assessing student outcomes and (2) recommend plans for enhancement and/or improvement to programs, processes, and procedures that impact the assessment of student outcomes. The position of Outcomes Assessment Specialist was created in order to assist faculty and staff with outcomes assessment planning. This position is available to answer questions, provide resources, and help with projects including the creation of syllabi, writing course and program objectives, and assisting faculty in the development of Outcomes Strategies.

One of the initial goals of The Outcomes Project (TOP) was to discover what student learning objectives the full-time faculty members believed were important for student success, regardless of their area of study. In order to accomplish this goal, TOP facilitated discussions during 2004 and 2005 faculty orientations that helped to shape an outcomes model, the TOP MEASURE. The TOP MEASURE is a holistic outcomes framework developed with a specific language created by Waubonsee's faculty.

TOP MEASURE MODEL: Waubonsee Community College is committed to placing Learning First! in every facet of the college experience. Students build a firm foundation during their time at our college. This foundation will provide our students with the following abilities:

- Managing Human Interaction: the ability to make and navigate relationships
- Expanding Knowledge: the ability to build on one's own knowledge base
- Adapting Concepts: the ability to build upon a concept
- Shaping the Future: the ability to use knowledge for change
- Utilizing Facts: the ability to apply a fact to a new situation
- Reflecting: the ability to think about one's own thinking and learning

- Exploring: the ability to search for the purpose of discovery

Waubonsee's TOP MEASURE MODEL provides a framework for the student learning outcomes that our faculty value. Each program has a different focus and their own individual goals, but they will share an overall emphasis on the values described in the TOP MEASURE MODEL.

A second tool, Waubonsee's Outcomes Cycle, was also developed to assist faculty in shaping their understanding of the assessment of student learning. The Cycle is divided up into four quadrants: Measure, Analysis, Communication, and Improvement. Each quadrant is clearly linked to the next and moves in a continuous circular pattern. At the center of the cycle is the learning outcome that is being assessed such as critical thinking or content. Using the cycle provides everyone with a visual connection to the continuous quality improvement process that Waubonsee is utilizing within The Outcomes Project (TOP).

How does this practice achieve sustainability?

Through the development of the TOP MEASURE MODEL and the Outcomes Cycle, outcomes have become a part of Waubonsee's culture. This new language of assessment has become a common feature during faculty orientation, throughout the year in various faculty development events, and with the new faculty members. The project has a Web site devoted to outcomes resources, faculty projects, and other information of use to the college. This project has become linked to Waubonsee's journey to becoming a learning-centered college and will continue to provide support for that goal in the future.

There are several faculty currently involved in developing Outcomes Strategies and their efforts will serve as a model for others. Diverse areas including History, Education, Early Childhood Education, Human Services, Communication, and Developmental Math are all invested in making outcomes a part of their regular routine. TOP is currently focused on involving more faculty in these kinds of projects, some of which are supported with TOP Grants. Each project uses Waubonsee's Outcomes Cycle as a guide to facilitate their decisions. One role of these initial projects will be to show faculty that outcomes are not a "one size fits all" process. TOP values the differences between disciplines and works to assist faculty in the development of innovative and useful assessment tools that are both effective and relevant to their work. Once the projects in development have been implemented, the process of outcomes assessment will be embedded within each course.

What are the results/measurable outcomes?

The results of this project can be seen in several different forms. The TOP MEASURE MODEL is an example of the work of the entire full-time faculty as they delineated those characteristics that a Waubonsee student should possess when they leave the college. The TOP MEASURE MODEL will serve as a guide as Waubonsee attempts to enhance the college-wide outcomes assessment currently in place. Waubonsee's Outcomes Cycle is a tool that faculty can use to develop Outcomes Strategies for their courses and departments. These two tools will be at the heart of the project as it continues to grow.

The Outcomes Project (TOP) was honored with a 2005 Illinois Community College Board Award for Excellence in Teaching and Learning. During the year, forty percent (40%) of Waubonsee's full-time faculty were actively involved in activities associated with TOP. Many new Outcomes Strategies were developed by the faculty. Two significant cross-disciplinary Outcomes Strategies developed include the Information and Communications Technology (ICT) Literacy project and the Developmental Writing project. TOP and the Center for Teaching, Learning, and Technology worked closely to provide a series of events based on collaborative action that showcased faculty, including Learning Fest!, the Waubonsee 500 and the Adjunct Waubonsee 500. Project communication included a TOP newsletter, TOP Web site and TOP Teaching sessions offered through the CTLT. A Faculty Outcomes Handbook is being developed that will serve as a resource supporting the project, including the use of the TOP MEASURE MODEL and Waubonsee's Outcomes Cycle.

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Parent Orientation Program

Lake Land College

What issue or need is addressed by the effective practice?

Parent Orientation is a program offered by Counseling Services to guide parents in fostering their child's independence and sense of responsibility. The presentation focuses on how parents can establish their new role as parents to adults versus parents to children. The child's transition from dependence to independence is also discussed. The presentation points out that, just as continually carrying a child who is learning to walk hinders development and growth, continuing to take responsibility for a child's success in college will hinder his or her development and growth as a student and as an adult communicates to the child that the parents don't believe he or she is capable. The program highlights services and resources that are available to help their child succeed and stresses that it is the student's responsibility to seek services.

Description of the effective practice:

All parents of first-time, traditional age students are sent a letter inviting them to attend a Parent Orientation program. The program includes an informational presentation during which common parental concerns are discussed. These concerns are typically financial and emotional in nature. Financial concerns include topics such as the intricacies of financial aid, loan-repayment, college costs beyond tuition, and credit card debt. Emotional concerns include such topics as parental uncertainty regarding their child's ability to succeed and/or seek assistance if needed and the availability of helpful and competent faculty and staff to assist their child. The program also includes a question/answer session, and representatives from Disability Services, Public Safety, Counseling, and Financial Aid are present to respond to questions

How does this practice achieve sustainability?

This two and a half hour program is offered once a year during the first week of the fall semester and a modified program is offered during certain recruitment activities. Lake Land College uses existing staff, facilities and budget money to offer the parent orientation program.

What are the results/measurable outcomes?

Consistently, attending parents positively evaluate the parent orientation program. Interest in and attendance at parent orientation sessions continues to increase. Parents that live as far as two and a half hours away have attended the program. An equal mix of parents who are sending their first child to college as well as those that have more than one child that has gone to college attend the presentation.

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Partnerships with Universities to Develop Community College Writing Teachers
College of DuPage

What issue or need is addressed by the effective practice?

As an increasing number of students begin their college studies at community colleges with plans to transfer, it is important to work with universities to ensure the quality of our core curriculum courses, especially writing, which is a foundational skill for academic and professional success. In our partnership with universities, students who are completing their graduate work in English and who have training in composition theory and practice teach one class for us with close supervision and mentoring. The benefits are many: our students are taught by interns who are up-to-date on the most current research, theory, and practice in composition studies. The university interns are able to bring back to their institutions real-world experience to share with faculty and fellow-students in preparation for teaching careers.

Description of the effective practice:

We work with graduate directors to identify students who are completing their Master's programs, who have had training in composition studies, and who have an interest in community college teaching. These students often have prior teaching experience as well. We then interview prospective interns, review their vita and transcripts, discuss their training, pedagogical approaches, experiences, etc., and our writing program objectives. Prior to the start of the class, we meet with their university mentors as well because we work with them to supervise the interns as they plan and develop their syllabi. We work with interns, discussing the most effective approaches, helping them select texts and design a syllabus. When the term begins, we generally have regular discussions with the interns about their classes, review graded papers, suggest ways of handling challenging situations, etc. There are also classroom observations and follow-up discussions. When the term is over, interns submit an extensive report to their graduate advisors, which we also receive. It discusses not only the effectiveness of the course design, difficulties and successes, etc., but also suggestions about ways that College of DuPage and the universities can work together even more effectively.

How does this practice achieve sustainability?

We have been working with National-Louis University for the past year and have begun a partnership with DePaul University. Because of the positive benefits of these partnerships, we have plans not only to continue the internships but to explore other ways in which we can work together, such as invited lecture series and writers' workshops, etc.

What are the results/measurable outcomes?

These partnerships have the following outcomes:

- They initiate conversations about best practices in teaching composition to growing numbers of students who begin their academic careers at community colleges.
- They heighten our students' awareness of university expectations, which helps ensure their success when they transfer.
- They facilitate transfers to institutions participating in these partnerships.
- They develop a highly-trained pool of potential instructors for both part-time and full-time positions.

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Pilot Implementation of a System of Evaluation for Non-tenured Faculty
Illinois Valley Community College

What issue or need is addressed by the effective practice?

While IVCC had a process in place for evaluating non-tenured faculty, it was somewhat archaic and included only classroom observations by administration. This process was not comprehensive enough to (1) address performance in all the areas that are important for non-tenured faculty and (2) provide sufficient information to help faculty improve.

Description of the effective practice:

A team of faculty and administrators developed a comprehensive system for evaluation of non-tenured faculty. The primary purpose of the system is to assist non-tenured faculty in improving their role in teaching and learning; a secondary purpose is more summative. This system includes: classroom observations by the dean and Vice President's office; student evaluations; agreement on a professional development plan; and institutional participation. Forms were developed and/or revised, and the system was piloted during the 2004-05 and 2005-06 academic years. The results of the evaluation system were included in the documentation used by the administration for considerations of tenure.

During the spring semester 2006, a focus group made up of faculty who had been evaluated under this system was convened to solicit input on the value of the system. The Academic Deans also had an opportunity to provide input on the various components of the system. As a result, a number of changes were made to the forms and the guidelines, which will be fully implemented in the 2006-07 academic year.

How does this practice achieve sustainability?

Sustainability will be achieved through the application of principles of continuous improvement. The administration and faculty will be regularly seeking input from our constituents that will help us determine how the system can be improved. The Human Resources Department will monitor the implementation of the classroom observation component of the system.

What are the results/measurable outcomes?

Measurable outcomes include:

1. Percentage of non-tenured faculty granted tenure.
2. Satisfaction of deans with the system.
3. Satisfaction of non-tenured faculty with the system.

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Public Library WPA Mural Restoration Grant
Northern Illinois University

What issue or need is addressed by the effective practice?

The objectives of the Public Library Works Progress Administration (WPA) Mural Restoration Grant project were to assist graduate students with the development of their grant writing skills and to contribute to the preservation of an important work of public art in the community.

Description of the effective practice:

In 1935 the Haish Memorial Library in DeKalb, Illinois, was the recipient of a Works Progress Administration-commissioned canvas mural painted by Chicago artist Gustaf Dalstrom. Seventy-one years later, the WPA canvas that hangs above the library's fireplace shows signs of dirt and damage, but the library lacks the funds for its repair and restoration. The situation provided NIU graduate students in the Department of Communicative Disorders with the prospect of applying the basic principles of grant writing to a specific project and contributing to the preservation of an important work of public art in the community.

Grant-writing is an important skill for graduate students, and is highly valued by employers in many disciplines. Working on projects that have the potential for actual funding creates a unique excitement for students by providing them with opportunities to move from the theoretical to the practical. Understanding the specific requirements of a funding agency, conducting research on the parameters of the project, and working with community members makes classroom assignments “real.” Such assignments also provide a means for the direct assessment of student learning outcomes.

How does this practice achieve sustainability?

This project will help future students see that their class projects can make a real difference in their communities and community organizations. Additionally, students enrolled in NIU's Certificate of Graduate Study in Museum Studies are working to produce informational literature on the mural that will help school children and interested community members understand its significance, its place in the history of WPA-commissioned art, and the restoration process. Once restored, the mural will sustain an important historical artifact in the community.

What are the results/measurable outcomes?

The students' grant proposal was successful in securing a \$5,000 challenge grant from the DeKalb County Community Foundation. Under the challenge grant program, the foundation will match each dollar contributed to the project - up to \$5,000 - to pay for the \$10,000 restoration. The Chicago Conservation Company, which specializes in WPA projects, has been contracted for the restoration and will begin work on it within the next few months. In a recent interview conducted by the NIU Office of Public Affairs, the director of the library noted, “It's a glorious day for the library and for the city of DeKalb and for WPA aficionados all over the United States.... This mural is mentioned in books, but has really not been noticed. This is our opportunity to make it well known.”

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**Richard J. Daley College Mathematics Professor, Dr. Vali Siadat,
Recognized as the Illinois Professor of the Year
CCC - Richard J. Daley College**

What issue or need is addressed by the effective practice?

Policy Area Five explicitly called upon colleges to have systematic assessment of student learning outcomes while holding students to ever higher expectations for learning. Dr. Vali Siadat introduced to Daley College math classrooms the Keystone method, a systematic assessment of student learning, which emphasized frequent quizzes on course content. The method of frequent quizzes held students to high expectations for learning.

Description of the effective practice:

Students who enrolled in math courses that used the Keystone methods adhered to strict policies of attendance and participation. Strict attendance policies helped students to maintain the pace of learning in their courses. Strict participation policies helped students focus their attention on learning. Frequent in-class quizzes gave Math instructors immediate feedback on students' mastery of the course content. The quick feedback from quizzes equipped instructors to adjust classroom activity as appropriate.

How does this practice achieve sustainability?

Other faculty can receive pedagogical training in Keystone methods. To the extent that other faculty members adopt the methods, the practice is sustainable.

What are the results/measurable outcomes?

The Carnegie Foundation for the Advancement of Teaching and the Council for Advancement and Support of Education awarded Dr. Siadat Illinois Professor of the Year in recognition of his ability to provide high quality learning experiences in Mathematics.

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School of Dental Medicine Outcomes Assessment Program
Southern Illinois University - Edwardsville

What issue or need is addressed by the effective practice?

The School of Dental Medicine (SDM) is committed to providing its students with an exceptional quality program and to prepare them for state licensure and dental practice. The SDM is also committed to ongoing assessment of this process and its effectiveness. The SDM manages an Outcomes Assessment Program for this purpose.

Description of the effective practice:

To measure whether SDM students have achieved competence in their educational process, three measurable outcomes, one of which is performance on the National Dental Board Examinations (Part II), are considered. The published results allow comparison of performance between SDM students and dental students nationally.

How does this practice achieve sustainability?

As board scores are made available, the associate dean prepares and distributes a report to the Curriculum Committee, department chairs, and the Outcomes Assessment Council. The information is then analyzed by these groups, and recommendations are made for curricular changes, such as adding new courses, restructuring/modernizing courses, and resequencing courses.

What are the results/measurable outcomes?

As a result of the Outcomes Assessment Program, there has been increased awareness of and effort towards improved performance by both students and faculty. The data below details the results on the National Board Examinations for each graduating class since 1995.

Year	Pass %	Mean	Nat. Mean	Rank
2005	98	85.9	83.7	No Ranks Available
2004	100	83.8	82.1	8
2003	98	83.7	82.0	9
2002	100	85.3	82.3	4
2001	100	84.4	82.1	4
2000	96	83.7	82.2	12
1999	98	83.1	82.1	16
1998	100	83.4	80.7	2
1997	100	82.3	80.9	12
1996	98	81.7	79.8	11
1995	95	80.5	80.2	32

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Science Labs Renovation Project

Morton College

What issue or need is addressed by the effective practice? The need addressed by the Science Labs Renovation Project is to support the College's science disciplines which contribute to Morton College's goal of developing responsive curricula and programs to serve community needs by offering an array of science classes. The project supports student academic achievement in the sciences, in line with Morton College's stated mission to enhance the quality of life of our diverse community through exemplary teaching and learning opportunities, community service and life-long learning.

Students participate in the sciences for various reasons: to fulfill general education requirements as prerequisites to courses and programs, and also because they have a general interest in science. Often, students taking science classes are interested in health-related careers like nursing, physical therapist assistant, and massage therapist, which are offered at Morton College, or pharmacy, pre-dent or pre-med, which requires transferring to a 4-year institution. These careers offer a high starting wage and the job outlook is strong in the metropolitan Chicago area. For example, currently, there is a shortage of about 2,500 nurses of the Chicago metropolitan area. By the year 2010, without educational and regulatory intervention, the shortage in Illinois is expected to surpass 6,000 nurses (Chicago Metropolitan Healthcare Council, 2006). As this occurs, the number of applications for nursing at Morton College has increased steadily. The Science Labs Renovation Project contributes to providing quality academic programs, preparing students well for demanding fields in health and sciences.

Description of the effective practice: In 2005, a major project was undertaken to renovate the science laboratories in order to provide state of the art instructional space. The renovation impacted the disciplines of life sciences, physical sciences and chemistry. The old labs were small and did not meet ADA compliance standards. The newly renovated labs provide more space for demonstrations, which contributes to the understanding by visual learners. ADA compliant hoods, sinks, aisles and workspaces are now present in each lab.

How does this practice achieve sustainability? Interest in the sciences continues to be in high demand as job opportunities in the areas of health and sciences increase. Morton College has demonstrated commitment to the sciences, not only through the renovation of the lab but also through the dedication of the faculty and staff. In 2005 the College used almost \$2 million dollars of unreserved funds to demolish then rebuild a new state of the art science facility. The faculty was part of the planning and worked closely with Physical Plant and the Architects (HERA).

Planning for computer technology in the sciences continues to be an issue. Centralizing the budget for technology has improved the capabilities of the College to deliver high-tech instruction. Equipment specific to each discipline such as microscopes, gas chromatographs, and PASCO Interfaces are planned for in each area's annual budget. Faculty is asked to contribute to the planning and budgeting in their area.

The sciences are an area of innovation. The instructors are enthusiastic about including technology instruction, developing new courses, ways to deliver courses, mentoring adjunct faculty and contributing to College improvement initiatives. Students are required to take a science when transferring or for completion of an Associate in Arts (AA), Associate in Science (AS) and an Associate in Fine Arts (AFA) degree. Students earning an Associate in Liberal Studies (ALS) or an Associate in Applied Science (AAS) may take a science to fulfill their Mathematics and Science general education requirement. The AA, AFA, and AS degrees require students to include one laboratory course.

The need for relevant science courses is part of college requirements almost everywhere and Morton College will continue to meet the demand with upgraded facilities to enhance student education.

What are the results/measurable outcomes?

The Renovation Project resulted in direct and indirect with advantages to student learning and faculty teaching.

Life Sciences

Life Sciences has two laboratories, one for biology and the second, a shared space for Anatomy and Physiology and Microbiology. Enhancements to the biology lab allowed the College to have expanded course offerings, a benefit to students in programs with science requisites and overall, science enrollments are increasing. For example, Morton College now offers a course Plants and Society (BIO 160/161) that adds to the variety of courses for all university transfer programs.

The College recognized that Anatomy and Physiology and Microbiology were highly valued courses for district constituents (residents and those in the district workforce). Morton College has a recognized nursing program leading to the AAS making graduates eligible to sit for the national licensing examination (NCLEX). The laboratory spaces were built

with a separate Anatomy and Physiology room for cadavers. It is now possible to have multiple cadavers tagged and available for instruction, where the old lab space allowed for fewer cadavers to be open for viewing.

Chemistry

In the past, Inorganic and Organic Chemistry were taken by transfer students. In addition, CHM 100 – Fundamentals of Chemistry is taken by 2-year Nursing students. While all the new science labs provide a more inviting atmosphere, the Chemistry lab has especially benefited from improved lighting. Also, the new chemistry lab is much safer environment with hoods that work at current industry standard, more eyewashes, and a safety shower. The chemicals are now stored in new flammable cabinets with adequate ventilation. In addition, the set up of the new lab better utilizes the space and fosters group or team learning with each team having its own computer and monitor. New electrical systems have been provided with surge protection. The College has shown a commitment to providing our students with state of the art equipment. A crushed ice maker while not a showy piece of equipment has been greatly appreciated allowing the students to get ice on their own and not having to spend valuable lab time crushing it and not disrupting the lab with the noise of the portable ice crusher used previously. The new dishwasher will help provide all the students with the clean glassware that is so necessary to obtaining accurate results.

Physical Sciences

The Physics lab used for Physics and Physical Science has been renovated to improve instruction. Twelve computer stations were upgraded. Included in the Physics lab renovation was more equipment such as digital multimeters, thermometers, a PASCO computer interface for free fall experiments and plot data. Also, the Planetarium was renovated and a new projector installed. Students planning to transfer to pre-pharmacy and pre-dent take General Physics. Electrical, Mechanical, and Civil Engineering transfer students take Physics I, II, and III. Physical Science fulfills a general education requirement and is taken by those students majoring in Secondary Education.

All of the laboratories were wired for computers, projectors and Internet access. The funding for the computer hardware and installation was not in the renovation budget. The Anatomy and Physiology laboratory obtained computers in the fall 2002 before renovation. The Chemistry lab obtained six of the twelve planned computers. The projectors are budgeted for separately and procurement and installation are dependent on the campus-wide projects.

Lab Experiences

In Biology, Chemistry and Physics, lab experiences are enhanced because students have the space and equipment to work more efficiently. Although it is not required, in some classes, much of the work is done in groups, as students prefer to work this way. Individual student performance can better be assessed. The larger size of the lab itself has made organizing lab materials that students are using simpler and less confusing for students. Keeping the microbiology students on one side of the lab has promoted safety.

In Anatomy and Physiology, the larger cadaver lab allowed more students at a time to participate in cadaver viewing. In fact, several cadavers can be used at a time, something not possible in the old space.

Student learning is assessed each semester by the faculty. With a small full-time faculty group, the flow of information in the past has been accomplished informally. The faculty can focus on how students are learning in our renovated labs. The sciences will also continue to be included in the general education objective assessments at the college level as well. Although the lab space is not specifically isolated as a benefit in these assessments it is reasonable to mention these state of the art facilities as improving access and learning.

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Self-Paced, On-line, Developmental Math Sequence
South Suburban College of Cook County

What issue or need is addressed by the effective practice?

South Suburban College (SSC) has established a need to accommodate varying instructional paces for students. Even though developmental math instructors are faced with a tremendous variation in skills and abilities in their developmental math courses, it is the differing pace among students which makes instruction even more challenging. In particular, some returning adult students place low into the developmental sequence; however, they quickly pick up information which they had seen many years ago. These motivated students are able to benefit from a self-paced, on-line instructional environment which guides them through the developmental math concepts (and courses) at an increased speed. We have found that this type of instruction addresses students' needs more directly than traditional alterations of course schedules to shorten or lengthen the instructional weeks.

Description of the effective practice:

This on-line instruction revolves around a software package known as ALEKS (Assessment and LEarning in Knowledge Spaces). ALEKS is an artificial intelligence-based system for individualized math learning and assessment via the World Wide Web. A textbook and video tutorial are integrated with the course objectives. In this format, students receive personalized mathematics assessments and programming based upon their deficiencies. Students are not spending time repeating math concepts which they already know. This helps to accelerate their movement through the developmental coursework which they are lacking. Within the same semester, students can move through the various courses depending upon how far they progress. Some students may go through one course, others two, and some may accomplish three within the same semester.

How does this practice achieve sustainability?

This practice requires a mathematics faculty member (and the department) to embrace and shepherd the concept. We have been fortunate to have a very active mathematics department. We have one faculty member who is trained in the ALEKS program. To ensure continuation of this type of instructional programming, we will need to train other math faculty in the ALEKS system.

What are the results/measurable outcomes?

The mathematics instructor who has led the development of this program on campus has collected several years of assessment data. He has verified through his studies that students attain a greater mastery of the course concepts through the utilization of the ALEKS program. He believes that the constant testing and checking for conceptual understanding reinforces the information. He has found that "A" and "B" level students have a greater tendency for success with this format and tend to benefit most from the structure.

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Sharing Stan

Richland Community College

What issue or need is addressed by the effective practice?

Nursing and other health professions students need the ability to “practice” skills prior to clinical experiences. However, using computer simulations or traditional models often does not offer sufficient opportunities.

Description of the effective practice:

Millikin University and Richland now share the use of a Human Patient Simulator, “Stan,” for training purposes. A Millikin nursing faculty member oversees the training on Richland’s campus and works with faculty to incorporate the simulator into lesson plans. “Stan” can be programmed to change reactions in a number of scenarios so that students can witness what happens and respond without injuring a real person. Faculty in several areas, including CN, LPN, RN, and Radiology programs, are using “Stan” with their students. A pediatric simulator has been purchased, and faculty training will begin when it is installed.

How does this practice achieve sustainability?

The continued joint financial commitment of Millikin and Richland to the simulators, specialized faculty, and training opportunities will lead to improved graduate skills and subsequent hiring.

What are the results/measurable outcomes?

The high pass rate of Richland graduates on national certification tests reflects the additional training available with the Human Patient Simulator.

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Student Development Transcript
Lincoln Land Community College

What issue or need is addressed by the effective practice?

The Student Development Transcript provides official documentation of the co-curricular activities and accomplishments of students while attending Lincoln Land Community College, enhancing a résumé and/or applications for admission into educational institutions, scholarships, or employment.

Description of the effective practice:

The Student Development Transcript documents leadership activities; professional or educational development activities; honors, awards, and recognition; and participation in recognized organizations, activities, or programs. In order to qualify for the transcript, activities must be directly related to Lincoln Land Community College and validated by the appropriate advisor or sponsor. Students can request a transcript through the Student Life Office

How does this practice achieve sustainability?

The program is in its second year of operation. All requested records are kept on file in the Student Life Office for a minimum of ten years. The institution is currently investigating technologies that would link the Student Development Transcript with the Academic Transcript thus providing more sustainability and efficiency.

What are the results/measurable outcomes?

Student Development Transcripts have been requested by students and the Student Life Office continues to receive inquiries regarding the program. The program is still relatively new to the student body and marketing efforts will continue.

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Student E-portfolio Initiative
Illinois Eastern - Wabash Valley

What issue or need is addressed by the effective practice?

Stakeholders of all education institutions are demanding accountability more so than ever, and this e-portfolio initiative gives the institution and the employer first-hand data that they can use to evaluate the skills, knowledge, and abilities of graduates as they relate, not only to potential job performance, but also to meeting established outcomes set forth within the college program.

Description of the effective practice:

Wabash Valley College developed an e-portfolio initiative whereby students within each of the college's Career and Technical Programs are required to produce an interactive electronic portfolio (e-portfolio). The purpose of this initiative is to authenticate necessary skills within specified WVC educational programs for potential employers and to provide faculty program assessment measures grounded in approved program outcomes.

How does this practice achieve sustainability?

This program has been developed as a core educational offering that will require students to set forth and attain measurable goals as they pursue their education. An assumption to be tested in fiscal year 2007 is that the program will aid in completer percentages and placement. The survey population for this sampling plan came from the Advisory Council at Wabash Valley College. This is a group of 120 individuals that represent companies throughout our district. These individuals hold a wide range of positions (from administrative to laborer) giving the council balance and a blended prospective of skills needed for employees within a given field. These members of the advisory council regularly hire qualified employees in skilled positions. Their knowledge of the industry and of the necessary skills that an applicant within that specific industry will need is essential in developing a model portfolio for each of the 10 Career and Technical Programs that we have on our campus. Each of the Career and Technical Programs has a 12-member advisory council that meets 2 times a year. It is during the spring meeting of the advisory councils that they were surveyed to gain feedback on necessary skills and attainment of appropriate skill levels within each discipline.

What are the results/measurable outcomes?

The survey population for this sampling plan came from the Advisory Council at Wabash Valley College. This is a group of 120 individuals that represent companies throughout our district. These individuals hold a wide range of positions (from administrative to laborer) giving the council balance and a blended prospective of skills needed for employees within a given field. These members of the advisory council regularly hire qualified employees in skilled positions. Their knowledge of the industry and of the necessary skills that an applicant within that specific industry will need is essential in developing a model portfolio for each of the 10 Career and Technical Programs that we have on our campus. Each of the Career and Technical Programs has a 12-member advisory council that meets 2 times a year. It is during the spring meeting of the advisory councils that they were surveyed to gain feedback on necessary skills and attainment of appropriate skill levels within each discipline.

Data from the survey instrument used in the e-portfolio study showed that students within this program are able to demonstrate their skill level more aptly through the e-portfolio process with 83% of those being surveyed indicating that the e-portfolio demonstrated to them how the student works and expresses themselves within the discipline and 78% of respondents indicating that they are better able to determine the skills of a job applicant through the use of an e-portfolio.

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Students Deepen Learning by Practicing Social Responsibility
Harrington College of Design

What issue or need is addressed by the effective practice?

Students use design and technology skills to improve quality of life and work performance in community setting.

Description of the effective practice:

A mural is being painted on the walls of Heartland Alliance by Harrington students. The mural work is being done to raise morale and motivate staff as they tackle the myriad challenging issues presented by African refugees whom they assist. The organization is located in the Uptown community on Chicago's northside. The students who travel to transform the space are known as the "Design Tribe" and were formed by their shared interest in addressing social problems by using their design and technology skills learned at Harrington.

How does this practice achieve sustainability?

This project reflects the Harrington commitment to promoting student involvement in service projects throughout the community. The Interior Design curriculum includes an internship component and students may select the service track which affords new opportunities each semester for interns to use talents and skills in to help organizations revitalize spaces.

What are the results/measurable outcomes?

The project is a work in progress but is intended to be a permanent installation at this worksite.

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Study Abroad Initiative, “Where will you go?”
Eastern Illinois University

What issue or need is addressed by the effective practice?

The need to prepare graduates with cross-cultural skill and language proficiency critical to national security, public diplomacy, and an increasingly global employment market.

Description of the effective practice:

By establishing an Office of Study Abroad and hiring the very first Director, the University was able to overhaul and reorganize study abroad practices and programs to more effectively reach faculty and students. This reorganization included a new personnel support system; a mission statement and new website; improved processes, policies, and procedures; an enrollment management and tracking system; the development of various programs in new destinations; an online study abroad course database to verify and track course approvals for all EIU programs; a university-wide marketing theme and plan known as “Where will you go?”; and a unique advising system which incorporates the use of “Peer Advisors” (students who have already gone abroad).

How does this practice achieve sustainability?

As part of the reorganization, a funding model was proposed to financially support the Office of the Study Abroad. This model includes both appropriated funds and administrative fees to cover personnel and operational expenses of the Office, and therefore encourages sustainability and growth. Appropriated funds will cover the salary of the Director of Study Abroad and operational expenses. An administrative fee (charged to each student who studies abroad) will cover other personnel, which currently consists of a Coordinator of Study Abroad and five student workers. This funding model truly provides for a solid foundation and lateral mobility. As the number of students who study abroad increases, so will the available funding for more personnel and support.

What are the results/measurable outcomes?

Over the past year, the time period in which the Effective Practice was being initiated, we’ve experienced a 50% growth rate in students going on independent study abroad programs (from 59 in AY 2004-2005 to 89 in AY 2005-2006). Within this 50% growth rate, the number of minority students has increased by 433% (from 3 in AY 2004-2005 to 16 in AY 2005-2006). We hope to see even more favorable outcomes now that most of the reorganization has been completed and efforts can be focused more diligently on daily operations which include marketing, recruiting, advising, and assessment. While it is too early at this point in time to link supporting evidence to these positive outcomes, research suggests that the changes implemented in the reorganization will provide greater awareness, appreciation, and participation in study abroad.

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Successful Teaching Online Mentoring Program (STOMP)

William Rainey Harper College

What issue or need is addressed by the effective practice?

Courses, certificates, and entire degree programs in alternative delivery format are being demanded by an ever-increasing technology-savvy student population that is balancing work, family life and learning all at the same time. Because developing and teaching courses in blended and online modalities is a complex process and one that is outside the educational and professional experience of many faculty, STOMP was established to provide the guidance and assistance necessary to offer distance courses that maintain Harper's reputation for quality learning experiences.

Description of the effective practice:

Creation of the STOMP Initiative. During the spring 2003 semester, six faculty with two or more years of experience in developing and teaching online courses from Chemistry, Computer Information Systems, Marketing and Physics volunteered to meet with the Director of the Department of Instructional Technology to develop the materials for use with the STOMP initiative. This initiative, funded through an internal Harper College technology mini-grant, provided a small stipend to the participating faculty for the time spent meeting over the course of the semester to design self-paced learning materials, checklists, progress check sheets, and a mentoring collaboration.

The STOMP Process. The six faculty noted above made up the initial mentoring pool. After the first complete year of STOMP, the mentoring pool was expanded by invitation to other faculty experienced in online course delivery as well as to Department of Instructional Technology (DoIT) staff qualified to serve as mentors. A maximum of six faculty who are new to distance course development volunteer each year, each paired with a mentor. The new faculty work with their mentors to build a foundation in distance pedagogy and course design, aided by the STOMP Blackboard site (topical presentations, online discussions, and activities that provide the faculty with an online course experience) as well as books, checklists and the instructional design and multimedia course material development services of DoIT. Each mentor continues to support their protégés during the first semester the course is delivered. Stipends are paid to the mentors, while faculty developers receive either reassigned time or a stipend based on the faculty contract.

How does this practice achieve sustainability?

Funding for STOMP was first provided through a Harper College technology mini-grant. Due to the success of the initiative, a permanent budget line item was created for the Department of Instructional Technology beginning in the FY06 fiscal year. Additionally, the continued growth of the qualified and interested group of faculty who are experienced in developing and delivering distance courses assure that there will be enough volunteer mentors each year to meet program needs.

What are the results/measurable outcomes?

The two major outcomes for faculty participating in this initiative are:

- to build a foundation in the topics/issues related to distance learning
- to design, develop and teach a high-quality course in online or blended format

Over the course of the three years this initiative has been in place, the following results have been documented:

- 16 faculty (12 full-time and 4 adjunct) participated in STOMP
- 11 online and 5 blended courses were designed, developed and delivered
- 14 different disciplines increased courses offered in distance format
- 5 participating faculty designed, developed and taught additional online and blended courses in their respective disciplines

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Supporting Undergraduate Research
Illinois Wesleyan University

What issue or need is addressed by the effective practice? As a highly selective college that promises individual attention to students, Illinois Wesleyan has an obligation to provide as wide a range of opportunities as possible for students to develop their capacities for scholarly and artistic work.

Description of the effective practice: For over 15 years, the Illinois Wesleyan faculty and administration have devoted considerable attention to developing a wide variety of vehicles through which individual students can showcase their research and creative skills. In addition to required research seminars and/or juried exhibitions and performances for seniors—programs that exist at most colleges—Illinois Wesleyan offers a rich set of additional forums for outstanding student work. Several of these initiatives are open to all students, regardless of their research or artistic interests. The Research Honors Program, open to high-achieving students, requires students to develop a research or creative project and defend it before an interdisciplinary faculty committee. A successful defense results in an “Honors” designation on the student’s transcript. In addition, all students are eligible to participate in the John Wesley Powell Student Research Conference, held each April. The full-day, on-campus program features multiple poster sessions, oral presentations, art exhibitions, and musical and dramatic performances. Students from all disciplines are also eligible for travel funding from the Provost’s office to present their research or to perform in refereed off-campus conferences or exhibitions. There is also an active program on campus to identify promising applicants for Rhodes, Marshall, Fulbright, Truman, and other prestigious national and international fellowships.

Besides these general opportunities, academic departments support student research and artistic work in particular ways most suitable to the discipline. Each year, for example, many science faculty members are co-authors with students of one or more scholarly articles in professional journals. Other departments, mostly in the social sciences, sponsor student-edited, printed journals that publish outstanding work by IWU students; among these journals are the *Park Place Economist*, *Res Publica* (Political Science), *Constructing the Past* (History), and *Tributaries* (English). The Economics Department supports an additional on-line journal that publishes peer-reviewed articles from Economics students across the country. The Religion and Hispanic Studies departments organize regular on-campus colloquia at which students and faculty present their work for review and discussion by other students and faculty. The Philosophy department hosts student-managed undergraduate conference each spring in which students from other campuses travel to IWU to present and critique philosophical treatises. Nearly thirty academic honoraries are chartered on the campus, and many of these sponsor programs at which student members present their work to other outstanding students and faculty.

How does this practice achieve sustainability? Because all these initiatives are department- or University-organized and have budget support from the University as well, the infrastructure exists to replicate them year after year; they are not subject to the constant re-learning curve to which programs sponsored by student organizations are subject. Furthermore, as participation in each of these programs grows, more advanced students serve as role models for younger students, encouraging them to develop their own research or artistic agendas for future years. Undergraduate research has thus become embedded in the campus culture.

What are the results/measurable outcomes? It is possible to track the number of participants in these programs, and we have seen growth in them over time. For example, the Research Honors designations are typically awarded to 7-8% of graduating students, as was true for 2006 graduates; the 2006 John Wesley Powell Research Conference featured the work of 147 student researchers and artists (an all-time high). The Provost’s Student Travel Fund helped 21 students present their work off-campus at academic conferences. Each fall, we survey the previous year’s graduates to learn of their employment or graduate/professional school involvement. We have found that many students who have participated in undergraduate research or creative activities are inspired to continue their education beyond the bachelor’s level.

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Teagle Consortium for Value-Added Assessment
Augustana College

Description of the effective practice:

A collaboration of six highly-selective Midwestern liberal arts colleges, the “Teagle Consortium” (so named in recognition of support received from the Teagle Foundation) is engaged in assessment of performance in core outcome areas such as writing, critical thinking, analytic reasoning and civic engagement. Involving Augustana, Alma College, Gustavus Adolphus College, Illinois Wesleyan University, Luther College and Wittenberg University, the project takes advantage of the differences in each school’s curriculum to measure which general education approaches lead to the best student gains.

Analysis of varying outcomes measured by such generally-accepted tools as those available from the Higher Education Research Institute allows each school to not only improve the quality of its academic program, but further to hold students to higher expectations for learning and growth by using the assessments to target ever-higher outcomes. Through this value-added assessment, the member institutions seek to discover what types of assessment best measure practices of colleges both within and beyond the consortium.

Initial success of this three-year assessment initiative has already led the participating institutions to broaden the scope of their cooperation. The next areas likely to benefit from such partnership include international studies, public health, languages, area studies, sustainability and stewardship programs. Benefit would be derived in each instance from increased operational efficiencies and access to a wider pool of disciplinary resources. Another area for cooperation being explored deals with faculty development, including the sharing of best practices among faculty, and workshops for new faculty on the attributes and expected outcomes of a liberal arts education.

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The Difference Between “OF” and “FOR”— Making Academic Assessment More Useful

Robert Morris College

What issue or need is addressed by the effective practice? Among Robert Morris College’s beliefs is that student learning and institutional effectiveness outcomes are uniquely and inextricably related to the extent that one sustains the other. While the institution has engaged in student learning assessment and institutional effectiveness evaluation for many years and has evidence of numerous effective initiatives, the College seeks to continuously enhance these processes. The most recent process enhancement objectives have been to: heighten stakeholder involvement; expand the assessment information’s utility; and implement recommendations from assessment results in a more demonstrable way into academic and institutional operations (i.e., higher visibility for “closing the loop”).

Description of the effective practice: Robert Morris College’s process for assessment OF student learning is designed around program-level objectives for the general education core that is part of each applied associate and baccalaureate degree and the professional knowledge/skills of the respective major; the principal purposes it serves are curriculum change and improved pedagogy. Faculty establish student learning objectives and outcome statements, and the Dean from each division monitors the collection and reporting of each year’s assessment OF student learning results which become the subject for faculty meeting and curriculum committee discussions and recommendations. This model places emphasis on direct measures OF student learning at the group level, primarily through random sampling of student work within each academic division. It also considers indirect measures OF student learning used by RMC, such as the ACT Student Opinion Survey, NSSE, ACT Alumni Survey, Employer Survey, Program Advisory Committee input, and persistence data.

RMC’s latest process addition, assessment FOR student learning, was consciously developed to respond to the three enhancement objectives mentioned above while complementing the existing model and increasing assessment capacity. The Student Competency-Based Credentialing System results in a credential transcript for each student and constitutes assessment FOR student learning by providing an additional “feedback loop” to individual students and faculty. The credential transcript is a tool that students can use immediately, throughout their program of study, and after graduation in their careers for professional and personal development. The competency-based assessment is predicated on ten general competencies to be achieved by all students; each competency can be developed through a variety of courses or experiences, and collectively they represent skills generally sought by employers: 1) Collaboration, 2) Oral Communication, 3) Written Communication, 4) Creative Thinking, 5) Critical Thinking, 6) Cultural Awareness, 7) Leadership, 8) Managing Information, 9) Quantitative Evaluation, 10) Experiential Learning.

Each competency in the assessment FOR student learning model carries an academic outcome and a corporate definition; this combination highlights the applied, career-focused nature of the College’s mission relative to the institution’s programs of study. There are three progressive levels of achievement with delineated rubrics that complete the model: Level 1—Acquisition; Level 2—Application; Level 3—Integration. Any of five identified assessment strategies can demonstrate mastery of a competency: Course-based (courses in the curriculum have been matched to the competencies and levels of achievement based on equivalency with course objectives, thus course grades can be used to distinguish between levels); Internship (the evaluation form completed by the internship on-site supervisor aligns to the competencies and levels); Portfolio (this tool is especially useful for those competencies that do not lend themselves well to the other identified strategies); Testing (scores on post-tests/comprehensive final exams and/or subset scores from these determine the mastery level and competency); Work Experience (students describe their work experience in a formal paper that is evaluated relative to the competencies and levels by a faculty committee).

What are the results/measurable outcomes? The combined model, Assessment OF and FOR Student Learning, has several strategic and organizational benefits and outcomes. RMC implemented the Student Competency-Based Credentialing System to engage students actively in their learning assessment throughout their program of study; to provide them a useful, personalized tool for advancing their personal and professional development; and to make available documentation – the credential transcript – that can supplement the academic transcript. At the same time, the combined student learning assessment model supports RMC’s “culture of evidence” wherein institutional policy, practice, and planning are informed by the regular collection, compilation, and analysis of data. Data availability from the direct and indirect assessment measures about student learning along with additional productivity measures used in the evaluation of institutional effectiveness produces an information-rich, systematic basis for effecting positive change.

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To Offer Quality Online Courses at Illinois Central College
Illinois Central College

What issue or need is addressed by the effective practice?

The purpose of this project was to establish standards to assess the quality of online courses offered at Illinois Central College.

Description of the effective practice:

The ICC Quality Online Course initiative began in spring 2002 with an ICC Process Management Team. The team was a spin-off team of a team previously established to focus on improving the way ICC online courses were marketed to prospective students. The new team was charged with the task of developing a process by which quality was measured in online courses. The assumption the team held was that the ability to “certify” online courses met or exceeded high quality standards would lead to recruiting and retaining online students in a competitive market. The quality team was comprised of five faculty, two administrators and an instructional technologist. The team met for the first time in fall 2002 and the Process Management report (ICC Quality Online Course Guidelines) was presented in November 2003. The guidelines are published on the ICC Instructional Innovation Website (www.icc.edu/iifd).

The guidelines include operational definitions; use of Blackboard, the college’s designated course management system; baseline technology skills for faculty teaching online; the application of ICC’s Core Values to online learning for faculty and students and details for developing effective online course syllabi, calendars, course-specific policies and procedures. The Guidelines also organize the components of an online course into the following areas: Introduction and Orientation, Course Procedures, Course Information, Course Materials, The Online Learning Community (general communication, group interaction and asynchronous communication), Assessment and Evaluation. The guidelines provide, for each component of the online course, a “baseline” description of a quality online course and “advanced” description to allow for measurement and acknowledgment of above-baseline practices.

The guidelines are currently being used in The Blackboard Institute, a comprehensive faculty development experience for developing technical and pedagogical skills for online faculty; individual one-on-one training with faculty; voluntary self-assessment by faculty; in place of a “classroom observation” of a traditional class for the purpose of faculty performance review and evaluation (all Associate Deans were trained on the use of the Guidelines) and as new online courses are developed under a mini-grant contract proposed by the faculty member developing the course. Courses are reviewed by the guidelines and the original grant application before mini-grant funds are paid. Courses are reviewed by an instructional technologist from an instructional design perspective and by an Associate Dean to review course content and measure rigor of the course. Generally this process has been completed with individual reviews by the instructional technologist and the Associate Dean and then a conference is conducted with the instructional technologist, the Associate Dean and the online faculty member. Once the review conference is completed and any suggestions are satisfactorily implemented, the online course is granted the quality seal of approval (placed on the course banner). This entire review process has proved very beneficial in familiarizing all Associate Deans and faculty to the standards that make a quality online course. However, the process has been very labor intensive for the one full-time instructional technologist to keep pace with the numerous requests. Thus, the quality course initiative, guidelines and processes are scheduled to go into revision in the fall 2006 semester. The revision process will take into consideration Illinois Online Network’s Quality Online Course Initiative Standards for Online Courses released at the Faculty Summer Institute in May 2006 and utilize faculty that have already completed the approval process with one or more online courses. The revision process will attempt to include the original administrators, faculty and professional staff who participated in documenting the original quality guidelines. Updated guidelines and a review process with improved efficiency are expected in spring 2007.

How does this practice achieve sustainability?

The entire quality online review process has educated and familiarized the college’s eight (8) Associate Deans and over twenty (25) online faculty to the quality online standards in a practical and collegial manner. This translates into faculty sharing their strategies with other faculty. The quality online guidelines are now provided

as standard protocol to any faculty member that requests a course site for an online course. As the guidelines are reviewed, the process will only improve in efficiency and promote even higher standards of online courses. Following the recommended guidelines is the only manner in which a new online course can be developed under the college's mini-grant process and successfully complete the process for faculty funding.

What are the results/measurable outcomes?

As of August 2006, 26 courses have been granted the ICC quality seal of approval of the ~145 total online course sections currently offered. Eight (8) courses are pending completion of reviews as a result of the summer term. Faculty members have made six (6) requests for course reviews in the fall 2006 semester. The six (6) requests for quality course reviews will be honored, with the current standards. The college will then revise the process and guidelines based on feedback and use to improve the efficiency of the process and still maintain the quality standards. Student Success rate studies are tracked and monitored for all courses offered each semester and also by the various instructional modes. Online courses have increasingly improved their success rate college-wide over the past few years from an average of 61–64% to an average of 70% for the fall of 2005 as compared to 70% for in-person courses. Studies have not yet been implemented to show the difference between success rates in quality approved online courses and those online courses that have not completed the rigorous.

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Urban Classroom
DePaul University

What issue or need is addressed by the effective practice? DePaul University enables students to learn and grow as individuals by combining high quality academic programs with a wide range of practical, hands-on experiences in the urban environment that surrounds the university's two main campuses. Located in the heart of the nation's third-largest city, DePaul and the City of Chicago offer students a dynamic, real-life classroom in which to learn.

Description of the effective practice: As a center of commercial and cultural activity, Chicago provides DePaul's students with experiences beyond the classroom walls. DePaul professors have designed curriculums to connect traditional in-class instruction with the community that DePaul serves. Faculty are able to draw on aspects of Chicago's rich cultural heritage, business district, diverse neighborhoods, and community and religious organizations for class projects, community service, work-study programs, internships, field trips, guest speakers and more. A variety of courses explicitly draw upon Chicago as a learning resource, including the Chicago quarter term required of all incoming freshmen and a wide range of community-based service learning courses.

The city also serves as a classroom to approximately 1,000 students a year who take part in the University Internship Program. Rather than simply placing students in the workplace, an instructor guides DePaul students in their exploration of societal and world issues, leadership, diversity, and ethics as they gain workplace knowledge and experience. Like the service-learning courses, internships at DePaul focus on increasing student awareness of the diverse, global community in which they live and strengthen the ties between DePaul students and the metropolitan area.

How does this practice achieve sustainability? All new freshmen are required to participate in Discover Chicago or Explore Chicago classes during their first quarter. Dubbed the "Chicago Quarter," this general education requirement is the centerpiece of DePaul's First-Year Experience. Each of the approximately 80 different courses enable students to learn about the metropolitan community, neighborhoods, cultures, people, institutions, organizations and issues of the city within an academic framework.

After the Chicago Quarter, many students choose to take courses that use Chicago as an extended classroom. Often these courses, particularly the service-learning and internship courses, satisfy DePaul's required experiential learning component of the general education program.

What are the results/measurable outcomes? Beginning with the Chicago Quarter and continuing throughout their experiential learning courses, students learn how to apply classroom theories to actual situations, apply tools from various disciplines, work in teams, and draw conclusions and lessons from their experiences through reflection.

The success of this approach from the student perspective is reflected in the increasing demand for service-learning courses. DePaul's Steans Center for Community-based Service Learning, in cooperation with numerous academic departments and programs across the university, has grown from offering 15 courses in 1998-99 to offering more than 150 in 2005-06. Last year the center placed about 2,500 students into approximately 120 community organizations throughout the city. That so many students choose to take coursework that immerses them in the city suggests that DePaul is successful in delivering on the institution's commitment to increase student awareness of their surrounding community and to provide them with an understanding of the issues that affect diverse peoples and communities. Externally, DePaul was honored by academic peers as one of the nation's stellar programs in service learning in the "America's Best Colleges" 2004, 2005 and 2006 editions of U.S. News & World Report.

Likewise, the University Internship Program has expanded to meet demand. Nearly 1,000 students were placed in 2005-2006, compared to 475 in 1999-2000. Student and employer surveys indicated that students found their internship experience to be excellent, while 98% of employers would recommend their intern for a position in their industry.

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Western Illinois University's Learning to Lead Program
Western Illinois University

What issue or need is addressed by the effective practice?

Employers overwhelmingly point to internship experience as the most important factor they consider in hiring new college graduates for full-time positions. Employers who hire people with internship experience can be sure that they are hiring people who know what they want to be in their particular profession. The Learning to Lead program is designed to give Western Illinois University students a decisive advantage in the job market; it develops their leadership skills and prepares them for the leadership roles they will be expected to fill.

Description of the effective practice:

The Learning to Lead Program, open to all Western Illinois University students (Macomb and Moline) who have attained junior class status and a minimum cumulative grade point average of 2.8 (on a four-point scale), is designed in two parts. First, students participate in a four-week intensive academic program on the Macomb campus. Students are immersed in such courses as public policy analysis, multicultural issues, business communication, and leadership development training. In addition to their classes, students attend a series of lectures, presentations, and activities. Next, students complete an eight-week field placement in Washington, D.C., with professionals and agencies involved in public policy. During their internships, students complete specific projects and are required to participate in formal meetings, lectures, and conferences.

How does this practice achieve sustainability?

The Learning to Lead program was established at Western Illinois University in 1994. It has been maintained and supported since that time. This summer marks the 12th annual Learning to Lead program. During summer 2006, 17 Western Illinois University students lived in Washington, D.C. as part of the eight-week public policy internship program. The program offers students many internship opportunities with federal agencies. This past summer students completed internships at such agencies as the National Archives; the United States Hispanic Chamber of Commerce; the Washington, D.C. Police Department; and the United States Park Service.

What are the results/measurable outcomes?

There are both quantitative and qualitative evidence for the success of this collaborative program that is jointly sponsored by Academic Affairs and Student Services at Western Illinois University.

- The program is contributing to academic excellence. The mean cumulative grade point average of the last cohort of participants was 3.3 on a four-point scale.
- The program is contributing to diversification of the workplace. Seventeen students participated in the last cohort; of these students, six are African American and one is Hispanic.
- Public policy makers endorse this program. In addition to the internship sites mentioned above, Congressmen Lane Evans and Luis Gutierrez; the Offices of the White House; the Hispanic Association of Corporate Responsibility; and the United States Departments of Education, Labor, and Secret Service all sponsor internship opportunities for this program.
- The field placement experience is designed to provide students with the opportunity to work directly with professionals involved in public policy, and all of them have the opportunity to make direct contributions to public policy issues. An experience like this is designed to have a long-term effect on professional and leadership development, and students agree. For example, Pia Jeffries, a law enforcement and justice administration graduate student at Western, participated in the 2004 Learning to Lead program and called it a "once-in-a-lifetime experience." "Learning to Lead was phenomenal," Jeffries added. "Participating in this program enhanced my communication skills and taught me the true meaning of a committed community."

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Work Ethics Curriculum
Parkland College

What issue or need is addressed by the effective practice? Today's workforce is demanding. In order to be considered responsible and productive, employees must have a high degree of knowledge and skill, along with a positive, cooperative attitude or "work ethic." This curriculum is designed to help students develop the interpersonal skills needed in today's competitive workplace.

Description of the effective practice: Along with technical skills, employers consider interpersonal competencies and personal qualities to be equally important. Examples of such competencies/qualities include: the ability to work well with others, self-esteem, sociability, integrity, honesty, self-management, responsibility and dependability. The Work Ethics curriculum at Parkland is designed to instill these characteristics and develop them to a marketable level.

The curriculum was first viewed by the college at an American Technical Education Association conference. The college purchased the materials in FY2002 and implemented it in the construction design and management program in FY2003. Eight faculty were trained to be trainers in October 2003 and in December 2003, 46 district 505 high school faculty and administrators were trained in the use of the curriculum. Parkland also conducted training for 75 district 517 high school faculty/administrators.

The work ethics program is described fully in the Georgia Department of Technical and Adult Education Work Ethics manual. Business and industry leaders have identified essential work traits that colleges should teach and students should practice in order to develop a viable, effective workforce. Those traits are: attendance, character, teamwork, appearance, attitude, productivity, organizational skills, communication, cooperation and respect. Each student receives a handbook, and every week or two, faculty emphasize a different work ethics characteristic and conduct a brief lesson on the topic. Faculty also model the behaviors and characteristics that are expected of students. Students are evaluated as to whether they exceed or fail to meet expectations as outlined in the handbook, and receive a work ethics grade that is posted to a certificate given to the student at the completion of the course. Students are encouraged to include these certificates in their employment credentials and employers are informed that these certificates have been issued.

At present, the curriculum is not implemented uniformly throughout the college. The following programs and courses are using the curriculum or pieces of the curriculum.

- All Health Professions programs
- Landscape Design
- Most Agricultural Business AAS degree programs
- Some Agriculture transfer courses
- Business Management
- CIS 111 Career Overview – this course is required in all Computer Science degree programs
- Office Professional program
- Computer Support Specialist programs
- Construction Design and Management

How does this practice achieve sustainability?

Perkins, Tech Prep Support and CTE Strand grants were used to fund materials and training cost. Otherwise, the program is self sustaining, since the curriculum is embedded into existing courses.

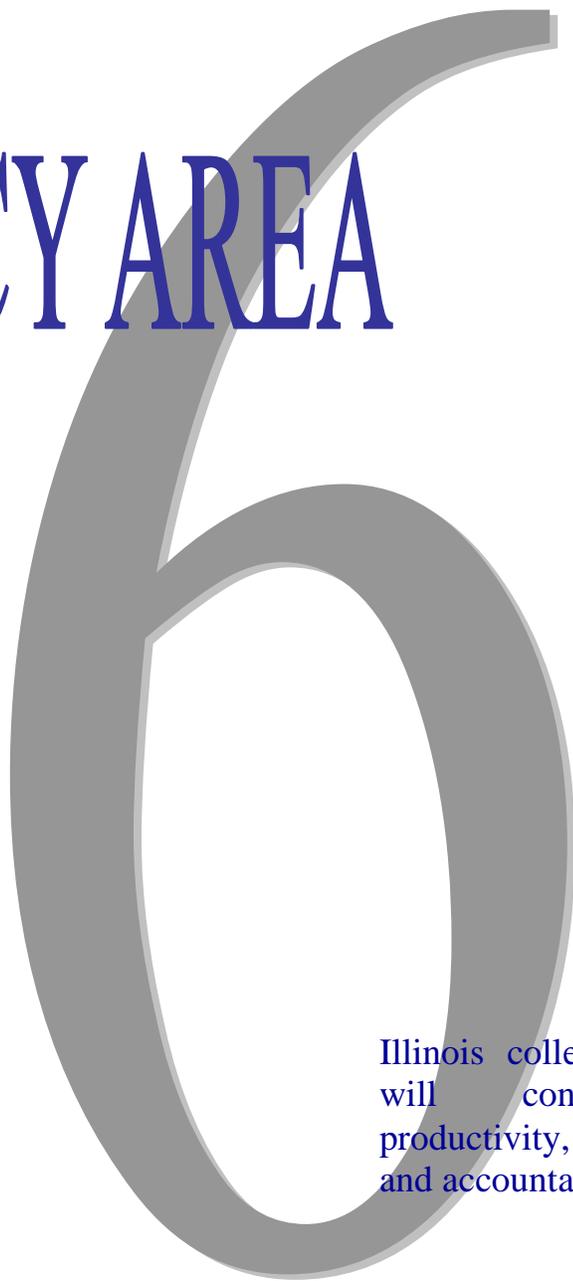
What are the results/measurable outcomes?

Since the curriculum is integrated into currently existing courses, it is difficult to directly determine the effectiveness of the program. However, between FY2004 and 2005 (latest available data), graduate employment increased at least 9% for health professions programs, construction design and management, business management and office professional programs. Other programs already had high employment rates (landscape design, and computer support specialists).

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POLICY AREA



Illinois colleges and universities will continually improve productivity, cost-effectiveness, and accountability.

Administrative Efficiencies with Technology
Illinois State University

What issue or need is addressed by the effective practice?

Continuous enhancement of productivity, accountability, and cost effectiveness.

Description of the effective practice:

Four University offices implemented new practices with the assistance of various technologies to improve and streamline administrative practices in FY2006. The offices of Admissions, Financial Aid, and the Registrar have worked together to utilize document imaging technologies, while the Office of Human Resources created a new on-line recruiting system for civil service, administrative/professional, and student employees.

How does this practice achieve sustainability?

Admissions, Financial Aid, and Registrar: After initial equipment purchases, on-going costs are for software licensing and equipment maintenance. These costs will be covered by efficiencies created by the document imaging system, notably reduced clerical costs associated with document filing, maintenance, and retrieval.

Human Resources: All civil service, administrative professional, and student position openings are announced and application materials are available on-line. Applicants for positions complete application materials and submit them electronically. Office and department staffs that have posted a position opening can review applicants' resumes and other application materials on-line as well.

What are the results/measurable outcomes?

Efficiencies in workflow:

1. The Admissions Office processes more applications in a shorter period of time.
2. Transfer student transcripts are evaluated more quickly, and results are communicated more efficiently.
3. Less data entry of applications because of automatic uploading into the imaging system.
4. File transfer among departments (Admissions, Evaluations, Financial Aid, Graduate Departments, Records, etc. is facilitated.)
5. Financial Aid uses document imaging to track and route faxes.
6. Human Resources can review candidates' applications for completeness and qualifications.

Better customer service:

7. No time is spent searching for files. Files are accessed instantly.
8. Graduation Audits and other documents are imaged and communication to students is now done electronically
9. Candidates for jobs at Illinois State can apply for more than one job with just one application, and have a central location to view what jobs are available.

Labor and Cost Savings:

10. Labor and postage costs are reduced; more efficient service is provided.
11. Greatly reduced file maintenance and storage costs for Admissions, Financial Aid, and Registrar. For example, no manual culling of files.
12. Queries can now be run on productivity of staff; hence, measures of accountability can now be better tracked.

Business Continuation Advantages:

13. All imaged documents are backed up and stored on campus and remotely, increasing the ability to recover quickly from any catastrophic occurrence.

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Administrative Services Internal Customer Survey
Joliet Junior College

What issue or need is addressed by the effective practice?

The goal of this project was to address the effectiveness and efficiency of Administrative services in the JJC Business Services office, including purchasing, procurement card, mail services, receiving, reprographics, telecommunications, and bookstore.

Description of the effective practice:

This practice was effective in two ways: 1) In the past, the survey was e-mailed to JJC employees as a Word document. Employees were instructed to print the survey and mail it back to the Business Services Office, resulting in 10-15 annual responses. In Fall 2005, the survey was put on-line and the number of respondents increased dramatically, to 132. Since the on-line survey linked to an Access database, resources were saved in terms of mailing, paper, and analysis time. 2) The survey results provide valuable information about how to make Administrative services more friendly, useful, and efficient.

How does this practice achieve sustainability?

The survey is conducted on an annual basis by the Administrative Services unit of the Business Services office.

What are the results/measurable outcomes?

132 employees responded to the survey - 58% staff, 22% administrative, and 21% faculty. About 50% of the respondents have been employed at JJC over 10 years; 75% 5 years and over.

- Internal customer service responses were positive across the board. Typically, about 90% of survey respondents felt Business Service area staff respond to inquiries promptly, are courteous, are knowledgeable, and act in a professional and ethical manner. Only in a few instances did a respondent disagree with the statement that staff were not courteous or helpful. As an example, 89% of respondents agreed the delivery of orders is timely (the other 11% were neutral).
- There was also a positive response to questions about the ease of use of Administrative area services and training to use them. For instance, 80% of procurement card users agreed the card is convenient; 86% of respondents agreed they knew how to prepare outgoing mail to meet USPS requirements.

Overall, the results of the survey were very positive. The Administrative Services area will use the results to sustain the high-quality level of responsiveness to internal customers.

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Adult & Community Education Division Automated Call Delivery System
College of Lake County

What issue or need is addressed by the effective practice?

To increase the number of calls completed and reduce the number of calls abandoned by customers, the Adult & Community Education Department implemented the IP Automated Call Delivery (ACD) system.

Description of the effective practice:

The Adult and Community Education (ACE) Division at the College of Lake County provides a variety of educational programs, including both credit and non credit courses, one day computer seminars, and various other professional services for Lake County Businesses, Professional Groups, Local Government, and Lake County Residents of all ages. In addition to the general questions prospective students regularly submit to the College's Office of Admissions, the ACE division also fields admission and registration inquiries on a daily basis. Most of the questions posed by students or clients to the ACE division are made via telephone calls. For the past two years, the volume of client telephone calls received has increased, resulting in long hold times and a high proportion of abandoned calls. Therefore, an automated system to better track this constant influx of calls was in order. With this efficiency goal in mind, the ACE division in the summer 2005 visited a local call center for a large food distribution company. The visit provided a valuable lesson.

At the beginning of the FY2006, the ACE Division implemented an IP Automated Call Delivery system that increased the number of calls received and decreased the number of calls abandoned by customers. Increased efficiency in processing registrations, particularly Internet registrations, has decreased number of inquiries of status of student's class, thus enabling the clerks to handle calls that need more information or assistance. In addition, the new system now allows the supervisor to monitor agent call availability and manage the flow of calls more efficiently, thus, giving students and clients a better service.

How does this practice achieve sustainability?

CLC's Adult & Community Education Department is committed to supporting the maintenance of the recently implemented ACD system and the search for any other effective strategy to provide enhanced services and better meet clients' needs.

What are the results/measurable outcomes?

During the first quarter of FY2006, as a result of the implementation of the IP Automated Call Delivery system, abandon telephone calls decreased by 5%. This more efficient management of the calls during this period permitted the reduction of the abandon call rate to drop from 32% to 18%.

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Advising Center Model
Chicago State University

What issue or need is addressed by the effective practice?

In 2004, the university's Department of Psychology, in collaboration with the Illinois Board of Higher Education, opened a model Advising Center in order to reach several related goals: streamline and personalize student advising and course selection; reduce advising errors; encourage timely registration; promote student involvement in their own curricula and degree audits; and increase student satisfaction, retention and graduation.

Description of the effective practice:

Implementation: The Advising Center offers one-stop advising and registration, which is divided into three steps: pre-advising, advising, and registration. This division helps faculty advisors to make more productive use of their time with students.

The Advising Center helps students monitor their academic progress and insure that they have satisfied all of the requirements for graduation by the following methods: Degree audits of students with 90 or more credit hours are done in order to thoroughly examine student files in order to resolve any problems that may interfere with timely graduation; Advising Assistants help students complete paperwork related to withdrawals, petitions, and certification of minor program completion; the Advising Center is the first stop (and often the only stop) that students make to resolve academic issues; the Psychology Department maintains up-to-date files for all majors in the Advising Center containing copies of all paperwork processed for students and encourages students to maintain personal files of their progress; all materials were updated and made available via a Blackboard™ site to allow advising materials to be accessed from the internet; and all faculty advisors and advising assistants attend training sessions in effective advising, including the use of new CAS/CAPP degree audit technology.

How does this practice achieve sustainability?

The Advising Center opened in 2004; longitudinal assessment data are as yet insufficient to make strong statements about its effectiveness. One indicator of success is that other academic departments are joining the Advising Center and sharing their expertise and resources. The Department of Foreign Languages and Literatures, the Department of Math and Computer Science (which made an additional computer lab available for student registration) and the Department of Criminal Justice joined in the initiative. All three departments are in one classroom building. A plan is under way to open a second advising center to serve additional departments in the College of Arts and Sciences. While all recognize that a single advising center would be ideal, present restrictions on space and resources make that a middle- to long-term goal.

What are the results/measurable outcomes?

Preliminary data suggest that the Advising Center has a positive impact on student satisfaction, retention and graduation. Sixty-two percent of freshmen who entered the Department of Psychology in fall, 2004 were retained, compared to the university average of 57%. Advising errors have been reduced from fifteen errors in fall, 2004 to four errors in fall, 2006. The graduation rate among these students was 92.3%.

A student satisfaction survey was administered to students in Psychology and in Foreign Languages and Literatures during the spring, 2006 registration period. Psychology majors indicated their satisfaction with a 4.7 rating on the five-point scale, while non-majors averaged 4.79. From these results, it can be safely concluded that both groups appreciated the helpful attention they received in the Advising Center.

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After the Fire: The Blair Hall Reconstruction
Eastern Illinois University

What issue or need is addressed by the effective practice?

In April, 2004, the third oldest building on campus, Blair Hall, was destroyed by fire. The multi-million dollar effort to rebuild, reconstruct, remodel and expand the structure within guidelines that preserved or improved upon the original architecture of the building was completed in a mere 24 months.

Originally built in 1913, the building Hall housed academic, administrative, and faculty offices for 65 staff and classrooms serving the campus community. The fire and damage from the water necessary to extinguish the fire destroyed all but the exterior walls, foundation and main interior supporting walls. Highest among the immediate goals were to quickly provide suitable temporary locations for faculty and staff and reschedule class locations. Highest among the long-term goals was to reconstruct the damaged building to get dislocated programs back to campus as quickly as possible.

Description of the effective practice:

All affected faculty, staff and programs were provided temporary locations within 24 hours of the fire. The \$10-million reconstruction cost included interior renovation, exterior restoration and a small new addition, providing 34,000 square feet of space to comfortably house university classrooms, the Graduate School, Office of International Programs, the Grants and Research Office, School of Adult and Continuing Education, General Counsel's Office, Minority Affairs and offices for the Gateway Program on the building's first and second floors. The Sociology/Anthropology Department and African-American Studies occupy the third floor. The fire occurred on the afternoon of April 28, 2004. By May 4, reinforcing steel had been installed to stabilize the structure to prevent further damage and allow interior work to proceed. Exterior repairs began in June 2004. By June 2005, mechanical, electrical and plumbing systems were being installed. From July 2005 to April 2006, interior finishes were completed. On April 24, 2006, a rededication ceremony was held, announcing that the building was once again ready for occupancy.

How does this practice achieve sustainability?

The renovation of Blair Hall will provide current and future generations of faculty, staff, and students with a facility that is safer, more accessible, and more conducive to teaching and learning.

What are the results/measurable outcomes?

The successful completion of this project in near record time was due in no small part to the communication and cooperation exhibited by all parties involved, including university administration, faculty, staff and outside engineers, architects and contractors. The universally accepted goal of achieving a state-of-the-art facility that remained true to the architecture and heritage of the original 1913 structure was a driving factor in the project's success. The overwhelming success of this project has "raised the bar" when it comes to expectations for all future construction on EIU's campus.

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Alignment of Strategic Planning with AQIP
Heartland Community College

What issue or need is addressed by the effective practice?

The current cycle of strategic planning is concluding, presenting the opportunity to revise HCC's Strategic Planning process to coordinate with its recent acceptance into the AQIP accreditation system. At the same time, the opportunity to develop a more meaningful internal program review process is afforded by the revisions in program review at the state level. College administration desired a more comprehensive but streamlined planning model that incorporated performance measures and aligned with both statewide and accreditation requirements. These factors lead to the development of this new model.

Description of the effective practice:

HCC's new Strategic Planning and Institutional Effectiveness model revolves around Five Key Questions:

- Why are we here? (Institutional mission, statewide goals, broad purposes)
- What are we trying to accomplish? (College-wide goals, both operational and strategic, including strategies for measuring processes and outcomes; alignment with AQIP Categories)
- How are we doing? (Collection of performance indicator data)
- What does it mean? (Comparison to available historical and peer data and analysis of external and internal factors impacting the College)
- Where are we going? (Identification of areas in need of improvement and new initiatives)

How does this practice achieve sustainability?

The model is in its first few months of use, but is designed to be applicable not only at the highest level of College planning but throughout the organization. The conceptual simplicity of this model has been well received and is adaptable to all levels of college operations. The model has been applied to the instructional program review process in response to the opportunity provided by ICCB's statewide program review revisions and is being piloted by three programs for this year's cycle. It is also being piloted internally by one non-instructional division as a model for evaluating departmental effectiveness. The five key questions can even be applied at the position or individual level as an alternative mechanism of personnel evaluation.

What are the results/measurable outcomes?

Widespread acceptance and usage of the model will indicate its applicability. It is also designed to coordinate with the budgeting process. If it happens as designed, it will have been successful.

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Chiller Project

Southern Illinois University - Edwardsville

What issue or need is addressed by the effective practice?

The former central cooling system for the campus consisted of four single-stage, lithium bromide absorption chillers, one two-state lithium bromide absorption chiller, and two electric driven centrifugal chillers. The ability to properly cool the campus' major facilities was dependent on the reliable functioning of all of those chiller units. However, the chillers were obsolete (more than 35 years old), no longer energy efficient, and in extremely poor condition. For example, in June of 2000, all four single-stage chillers failed at once, leaving the campus with inadequate cooling.

Description of the effective practice:

As a result of this project, the chillers were replaced with a centrifugal chiller and a new chilled water storage tank that now holds 3.3 million gallons of chilled water. The tank utilizes the principles of thermal stratification for chilled water storage and allows chilled water to be produced at night at low utility rates and used during the day.

How does this practice achieve sustainability?

The cost of the project was \$5 million and was paid for by state appropriations for SIUE to the Capital Development Board with additional funding from university operating funds.

What are the results/measurable outcomes?

The project was awarded the Illinois Capital Development Board Chairman's Award for Programmatic Achievement in March 2006.

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Collaborative Planning

Triton College

What issue or need is addressed by the effective practice?

With limited funds the college is establishing an integrated process which will position it to create and implement short and long range plans that will benefit the students it serves. The process engaged the college constituencies in participating in global planning for the institution, and utilized the support of the shared governance structure. The results of the information sharing sessions identified areas that were mutually agreed upon for enhancement and incorporation into the master plan.

Description of the effective practice:

The results from the sessions will be used as a benchmark for needed improvements throughout the college. The inclusive process provided a mechanism to demonstrate how shared governance can be a foundation in recognizing common institutional needs.

How does this practice achieve sustainability?

Through this type of session the college can move forward in long range planning. Through tangible and actionable results, the college community can see the larger picture and have appreciation for areas they normally would not be involved with.

What are the results/measurable outcomes?

The college will now update the master plan based on input received from the sessions. The results will be measured by evaluating progress in the condition of the campus to the benchmark created in fiscal year 2006.

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Communication - A Key for the Productivity of Campus Renovation
CCC - Malcolm X College

What issue or need is addressed by the effective practice?

Malcolm X College has undertaken a \$35 million renovation project starting from summer 2005. The project was multifaceted with emphasis on infrastructure improvements, including elimination of steam boilers, asbestos abatement, hot water system upgrade, lighting and ceiling replacement, roof replacement, bathroom renovations, cooling tower replacement, and electric upgrade among others. Obviously, such a large scale renovation would affect the operation of the single campus college and may cause some incidents or complaints. However, the administration set its objectives to continue the college operation, complete the scheduled renovation, and prevent any incident or complaint from happening.

Description of the effective practice:

In order to achieve the objectives, the administration has adopted four strategies: planning, communication, execution, and monitoring. Among them, communication played an important role. Meetings were held every Thursday morning for two hours throughout the renovation between the College renovation project team and contractors to discuss the plans, updates, problems, and follow-up. The college wide faculty and staff meetings and student open mike assemblies were conducted as needed to brief the renovation plan, course/program offering arrangement, office relocation, traffic redirection, emergency evacuation, and updates. Signage including posters and flyers was regularly updated to inform the MXC family of work-in-progress, entrance/exit changes, classroom/office relocation, summer school updates, and fall registration locations. Calls were made to community partners, announcements were placed in the local newspapers and on radio, and Press/Web Releases were distributed to internal and external constituents regarding the renovation as well as updates of the registration and programs. Expectations and job site information were also communicated to the employees of the contractors in order to manage the work flow and ensure the safety. Emails were frequently sent to the college family by the Executive Director of Business and Administrative Services to give a heads-up about electricity shutdown, water shutoff, dust and noises, bathroom closure, building access change, office/equipment relocation, fire alarm testing as well as project updates. As a result, faculty, staff, and students and external partners were well informed and gave their cooperation and support.

How does this practice achieve sustainability?

The top administrators of the college have been directly involved in planning, communication, execution, and monitoring of the project. The Executive Director of Business and Administrative Services demonstrated strong commitment to communicating to the MXC family about the project progress.

What are the results/measurable outcomes?

The project completed the first phase as scheduled. The school was opened throughout the renovation. No incident or complaint occurred. The Executive Director of Business and Administrative Services was named the Distinguished Administrator of the year for her effective and efficient project management.

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DRIVE Model for Continuous Improvement
Moraine Valley Community College

What issue or need is addressed by the effective practice? In Moraine Valley’s mission statement, we state that “We are committed to continuous improvement and dedicated to providing accessible, affordable, and diverse learning opportunities and environments.” Also, one of the College’s six strategic priorities is to “build organizational capability through continuous improvement.” In order to ensure that the college is able to fulfill our mission, the DRIVE continuous improvement model was developed as a tool to assist all college departments with process improvement. A training program was also developed to teach faculty and staff to use the tool effectively.

Description of the effective practice: The DRIVE tool can be used to develop a new and/or improved existing process. This tool, which incorporates elements from several continuous improvement models, includes the following five components:

- 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

This tool includes both an instructional and non instructional version to allow for improvements in all college processes, from evaluating administrative operations to tracking effectiveness of student services to assessment of student learning.

The two-hour training program includes the following purpose, goals and outline:

Training Program Purpose – The DRIVE continuous improvement tool serves the following practical purposes:

- Provides a consistent method to follow when evaluating an existing or developing a new process.
- Provides an objective approach to evaluating processes. This can be especially useful with difficult processes such as redistributing resources or eliminating programs and services.
- Provides a comprehensive approach to continuously improving processes. By following all of the steps, important information is not overlooked and inadequate outcomes are eliminated.
- Provides documentation when working toward recommendations for change and/or improvement. When all of the steps are followed, the resulting outcomes and recommendations will be supported and justifiable.

Training Program Goals –

- Understand continuous improvement and institutional effectiveness concepts
- Understand DRIVE as a tool to help with continuous improvement
- Practice using the DRIVE tool
- Identify next steps to fully implement and report on DRIVE tool usage and resulting improvements

Training Program Outline

1. Overview of Training Program Process
2. Review Training Program Materials
3. Explain DRIVE Tool and Definitions
4. Practice using DRIVE tool – Exercise
5. Reporting – Interim and Annual
6. Next Steps - Checklist

How does this practice achieve sustainability? The DRIVE continuous improvement tool can be used with any process, either instructional or non instructional, at the college. Once trained, faculty and staff can follow the DRIVE steps whenever they need to develop a new process or improve upon an existing process.

What are the results/measurable outcomes? To date, 123 faculty and staff members have participated in one of 14 DRIVE training sessions. Some of the processes identified for development/improvement by those participating in training include:

- Improving the Student Recognition Ceremony
- Improving the Curriculum Development Process
- Processing Work Orders in Campus Operations and IT
- Processing Textbook Requests
- Improving the Glacier Student Newspaper
- Developing a Procedures Manual for Payroll
- Providing Monthly Accounting Reports to all Budget Managers
- Developing a Grants Data Base
- Developing a Master Marketing Plan for the Fine and Performing Arts Center
- Selecting a Web Content Management Software Package
- Conduct AQIP Action Project Team initiatives (64 individuals serving on one of the college's AQIP teams participated in DRIVE training)

The year-end Institutional Effectiveness reports that are submitted by all departments have been revised to include the DRIVE components. Departments report on the effectiveness measurement they conducted during the year by responding to questions corresponding to the five DRIVE components. They report on whether they've been involved in defining, reviewing, implementing, evaluating and/or integrating the new or enhanced process.

Five individuals on campus are DRIVE trainers and each session is co-presented by two trainers. Each training session is evaluated by participants and their feedback is used to improve upon future training sessions. In addition, several sessions on the DRIVE continuous improvement tool have been presented at state, regional and national conferences.

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Education Department Database

Trinity Christian College

What issue or need is addressed by the effective practice?

While advising students, the database allows immediate access to advisee GPA, types of field and clinical experiences completed, and evaluations of those experiences. This enables appropriate decisions regarding continuation and next steps in the education program. Another section of the database includes alumni information to allow correspondence for alumni surveys.

Description of the effective practice:

The system periodically sweeps registrar records and education department records and integrates pertinent data into an online tool which can be accessed by faculty and staff. The system was developed during the spring, 2006 semester using in-house resources, at a nominal cost.

How does this practice achieve sustainability?

The system helps ensure that advising decisions are based on the most current data. It also helps in conducting alumni surveys, which produces data upon which to make program improvements.

What are the results/measurable outcomes?

Qualitative data so far include positive responses from faculty who have accessed the system during spring registration. Alumni survey response rate has been higher than institutional averages.

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Evaluation and Improvement of Internal Communication Processes
St. Francis Medical Center College of Nursing

What issue or need is addressed by the effective practice?

This issue is related to academic advisement, admissions, course scheduling and registration.

Description of the effective practice:

This practice builds upon work already completed in a previous strategic planning subcommittee that evaluated processes involved in student services. It analyzes the processes surrounding academic advisement, course scheduling, and review processes already established for admissions and registration. The project looks for gaps and duplication to streamline processes and improve communication among College faculty, staff, and students. It establishes a consistent mechanism for communicating change and improves the processes related to student services. This project is the starting point to evaluate all student-related processes and communication of changes in process.

How does this practice achieve sustainability?

Evaluating this practice provided faculty and staff with a process to evaluate all communication within the College system. A group of faculty and staff met usually on a monthly basis to identify the processes of communication and the need for change for consistency. At times there were overlapping areas and at other times there were gaps that needed to be addressed. At the end of approximately a 2 year project, the faculty and staff looked at organizational processes from academic advisement, admissions, course scheduling and registration. Administration and staff, as well as students, identified a need for clarification and improvement in the registration process. We have improved some with this process, but we continue to have some problems with the registration process. Academic advisement, admissions, and course scheduling were also reviewed. We looked at consistency with each area and between the BSN and MSN programs. With clarification of these areas, we felt that faculty could be more consistent in what was being said to students; we did not have cross over, which took extra time and frustration, and we identified what was feasible for each of the areas. This project helped to increase organization, especially with an increase in numbers of students, and all information on processes was included in written documents. It also decreased duplication and wasted time, which leads to decrease cost.

What are the results/measurable outcomes?

Faculty and staff, who worked with this project to its completion, created up to date handbook for academic advisors; submitted suggestions to streamline processes for: course enrollment, inquiry to admission, inquiry and recruitment, record purging, BSN application process, MSN application process, new student registration, and BSN progression; and use of SBAR to streamline communication regarding changes (this is still an area that will be focused on).

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Financial Aid Processing and Awarding
Illinois Central College

What issue or need is addressed by the effective practice? Illinois Central College is continually competing for student enrollments, and students may make enrollment decisions based on financial aid award information. If students were informed more quickly about their eligibility they would be able to make enrollment decisions sooner. At least one third of ICC's students receive financial aid in some form and delays in financial aid awarding affect a significant number of students, employees, and the college.

Description of the effective practice: ICC established a practice to monitor and measure key process steps related to the awarding of financial aid. ICC chartered a Six Sigma project team to examine and make improvements in the processing and awarding of financial aid. Using the Six Sigma DMAIC (define, measure, analyze, improve, and control) methodology the team set out to reduce the time it took from the student's initial application to the point of award notification. The team focused on three primary areas: (1) the time to process the award, (2) the cost of generating paper files, and (3) the income that was potentially lost by carrying receivables for extended periods of time.

The team analyzed the current process and measured the time that was spent on each of the individual process steps. The analysis showed that there were large periods of time when the files sat, waiting to be manually reviewed by a Financial Aid Counselor or Clerk involved in the process. It was determined that significant amounts of automation could be achieved by more effectively utilizing the PeopleSoft ERP system which was installed a few years ago.

The team also determined the cost to build paper files on each of the students that were being processed for an award. The examination found that files were being created for all applicants, whether or not they applied for admission to the college or not. In addition, paper copies of documents were being printed and filed with information that was electronically available through the PeopleSoft system. By changing the process to only handle awards of people who had applied to the college and not print information that was available electronically significant savings in paper costs and staff time were realized.

Finally the team calculated the interest income that was lost when the college "floated" the receivables while waiting for the financial aid process to be completed. The average time of the overall process was taking several months, while this processing was happening students were not getting billed for remaining balances and the college was not drawing down federal funds in a timely manner. This resulted in the college carrying receivables for longer periods of time and not paying itself. Reducing the overall award time allowed the college to pay itself sooner which improved the ICC's cash flow situation, reducing the need to draw upon reserves.

How does this practice achieve sustainability? One of the key improvement items was to develop a dashboard report to monitor the time it takes to complete each of five critical segments in the process as well the overall time from initial download of data to award. By using this dashboard the department can adjust staff or processes to accommodate the segments that are causing a backlog of the process. It also allows the department to establish performance goals that the entire department is aware of and striving to achieve.

What are the results/measurable outcomes? The process improvements of this project have allowed the college to cut the time to generate an award in half while at the same time reducing staff required by 2 FTE's. These staff reductions represent a hard dollar annual savings of \$100,000. The elimination of unnecessary printing and filing saved \$2200 in paper cost and numerous hours of staff time which could be re-deployed to other areas of the process. Finally, it is estimated the \$8,900 of interest income could be re-captured by the reduced award times and drawing down of funds earlier in the semester.

These cost savings have been achieved at a time when the college has seen the number of awards packaged increase by at least 15% annually the last two years. In addition to increased awards, the amount of loan processing increased 50% last year. A more efficient process has increased staff productivity allowing us to handle the increase without adding additional staff and at the same time responding to students in a timelier manner.

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First “Green” Student Residence Hall in Greater Metropolitan Chicago
St. Xavier University

What issue or need is addressed by the effective practice?

This new construction addresses two of the strategic directions endorsed by the Board of Trustees in May 2004: a) to become increasingly recognized as an excellent school for talented students seeking active engagement in dynamic learning and exceptional campus services; and b) to develop a campus master plan that supports and fosters excellence in teaching and learning, student growth and development, and collaboration and collegiality. Progress on both strategic goals is intended to occur through the expansion of undergraduate residents at the Chicago campus from 570 students to over 1000 students in the coming five years. Construction of the new “green” residence facility not only helps the university recruit a more diverse and talented undergraduate population, it reflects a commitment to excellence in campus master planning and support services.

Description of the effective practice:

Saint Xavier University is the first educational institution in the greater Chicago metropolitan area to construct a student residence in compliance with LEED-certification (Leadership in Energy and Environmental Design) through the U.S. Green Building Council (USGBC). According to criteria set forth by the USBCG, a “green” building design is one that achieves high performance over the full life cycle with minimal energy consumption, negative atmospheric emissions and solid wastes, and maximum quality of indoor environment including air quality, thermal comfort, acoustics, illumination, and visual aspects. Building a “green” facility on Saint Xavier University’s Chicago campus is more than a new system of design; it represents a change in the philosophy of construction that gives as high a priority to the protection of the earth’s natural resources as it does to other indicators of quality. On August 20th, 82 undergraduate students moved into the new facility named “Rubloff Hall” in honor of the late real estate developer and philanthropist, Arthur J. Rubloff. The University expects to earn a “Silver” rating from the USGBC in January 2007. This construction will serve as the model and standard in the planning of all future construction on the University’s two campuses.

How does this practice achieve sustainability?

Operation of the new residence is expected to reduce annual energy costs by 34% compared with conventional residence halls. Energy costs for the new residence are expected to be \$2.38 per square foot year versus \$3.61 per square foot in a minimally code-compliant building. In addition, there will be significant reductions in annual emissions of carbon dioxide, nitrous oxide, and sulfur dioxide. Indoor air quality will be optimized by means of an innovative ventilation system that is used nowhere else in the State. The Illinois Clean Energy Community Foundation gave the University a grant of \$90,400 towards the design of this new facility.

What are the results/measurable outcomes?

Construction of the new residence facility enabled the University to grow resident students by 22% in a single year, from 585 students to 716 students. It also enabled the University to enroll the largest freshmen class in its history (up 28% from last year), and to attract the largest applicant pool in its history (up 11%). The racial and economic diversity of resident students is greater than that of the general undergraduate population. In Fall 2006, nearly one-half of the University residents (47%) are non-White, and 42% are Pell grant recipients. In this regard, the resident population at Saint Xavier University is one of the most diverse living communities anywhere in the United States. In the coming year, assessments of student satisfaction and retention in the residence facilities will be done to further clarify the impact of Rubloff Hall.

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Focused Futures Conferences: Meeting Local Workforce Needs
Parkland College

What issue or need is addressed by the effective practice? Workforce needs are in a constant state of flux. In order for Parkland to provide high quality academic programs and services to the residents of District 505, the college needs to obtain information about its needs. Traditional methods of gathering workforce needs (e.g., surveys) are often not cost-effective. The futures conference provides an effective means of gathering information about specific program clusters so that Parkland can better serve the workforce needs of the district.

Description of the effective practice: Parkland conducts Focused Futures Conferences for four career areas: (1) Health Professions; (2) Information Technology; (3) Agriculture; and (4) Applied Technologies. Each year, Parkland does an external and internal review of the focused areas and presents the results to the Board. Based on the results of this review and presentation, it is determined whether to conduct a Futures Conference in any or all of these career areas. Once the need for community input in a targeted area is determined, a keynote speaker is invited to identify their view of what is in store for that career field in the next several years. Stakeholders from the district (e.g., employers, career advisory board members, Parkland faculty and staff) are invited to attend the half-day conference. Following a period of time for questions, the attendees break into small groups and respond to a series of questions, with Parkland employees serving as facilitators and recorders. The open-ended questions are designed to elicit a broad range of responses such as, “How well is Parkland responding to the needs of the community?”, “What should Parkland do more of in this area?”, and “Is there anything Parkland should stop doing in this area?” After an hour or more, one person from each group is invited to share briefly the results of the group’s discussion. After the conference, the individual responses are collected and analyzed and are used to develop strategic plans, courses and degree programs for that career area.

How does this practice achieve sustainability? This program is sustained through the college budget. Parkland feels that the benefits of this practice for the college and the community far out weigh the expenses.

What are the results/measurable outcomes? Since 1999, two sets of futures conferences have been conducted, and another set is scheduled to be conducted in FY2007. More than 100 people have attended Focused Futures conferences in each of these four areas. The results come in the form of what the college has been able to deliver to the community. Some examples of the results of reaching out to the community, listening to their needs, and engaging them as partners include:

- Carle Foundation Hospital joined with Parkland to create the Carle Scholars Program and has committed \$1.4 million over a 5 year period, and Provena Medical Center has committed \$35,000 annually. These monies will be used to establish scholarships for students who want to become nurses or other health professionals and for miscellaneous expenses associated with the program. This program started in Fall 2002 and we now have 30 Carle Scholars at Parkland. Other local health providers see how beneficial these scholarships are to their workforce, so Health-Provider scholarships are increasing.
- Health Professions enrollments have increased. Nursing programs are full and enrollment in our Emergency Medical Services courses doubled. Computer Science enrollments have increased by several hundred students annually. Agriculture programs have experienced a 15% increase in enrollment of full-time students and about 20% increase in students taking noncredit agriculture-related courses. The Diesel Power program is full and we have added a second Ford ASSET program which is also full at 40 students.
- New degree programs have been developed in EMT-Paramedic certificate, Massage Therapy, 3D Animation, E-Commerce, Network Design and Website Management certificates. Associate Degree programs in Diesel Power Equipment and Landscape Design and Management have been developed.

Several results came out of the IT Futures Conference, the most important being that we created a whole new department, Computer Science & Information Technology. As part of the new department, we created a new position, Program Manager. This individual goes out and meets with employers to determine their technology needs. Then she comes back to the college and we either provide customized training for the employer or put their employees in existing courses, or add new programs, if the need is there.

- New courses have been added, such as Wireless and Network Security.
- Parkland built an Agricultural Technology Applications Center, in honor of a former student, Tony Noel. Mr. Noel’s family donated \$250,000 of the \$1,501,262 total cost and the state gave us \$450,000. The Noel family also made a \$500,000 pledge for an endowment for maintenance on the Ag Tech Center.
- The college is completing construction on a greenhouse.
- The Construction Education Alliance (CEA) has been formed, and to date ten new programs (9 certificate and one AAS) have been developed in partnership with the construction trade unions.

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Health and Wellness Center
University of St. Francis

What issue or need is addressed by the effective practice?

The primary purpose of this project is to establish and expand nursing practice arrangements in non-institutional settings to improve access to health care in medically underserved communities. This project will strengthen the basic and advanced nursing education programs of the University of St. Francis (USF) College of Nursing and Allied Health (CONAH) by providing culturally-sensitive primary care to underserved populations and identified high-risk groups. This project is interdisciplinary and will provide a site for faculty and students to practice nursing, social work, education, business, recreation administration, and conduct health care research.

Description of the effective practice:

The Center will operate within a teaching-learning environment through key linkages to two Joliet public schools. Objectives of this project are designed to address Healthy People 2010 objectives, and Human Resource and Service Administration's (HRSA) Kids into Health Careers initiative. They focus on provision of primary health care and mental health services to medically underserved populations in adjacent neighborhoods to the campus, targeting the low-income elderly, the uninsured and working poor, victims of domestic violence, and low-income students at two primary schools. Services offered include: well child care and risk assessment, acute and episodic care, chronic care management, community health and case management, mental health services, and preventive dental services. The Center will provide interdisciplinary clinical education experiences for all students in health, and human services programs to enhance the cultural competence and sensitivity of the future health careers workforce.

How does this practice achieve sustainability?

The Health and Wellness Center will receive \$2.1 million in federal funds to be awarded by DHHS-HRSA Division of Nursing Grant (1 D11HP07363-01) over the next five years. Additional funding is being sought from private donors and professional health care community organizations. Part of the long term plan for this center's sustainability includes income from a USF Upscale Thrift Shop operated by USF students and community volunteers.

What are the results/measurable outcomes?

The measurable outcomes for the Health and Wellness Center include: improved, affordable healthcare for patients and their families; provide a primary care clinical site for students and faculty to practice; interdisciplinary collaboration of the colleges of education, arts and sciences and business; and development of a collaboration of care model among the local hospitals, health care agencies, senior service centers, woman's violence shelters, public K-8 schools and other community clinics and organizations in Joliet and the surrounding communities. These activities are congruent with the mission and Franciscan charism of respect, integrity, compassion and service.

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Human Resources – Succession Planning & Performance Development

CCC - Richard J. Daley College

What issue or need is addressed by the effective practice?

Before FY 2006, clerical staff tended to the College's processes for human resource administration. The practice reflected a concept of human resource administration as merely satisfying bureaucratic systems requirements. It was beyond the scope of clerical duties to reform human resources into a function for succession planning and performance development. To meet the need, during FY 2006 the College created a new leadership position titled "Human Resources Administrator." Succession planning and performance development are strategies for improved productivity, cost-effectiveness, and accountability.

Description of the effective practice:

Succession planning

In the past, faculty and staff retirements or separations generally meant filling the vacant positions. Succession planning requires that unit leaders first determine how a position can be altered for greater productivity or eliminated for cost savings. Such scrutiny of vacant positions helps the unit leaders determine the skills and abilities needed for greater productivity in their units.

Performance development

Non-bargained employees, primarily Administrators, complete performance evaluations annually. For many years, the evaluations focused on previous year accomplishments, but lacked satisfactory treatment of employees' professional development needs. Adding annual performance objectives to the evaluations will help identify priority areas for professional development.

How does this practice achieve sustainability?

The two practices achieve sustainability insofar as the College supports efforts toward succession planning and performance development, and budgets the Human Resources Administrator. The Human Resources Administrator has a leadership role in implementing succession planning and performance development.

What are the results/measurable outcomes?

The number of credit hours generated is the College's Mission Indicator for Policy Area Six. If the College can increase the mission indicator while holding the unit cost indicators (Common Indicators 6C1 and 6C2) below state average, the College will have achieved measurable productivity and cost-effectiveness improvements.

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Implementation of a Strategic Planning Process

Illinois Valley Community College

What issue or need is addressed by the effective practice?

When IVCC was approved as an AQIP institution by the Higher Learning Commission, our lack of a viable and effective strategic planning process was identified as a critical need. As a result, we established an AQIP action project designed to create a planning system based on the principles of continuous quality improvement (CQI) and incorporating data-based decision making

Description of the effective practice:

The recommendations of this team were to implement a comprehensive research and planning cycle that began with an environmental scan and ended with using the results of established measures for improvement of institutional effectiveness. While the first cycle was to be partially implemented in the 2005-06 academic year, several steps were deferred because the College was in transition between presidents from June 2005 until July 2006.

Steps in the eighteen-month cycle include conducting an environmental scan, reviewing and revising mission and vision, and identifying strategic goals designed to achieve the mission. Activities are being developed at the department level and aligned with strategic goals. In addition, the College adopted key indicators of success, which are to be aligned with strategic goals. The process requires that measures, targets and cost be identified for each activity. The Strategic Leadership and Planning Council, which manages the planning process, will establish priorities for goals and activities that will then drive the budget development process.

During the process of developing the new mission, vision and goals, input was sought by the Strategic Leadership and Planning Council from all staff and members of the Board of Trustees.

How does this practice achieve sustainability?

A clear planning cycle has been established; furthermore, the Strategic Leadership and Planning Council has the responsibility for oversight of implementation and evaluation of the effectiveness of the strategic planning cycle.

What are the results/measurable outcomes?

Results will include:

- Successful implementation of each phase of the system in 2006-07.
- Measures identified for each objective included in the strategic plan, and successful completion of identified related activities.
- Percentage of 2008 budget that is allocated to meet specific strategic plan objectives.
- Percentage of identified activities that are completed within the identified time frame.

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Implementation of Administrative Software System

National University of Health Sciences

What issue or need is addressed by the effective practice?

Students, faculty and staff have been using a combination of self-created spreadsheets and databases to maintain important academic information. The systems were not integrated requiring additional time for multiple manual inputs of data to support student services and academic transcript data.

Description of the effective practice:

The institution has purchased an administrative software system that is designed to require single inputs of data that can be used by many departments. The constituents of the university are afforded the opportunity to use on-line portals to input and gather information on students, courses, grades, financials, etc.

How does this practice achieve sustainability?

The R-25 grant project is funded for four years. NUHS research faculty and administrators believe that the rich and deep educational encounters achieved by our students and faculty will maintain the program in evidence based practice beyond the life of the grant by producing health care providers that embrace a collaborative team approach to health care that will provide Illinois residents will cost effective care and at the same time expand the state's economic base with successful practitioners.

What are the results/measurable outcomes?

The use of this integrated system will increase the productivity of the staff and provide more information in shorter periods of time to help with the day-to-day operations and the long range planning of the institution. Faculty and student interaction will be expanded from classroom to electronic media communication and resource availability.

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Inclusive Process for Strategic and Long-Range Planning That Works!

Robert Morris College

What issue or need is addressed by the effective practice? Robert Morris College aspired to have a comprehensive, inclusive planning process that takes into account the College's distinctive culture, needs and operational features as well as one whose outcome is a plan that can be flexed according to various environmental factors such as changing students and limited resources.

Description of the effective practice: Although Robert Morris College has historically engaged in long-range planning, it executed major revisions in its process during the creation and implementation of the College's 2002-2007 five-year plan. The changes resulted in the process becoming much more inclusive in nature, integrating feedback from various stakeholders of the institution, and creating a broad sense of ownership at multiple levels in the organization. The foundation for each long-range plan is the institution's mission statement, which in its simplest form states, "Robert Morris College offers professional, career-focused education in a collegiate setting to diverse communities." Of comparable importance for planning is RMC's vision of becoming a "first choice" institution as measured in comparison to our peer group of local career/professional-focused colleges/universities. The comprehensive, inclusive planning process involves eight formal steps that are interdependent and equal in importance to the plan being embraced, promoted and achieved:

Collecting Input, Creating Consensus, Building the Plan. Input is continually sought from all RMC community members. Feedback is gathered from faculty, staff, advisory committees, trustees, senior managers, the Academic Council, student groups and alumni. Models, developed to provide a systematic overview of the input, are presented in a series of open meetings at each of RMC's seven campuses. Framework goals which provide strategic direction for the College are established by the Board of Trustees. A "Catalog of Potential Opportunities" to support the framework goals is compiled from the gathered input; each potential initiative is defined on an "Opportunity Sheet" with a brief analysis of cost, competing opportunities, impact, and time frames for implementation. The various constituent groups rank the opportunities utilizing a weighted scale that ultimately determines which opportunities become the measurable objectives of the long-range plan.

Communicating the Plan Internally and to the Community at Large. Once completed, the long-range plan is outlined in a formal brochure which is utilized with groups inside and outside the College as a basis for discussion of the plan. A planning flowchart and the progress made toward the measurable objectives are updated quarterly; they are discussed at each Board of Trustees and Senior Management Team meeting, and periodic open meetings are held during the academic year to provide a status report to faculty and staff.

Implementing the Plan. The long-range plan serves as the centerpiece for both daily decision-making and budget considerations. Throughout the year, each senior manager receives a collection of materials designed to evaluate, refine, and flex the long-range plan. Instead of assigning the responsibility for each of the plan's objectives to an individual member of the Senior Management Team, all members focus on the specific planning that must occur in his/her area(s) of control in order for the long-range objective and timeline to be achieved. A portion of each senior manager's annual performance evaluation assesses his/her planning effectiveness.

Evaluating the Results and the Planning Process. The results are evaluated annually to coincide with the yearly assessment cycle, thus formalizing the linkage between planning, budgeting, and assessment. During the 2005-06 academic year, various types (formal, informal, internal, external) of reviews of the process were conducted that resulted in further refinement of some process elements for implementation of the 2006-2010 plan.

How does this practice achieve sustainability? Support exists for this kind of approach because it is fluid and responsive; it overcomes concerns about long-range planning almost never working (Fish 2004) because the object of analysis [the college] does not stand still and wait for the more traditional planning process used by higher education institutions to complete itself.

What are the results/measurable outcomes? The design around a tangible Board-defined framework of goals, prioritization of opportunities and translation of them into measurable objectives, linkage of planning to the formal assessment cycle, and the consensus among faculty and staff who feel more engaged in the planning process all contribute to a heightened focus on and commitment to institutional mission. RMC's 2002-2007 long-range plan, Turning Issues into Action—under which the comprehensive, inclusive process was applied fully for the first time—was fulfilled to such a significant extent that it was ended a year before schedule with only a few objectives being carried over to the 2006-2010 plan.

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Interest-Based Bargaining With a 3-Year Rolling Contract

Carl Sandburg College

What issue or need is addressed by the effective practice?

The need to financially and effectively plan for the future and foster an environment of stability for the College and its employees.

Description of the effective practice:

Carl Sandburg College began utilizing interest-based bargaining in 1998 after suffering three strikes in the preceding 10 years. Interest-based bargaining represents an entirely different approach to negotiation and bargaining and one in which the “interests” of both sides are presented rather than the particular positions. It is a positive and listening based approach to bargaining and is designed to elicit the best agreement for both sides rather than the position each side might want. In addition, the College implemented a 3 year rolling contract with the bargaining every other year. Therefore, when the teams come together, they are bargaining for years 4 and 5 into the future. This dramatically reduces the need at the table to feel that either side is being forced into a settlement and removes the feeling of urgency to get a contract at any cost. The College has taken the position that it is in the best interest of the College and its employees to take a slow, moderate approach to growth in salaries and benefits. In contrasting this approach with the approach that had been previously used which was to respond to market conditions as they occurred thereby generating wide fluctuations in salary and benefits. This new approach has provided stability to the College and its employees and also allowed it to effectively plan for the future since almost 80% of the budget is allocated to salaries and benefits. Knowing those costs up front allows the College to more effectively budget and plan for the future

How does this practice achieve sustainability?

Commitment from both sides to the concept and to the process.

What are the results/measurable outcomes?

- Five-year labor agreement
- Stability in the institution
- Better communication and relations with the employees

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Kishwaukee is Growing Green
Kishwaukee College

What issue or need is addressed by the effective practice?

Despite contractual buying and conservation efforts, electricity costs at the College continue to grow. With rates projected to increase substantially again in the coming years, the College began examining ways to significantly impact the dollars it spends on electricity while at the same time providing a comfortable environment for both students and employees.

Description of the effective practice:

In early 2006, the College began investigating methods to save energy and discovered The Illinois Clean Energy Community Foundation (ICECF) that invests in clean energy and environmental quality in Illinois. The College proposed a program whereby a large portion of lighting on campus would be replaced with high efficient equipment. This upgrade would require the replacement of a large number of inefficient ballasts, fixtures and bulbs with energy efficient T-8 lamps and electronic ballasts. The College estimated the total cost of this initial replacement program to be \$193,654. After submitting a grant request, the College was awarded \$103,120 from the ICECF and work began in September, 2005. The College used in-house personnel for the removal and installations and began working in high use areas including hallways, classrooms and offices. To minimize impact of students and staff, maintenance personnel worked around schedules and took advantage of “down times” such as Christmas and spring breaks.

How does this practice achieve sustainability?

In March 2006, maintenance crews completed the installation of 1,167 ballasts and 5,760 T-8 lamps. In addition, 377 first generation indirect lights and 10 high-pressure sodium fixtures were replaced. Once in place, this equipment is expected to last many years. In addition, the College has received an additional \$26,000 in FY07 to convert areas that are less critical and less utilized such as storerooms and bathrooms. This second phase will begin in September 2007 and will commence no later than May 2007.

What are the results/measurable outcomes?

Because of efficient crews and the cooperation from students and staff, the project was completed under budget with a final cost of \$152,584. Therefore, the College’s contribution was limited to less than \$50,000. With this equipment in place, the College will reduce the amount of electricity used by 128.9 KW each year which equates to between \$30,000 and \$40,000 of annual savings. The second phase of the project will further reduce usage by another 42.7 KW. The other benefit of the project is that the quality of the lighting is vastly superior and more conducive to a quality learning environment.

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Online Registration

Illinois Eastern - Wabash Valley

What issue or need is addressed by the effective practice?

Wabash Valley College was unfairly disseminating seats in classes based on the classification (year or degree of study) of students. Additionally, the student services department was responsible for the input of every class taken by every student at the college. This required the student services department to setup registration centers in our main educational building for an entire week each semester. The task short-handed the student services office during this time, limiting the services that students could receive from this office.

Description of the effective practice:

Wabash Valley College has, over the past 2 years, implemented an online registration procedure. This procedure allows students to register for classes 24 hours a day 7 days a week. Prior to adopting this procedure, all registration was done by the student services' office on campus. Specific registration days were scheduled based on a number of factors. Students were grouped by the number of credit hours they had completed and by the degree that they were seeking. For example, a second semester freshman pursuing an Associate in Science degree may be required to register on November 5, while a second semester freshman pursuing an Associate of Applied Science may be required to register on November 6. Both these groups would have been preceded by first and second semester sophomores. The online registration practice has allowed each student to have equal opportunity to register for the classes they want at a time and place that is convenient for them.

How does this practice achieve sustainability?

The program has saved the institution at the very least 85 hours of overtime compensation over subsequent years. It moved our student services personnel from a position of being data entry clerks to their actual roles as academic advisors.

The program achieves sustainability because of its popularity with students. Students are empowered by this program and have responded enthusiastically to the ability to register on their own time for classes.

What are the results/measurable outcomes?

The program has grown from the participation of 52 students in the fall semester of academic year 2005 to 209 students in the spring semester of 2006. These 209 students created 669 separate transactions on the system. Where students were initially just enrolling in classes, they are now adding and dropping classes as well. This has completely alleviated night registration services on campus saving many dollars for the department. It has also alleviated the need for registration centers on campus. The student services department is better able to provide all the services students need on a daily basis during what was traditionally the busiest time of the year.

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Open Access Clinics Project
Southern Illinois University - School of Medicine

What issue or need is addressed by the effective practice?

The clinical office practice, or ambulatory care setting, lies at the heart of health care. Yet time required to schedule available outpatient appointments can be long. Providing high-quality care requires patient clinic systems and procedures that schedule patients as soon and as easily as possible.

Description of the effective practice:

The Open Access Clinics Project seeks to improve patient scheduling within the SIU Physicians & Surgeons clinics (SIU's physician practice organization clinics) and thus enhance access to SIU's physicians and foster greater patient satisfaction. In essence, this approach eliminates unnecessary waits for appointments by predicting and managing patient demand and better matching physician availability or "supply" to demand. An additional benefit of the Open Access Clinics model is improved continuity of care. The school's departments of Family and Community Medicine/Springfield and Internal Medicine have piloted programs to improve patient scheduling using the Open Access Clinics model. Each has established physician teams, groups of physicians who see the same panels of patients and agree to see each others' patients as necessary. Patients contacting the clinics are scheduled with a team member physician, and should a particular physician unexpectedly become unavailable, another on the team will see the patient. Patient schedulers work together to coordinate series of physician visits when required for the patient's care. Further, schedulers establish and monitor a balance between same-day appointments and advanced-day appointments to maintain available open times on the physician teams' schedules and allow patients to visit when needed. Together with implementation of the medical school's call center and its use for patient scheduling, the Open Access Clinics model is making more efficient use of clinic resources and improves patients' experiences in visiting SIU's physicians.

How does this practice achieve sustainability?

Patient scheduling systems and business processes have been reengineered, and staffing has been adjusted to support the Open Access Clinics approach. SIU's clinical practice and departments are committed to expanding this approach throughout the medical practice. This project exemplifies the streamlining and improving of administrative processes in support of service to the region's citizens, objectives of Southern at 150: Building Excellence Through Commitment.

What are the results/measurable outcomes?

This project was undertaken to improve patient satisfaction and scheduling times for patient visits. These measures will be monitored, and additional refinement of the scheduling processes and clinic staffing will be made as necessary.

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Productivity, Cost-effectiveness, Accountability

Augustana College

Description of the effective practice:

Augustana is pleased to offer evidence of best-practices in each of the core areas of Policy Area Six. In regards to productivity, Augustana is mid-way through a conversion of all academic and administrative computing systems to the Datatel suite, bringing unprecedented levels of efficiency and productivity to virtually every aspect of the college's operations, largely through the incorporation of a centralized database accessed by complimentary utilities which best serve, for example, academic advising, student registration, alumni giving, recruitment, etc.

In cost-effectiveness, Augustana is nearing completion of planning for a project which combines the introduction of a new, more efficient facility and adaptive reuse of an existing, historic structure. Erland Carlsson Hall, a revered dormitory built in 1927, will be reconfigured as an academic building, which replaces the high energy demands of a round-the-clock residence hall with the more manageable consumption of a classroom/office building. The roughly 130 beds displaced by the transition are more than absorbed by the introduction of Augustana's new Duane R. Swanson Commons, which will accommodate 240 students in a building which boasts dramatic improvement in energy efficiency.

For accountability, we offer as evidence the 2006 Excellence in Academic Libraries Award from the Association of College and Research Libraries. The award recognized Augustana's Thomas Tredway Library for its ability to be proactive, flexible and attuned to the changing needs of the college. By integrating an information literacy component into academic programs such as the first-year Liberal Studies courses, Augustana's librarians help students learn how to access and evaluate information. In a world of ever-increasing knowledge resources, the ability to evaluate information is especially important, and this award recognizes Augustana's accountability in providing that ability to its students.

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Quality Focused Institutional Planning and Budgeting Process
Shawnee Community College

What issue or need is addressed by the effective practice?

Integration of quality metrics into institutional budgeting and planning processes.

Description of the effective practice:

In an effort to extend the benefits of the College's continuous quality improvement plan, the decision was made to tie the institutional planning and budgeting process to the departmental accountability and outcome measurements generated in the CQI process. Institutional accountability measures have been identified and data are being collected to document departmental and institutional-wide outcomes. Faculty and staff will be required to identify needs and support budget requests based upon outcome data that link the requests to stated programmatic or departmental goals.

How does this practice achieve sustainability?

As an integral part of the total CQI process, the institutional planning and budgeting process will be monitored by the CQI development team, departmental directors and senior administrative staff. It will be updated and aligned with each budget /planning cycle.

What are the results/measurable outcomes?

- By FY 07-08, each academic and administrative budget area will have CQI goals attached to unit plans and budget requests.
- Systematic budget prioritization will occur in response to greatest quality need /gaps identified in the process.
- Overall institutional productivity, value and accountability will be enhanced by the synergy provided in aligning the spending priorities to the identified quality outcomes.

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Reduction in Automotive Fuel Consumption
Northern Illinois University

What issue or need is addressed by the effective practice?

In 2002, the Division of Finance and Facilities initiated a project to reduce fuel consumption and costs by introducing gas/electric hybrid vehicles into the university's automotive fleet. The vehicles, which use a small gasoline engine in conjunction with an electric motor, provide power while reducing emissions and keeping fuel consumption to a minimum. This initiative supports the goals of lowering costs, becoming more environmentally friendly, and reducing fuel consumption.

Description of the effective practice:

Of the 236 NIU vehicles, 20 percent of the sedan fleet and 30 percent of the motor pool vehicles are hybrids. In 2004, the NIU Division of Public Safety adopted a hybrid car for full service patrol use; it is believed to be the first university police department in the nation to do so. Currently four of the five police cruisers are super-low-emissions hybrid vehicles. The standard sedans in the university automotive pool currently average 25 to 28 mpg versus 44 to 48 mpg for the hybrid vehicles. The non-hybrid police cruisers get 8 to 10 mpg in normal use versus 40 mpg for the hybrids.

This initiative received high accolades from members of the U.S. House Committee on Science at its 5 June 2006 meeting at the Naperville Municipal Center, where a sedan and a police cruiser were displayed. U.S. Representatives Judy Biggert (R-Hinsdale), Dan Lipinski (D-Western Springs), and Michael Honda (D-California), toured the vehicles and were impressed to hear that NIU was so successful in reducing its use of gasoline. Particular interest was expressed in the use of hybrid vehicles by the police on campus.

Now in their second generation, hybrid vehicles are larger, and more powerful and fuel efficient than the first-generation model. The NIU transportation motor pool currently uses first- and second-generation vehicles, and all have received excellent reviews. No out-of-the-ordinary maintenance issues have been identified by the inclusion of hybrid vehicles into the automotive fleet.

How does this practice achieve sustainability?

University sedans are kept for a minimum of 100,000 miles or ten years, and the savings in fuel costs will exceed the additional costs to purchase the hybrid vehicles. All sedan purchases in FY07 will be hybrids and it is planned that, in the future, 75 percent to 80 percent of the sedan fleet will be hybrids.

What are the results/measurable outcomes?

Through the first 11 months of FY06, the university's hybrid sedans used approximately 3,580 fewer gallons of gasoline compared to conventional sedans traveling the same number of miles. The cost savings for this time period was \$6,947 based on the contracted \$1.94 per gallon the university pays for the bulk purchase of gasoline. It is projected that the total cost savings for FY06 will be \$7,579. Since the first two gas/electric hybrid vehicles were purchased in 2002, the university's hybrid sedans used approximately 12,200 fewer gallons of gas for a cost savings of \$23,703.

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Rend Lake College Two-Year Plan for Off-Campus Credit Classes

Rend Lake College

What issue or need is addressed by the effective practice?

Rend Lake College has initiated a proactive, systematic approach to curriculum planning in our outlying communities. The new system will increase credit hour generation, make off-campus programming more cost effective, and raise our level of accountability to the residents of our college district.

Description of the effective practice:

Rend Lake College has made a two year commitment regarding upcoming course schedules at off-campus sites. Schedules of course offerings are distributed district wide. The guidance offices in each of the district high schools help distribute information to potential dual enrollment students. The two-year commitment helps both non-traditional students and dual enrollment students plan their academic schedule. By meeting the needs of both audiences (traditional and non-traditional students), Rend Lake College is able to ensure sufficient student enrollment to make these courses cost-effective.

How does this practice achieve sustainability?

Each semester, this plan is evaluated by Rend Lake College, the district high school guidance counselors, the RLC Community Coordinators and the enrolled students. Suggestions for improving the upcoming course offerings are discussed at each level, and changes are implemented from this review.

What are the results/measurable outcomes?

The results of this practice are measured by the number of off-campus, credit hours generated each semester.

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Reorganization of Two Technology Units into One Integrated Information Technology Services Unit
University of Illinois - Springfield

What issue or need is addressed by the effective practice? The objective of the technology unit reorganization was to provide comprehensive information technology services to the campus more efficiently and effectively. The reorganization addressed the need to improve the reliability, quality, and security of technology services and to more effectively utilize limited resources.

Description of the effective practice: In January 2006, the University of Illinois at Springfield (UIS) combined the Office of Educational Technology and Campus Technology Services into one integrated unit called Information Technology Services. In recognition of the importance of technology to the academic mission of the university, an Associate Provost for Information Technology was appointed to oversee the new unit and to serve as the UIS Chief Information Officer.

Prior to the reorganization, Campus Technology Services was responsible for the network infrastructure, including email and application servers, the help desk, and application software support. The Office of Educational Technology was responsible for student labs, classroom technology, administration of course management systems and academic application servers, and faculty/staff instructional training. There was significant overlap in the types of tasks performed, e.g., Education Technology provided server maintenance for Blackboard and UNIX, while Campus Technology Services provided server maintenance for Email and auxiliary systems such as DNS (Domain Name System) and DHCP (Dynamic Host Configuration Protocol). There also was insufficient cross training (for several mission critical areas, there was only one person with the necessary expertise); confusion among faculty, staff, and students regarding who to call for particular types of technology assistance; difficulties with communicating and coordinating among the units; and the lack of a means for planning and determining technology priorities university-wide.

How does this practice achieve sustainability? Through the reorganization, UIS was able to improve the quality and level of technological services through more efficient utilization of technology staff and related resources.

What are the results/measurable outcomes? The reorganization has resulted in improvements in efficiency, quality of services, and accountability. There has been a reduction in duplication of tasks, e.g., there is now only one system administration team responsible for maintaining all systems. Other improvements include increased cross-training of staff, expanded hours for the help desk, and increased depth of staffing and better emergency response procedures for critical systems, such as the email system, the university's website, and the course management system.

Prior to the reorganization, there had been several instances where critical components, such as the university's webpage, had been down for periods that exceeded acceptable professional norms. Following the reorganization, efforts were undertaken (e.g., development of a new backup system and establishment of written documentation of procedures) to decrease the likelihood of a reoccurrence of this type of problem. To date, no significant downtimes have occurred since the reorganization.

There also is a more streamlined process for coordination of technology services and for the prioritization of technology service and equipment needs. The Information Technology Services unit has developed the first Information Technology Strategic plan for the campus. The unit also has documented internal policies and procedures and has developed a new set of documentation and technology guides. Students, faculty, and staff are encouraged to contact the Technology Support Center, which is a sub-unit within Information Technology Services, for assistance with technology questions.

The academic role of information technology and internal accountability for technology services has been enhanced by appointing a new Associate Provost for Information Technology that reports directly to the Provost and is a part of the Provost's Team that meets on a regular basis.

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Retention Task Force
Eureka College

What issue or need is addressed by the effective practice?

Like many small institutions, revenues at Eureka College are largely driven by enrollment. We have pursued a number of initiatives in recent years to strengthen our recruitment of new students. It became evident, however, that a similar effort is needed to ensure the persistence of those whom we enroll. Although our historical retention rates are good, they can be improved. To the extent that students succeed at Eureka, we will have increased both our financial efficiency and our academic accountability.

Description of the effective practice:

Recognizing that retention is an issue affected by many variables, our president formed a Retention Task Force in October of 2005 to identify strategies through which the faculty can better foster student success at Eureka College. The Task Force met weekly to discuss the current literature, to explore best practices followed by other schools, and to identify areas in which we might most fruitfully apply what we had learned to our own institution. By April of 2006, we had crafted a Retention Plan for the College. The plan articulates a conceptual framework for retention, guiding principles that link the framework to our academic mission, and practices that we plan to implement in either the coming academic year or in subsequent years.

How does this practice achieve sustainability?

The Task Force was appointed by the president and will remain active for at least one more year while the Retention Plan is revised and formally adopted by the faculty. Implementation of the plan will then be overseen by our existing governance structure (e.g., Admissions and Persistence Committee) and the Office of the Dean. The work of the Retention Task Force has already led to plans for a faculty retreat on advising and engagement, to be held in mid-August.

What are the results/measurable outcomes?

Our Fall-to-Spring retention rate reached an historic high last year. Though it is difficult to credit this improvement to any one Task Force initiative, it is clear that simply turning attention to the issue of retention was a positive outcome. The Task Force inspired a college-wide conversation about student engagement that has highlighted the role that every member of our community has in facilitating student success.

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Southeastern Illinois College Foundation and Carpentry and Building Trades Program Housing Partnership

Southeastern Illinois College

What issue or need is addressed by the effective practice?

An important component of any career/technical education program is hands-on application of the skill set being taught. The new carpentry and building trades program was in need of providing the best possible hands-on instruction possible. The instructor felt the best way to accomplish that objective was to give the students the opportunity to be involved in the building of a complete house from the foundation up. However, the College did not have the funds to support a project of this magnitude.

Description of the effective practice:

The instructor worked with the Foundation Director to develop a proposal for the Foundation Board in which the Foundation would provide the funding for a house that would be built by the students. The Foundation would then sell the house, with the profit from the sale going back to the Foundation for their use as they support the College and its programs. Depending on the amount of profit realized, some of the profit may go back to the carpentry program to meet its needs. The Foundation hopes to realize a higher return rate of this investment than they would in their stock investments. Additionally, the College and the Foundation are working jointly with the City of Harrisburg to build another house on property donated to the College by the city. The city is working to reclaim a section of town by removing some abandoned houses and cleaning up the property. Their donation of this land to the College will then allow the carpentry students to build a home in this area and contribute to the development and improvement of the community.

How does this practice achieve sustainability?

As long as the sale of the houses results in an acceptable profit for the Foundation, the profit from each house should provide a cushion of funds to support the building of subsequent houses. Additionally, by working with the city to build on the donated land, community improvement continues while reducing the cost of a house.

What are the results/measurable outcomes?

- The College is able to offer a high cost learning experience for students that it would not have been able to provide otherwise.
- Students receive optimal hands-on learning experiences, from designing the home and purchasing materials, through every phase of construction, to the completion with an open house and working with real estate agents on the sale of a home.
- SIC students also worked with apprentices from the plumbing union as they provided the labor for the plumbing at no cost for the project. Students also worked with employees from other trades (electrical, heating, masonry) and were exposed to skills utilized by those trades.
- Cooperative partnership between the Southeastern Illinois College Foundation and the Carpentry and Building Trades Program.
- Cooperative partnership between Southeastern Illinois College and the City of Harrisburg.
- Higher return rate on investment for the Foundation than from stock investments.
- Support for the Carpentry and Building Trades Program.
- Community improvement.
- Local businesses were supported by the project as all supplies were purchased locally or regionally.
- Good public relations for the program, the College and the Foundation.

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Strategic Steering Team
Elmhurst College

What issue or need is addressed by the effective practice?

The Strategic Steering Team was created to ensure effective coordination of the implementation of Elmhurst College's latest Action Plan.

Description of the effective practice:

The Strategic Steering Team (SST) is an ad-hoc body that draws together, in a regular way, senior administrators, faculty, and selected members of the Elmhurst College Board of Trustees to guide the implementation of the College's Action Plan. The SST operates both proactively, working with faculty groups and others to foster innovation, and responsively, evaluating proposals with major resource implications and working to ensure that resources invested in major initiatives are used in cost-effective ways with high potential for good results. All major proposals reviewed by the SST must contain detailed financial pro-forma following an approved common template, clear analyses of market potential, and a clear delineation of how the proposed activity fits with the College's mission and larger work.

How does this practice achieve sustainability?

The SST approach, while ad-hoc by design, will be incorporated into the College's overall work when it gives way during the next academic year to a new body that is designed to bring the SST methodology into the College's regular governance systems. The new body will add student members and will be linked in an ongoing way to all of the College's major decision making bodies.

What are the results/measurable outcomes?

The work of the SST yielded support for operational changes that addressed fiscal issues which arose early in the decade, sponsored several major curriculum expansions that occurred in integrated ways, and led to the development of effective innovative programs such as the Elmhurst Life Skills Academy referred to in the other effective practice submitted for this year.

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Streamlining of Contracting Process for Adjunct Faculty
Benedictine University

What issue or need is addressed by the effective practice?

The academic deans, the payroll department, and the Registrar's office were not satisfied with the process for issuing contracts to adjunct faculty - the process required duplication of effort by a number of parties and there was no direct connection between the assignment and contract process.

Description of the effective practice:

The contracting process is now directly tied to the assignment of the faculty member to the course [communication between the academic departments and the registrar's office]. The administrative assistants to the academic deans are notified, electronically, when assignments are made and the administrative assistants start the contracting process.

How does this practice achieve sustainability?

All impacted parties [along with the IT department] worked together on the design and implementation of the new process. There was "buy-in" from the start and the process was initiated one term ahead of schedule - it started Fall 2006 [initial timeline was Spring 2007]. There was agreement by all parties to revisit the process on a quarterly basis to provide feedback and discuss any needed modifications.

What are the results/measurable outcomes?

The measurable outcome - anticipated at this point since this is a fall 2006 start - is a significant reduction in the time involved in the generation of faculty contracts for adjunct faculty. The University anticipates a decrease of at least 33% over all areas [academic department chairs, academic deans, registrar's office, payroll].

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Sustainable Initiatives

Southern Illinois University - Carbondale

What issue or need is addressed by the effective practice?

Plant & Service Operations (PSO) has utilized numerous sustainable initiatives to improve the University's green-friendly atmosphere. These initiatives include energy efficiency improvements, water conservation measures, alternative fuel vehicles, landscape waste reclamation, recycling and solid waste diversions, using biodegradable cleaning supplies, improved building designs and construction requirements, and air quality improvements. Sustainable initiatives enrich our campus and support the goals established in Southern at 150: Building Excellence Through Commitment.

Description of the effective practice:

Green Purchasing

SIUC has made a concerted effort to purchase green products. Custodial Operations is purchasing green products for use in all campus restrooms. These products include cleaning supplies and recycled paper products. SIUC Printing and Duplicating is utilizing paper with recycled content and soybean-based ink. All copiers on campus use recycled paper. PSO recommends the purchase of energy efficient and recycled products for all new construction and renovations. Currently, SIUC is working toward establishing policies governing the purchase of green-friendly products and materials.

Pollution and Waste Reduction

SIUC provides recycling for all products that can be salvaged locally. Recent initiatives include recycling containers dispersed in housing units and along outdoor pathways, and a semi-automated recycling truck. PSO collects construction byproducts, toner cartridge and overhead film products, and aluminum and steel containers from the dining facilities. Also, an estimated 1,000 lbs. per day of post-consumer food waste is collected and taken to the new vermicomposting facility which produces a nutrient-rich soil additive. In the construction of this facility, concrete was combined with recovered fly ash from SIUC's Power Plant for the foundation. The heating source is a Clean Burn furnace that is fueled by used motor oil provided by SIUC Travel Service.

Green Building Practices

University standards specify construction techniques and systems that are energy efficient, conserve resources, and employ green technology and architecture to comply with ASHRAE Standard 90.1. Renovation projects are required to recycle all possible waste materials. In 2004, the Altgeld Hall renovation project was one of two Governor's Green Building Projects. In 2005, SIUC installed the largest geothermal system in the area (60,000 sq. ft.). In 2006, SIUC is in the planning and design phase for the Transportation Education Center, the first LEED-certified building on the campus.

PSO has continued to implement a comprehensive energy efficiency upgrade of campus facilities. Improvements included the conversion of all fluorescent lighting across campus from T12 to T8 (23,000 fixtures in 36 buildings), saving 30 percent on lighting demand, and the installation of occupancy sensors in bathrooms. HVAC work included the replacement of inefficient boilers with new modulating-condensing hot water boilers and improvements to the campus steam distribution system.

In an effort to better track our utility savings from these projects and improve control, we have been upgrading our campus metering systems and extending a building automation system (BAS) across campus. Currently, we are studying improvements to the campus chilled water system and HVAC optimization with the building automation system.

PSO also uses low maintenance landscaping with recycled rubber mulch, photovoltaic (PV) energy collection, clean coal technologies, and a 3-to-1 tree planting replacement policy.

Promoting Green-Friendly Policies

SIUC has compartmentalized containers along all campus walkways that promote the recycling efforts. A semi-automated recycling truck displays the SIUC Recycling logo as well as the slogan “It’s not waste until you waste it” prominently displayed. The local media is utilized for information distribution of energy conservation efforts across campus. PSO works closely with the Illinois Clean Energy Community Foundation and the Department of Commerce and Economic Opportunity to secure grant funds to achieve the University’s green initiatives.

In October of 2005, the Office of the Provost and Vice Chancellor hosted the Bioneers Conference on campus, annually sponsors the airing of this conference, and makes it available to the local population. SIUC sponsors the annual Earth Day celebration. The University also provides resources for the Southern Illinois Center for a Sustainable Future.

PSO also conducts tours for K-12 students of the PV array, vermicomposting, and the Power Plant’s clean coal technology boiler system.

How does this practice achieve sustainability?

The practice of environmentally friendly initiatives self-perpetuates the attitude of preserving our environment. While initial expenses may be incurred, the long-term cost of “doing nothing” increases SIUC’s debt to society. In some cases, moderate portions of operating expenses are covered by the reclamation of used products and the demand reduction.

What are the results/measurable outcomes?

An estimated 1,000 lbs. per day of post-consumer food waste is being diverted from local landfills. The heating source at the vermicomposting facility is a Clean Burn furnace that is fueled by used motor oil provided by SIUC Travel Service. Demand for electricity has been reduced where new technologies have been employed, thus reducing costs associated with consumption.

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Technology Plan
John A. Logan College

What issue or need is addressed by the effective practice? The College's Technology Plan accurately assesses and projects instructional and administrative use of technology, resulting in adequate technology infrastructure and the human resources necessary for effective instruction and administrative support. The Technology Plan has documented links to the College's primary planning document The Plan and, ultimately, the budget.

Description of the effective practice: In 1994, in response to rapid growth and mounting technological needs, a nine-member Technology Implementation Committee was appointed by the president. This committee was later charged with the responsibility of developing a Technology Plan to assess current technology successes and challenges, and to design a blueprint for the College's future information technology. The first Technology Plan was presented to the Board of Trustees in October 1998. This planning process is re-evaluated annually and recommendations are made by the TIC Committee to the associate dean for information systems and ultimately the vice-president for business services. Approved recommendations are included in The Plan.

The College's Technology Plan reflects a continuing commitment to support of student learning in an increasingly technological society. The five areas of technology addressed in the Technology Plan are instruction, information systems, infrastructure, user support, and web technology. Input from staff, both inside and outside of the Technical Implementation Committee, is incorporated into the plan. Various publications and journals such as University Business provide trend indicators that are used in planning. Multiple online sources of information are incorporated. Conferences such as EDUCAUSE have provided valuable planning resources. The Illinois Community College Board provides a listserv of technology administrators and information on how technology is handled in Illinois community colleges. Indicators exist throughout the Technology Plan that the College's Information Technology department is monitoring changes in every facet of technology to stay abreast of changes. For example, the Technology Plan details the installation of wireless connectivity in 2003 and how it was expanded each year until all but two buildings are now equipped. Another example is that in spring 2004, a Citrix software server was added for students in technology-related classes to use in their coursework – enabling them to access anywhere, anytime. This is showing increased usage with 414 students served in the 2005 spring semester, up from 384 the previous fall semester.

How does this practice achieve sustainability? The Technology Plan achieves sustainability via the Technical Implementation Committee which meets monthly.

What are the results/measurable outcomes? The effectiveness of the Technology Plan has resulted in a strong technology infrastructure. Information Systems and Media Services have been proactive in providing computers, hardware, servers, multimedia classrooms, wired and wireless networking, multimedia equipment, and other technology infrastructure for use by faculty, staff, and students. In 2003, a wireless network was installed and has expanded to cover most of the campus. The wireless network ensures connectivity for a growing number of faculty, students, and staff using mobile computing devices.

Blackboard software for online teaching has been funded and usage has been encouraged and developed. The College offers more online classes each semester. Online enrollment jumped from 291 students in 13 sections in spring 2003, to 487 students in 20 sections in spring 2004, an increase of 67 percent. An additional 600 students take traditional courses with an online component each semester. A Fall 2003 survey shows that 85 percent of students believe that taking an online course enhanced his or her respective learning experience; 85 percent of online students were either satisfied or very satisfied with their classes, with less than 8 percent saying they would not take another online class. As faculty becomes more versed in designing and building high-quality components and learning objects for online instruction, the technological outlet will be in place to provide greater student-centered learning and an opportunity for faculty to implement more effective instructional methodologies into the curriculum.

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Textbook Rental Return Practice

Rend Lake College

What issue or need is addressed by the effective practice?

Students fail to return textbook rentals in a timely manner. As a result additional fees are charged to the student's account. The college also incurs additional expenses to purchase and ship replacement textbooks.

Description of the effective practice:

Reminder cards were designed and printed by staff at minimal costs. The reminder cards are mailed to students with rental textbooks two weeks prior to finals week. Students are reminded about return policies, including the date that textbooks must be returned to avoid additional charges on their student account.

How does this practice achieve sustainability?

This practice has prevented the loss of rental textbooks for the college and reduced additional charges on students' accounts. Replacement of lost rental textbooks, additional shipping charges, and additional employee time in restocking are recognized costs for unreturned textbooks. This practice keeps the textbook rental program affordable for the college and saves the students avoidable expenses.

What are the results/measurable outcomes?

Textbook rental returns improved 57% the first semester that cards were sent. The return rate is now at 96%.

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Textbook Rental System

Lake Land College

What issue or need is addressed by the effective practice?

Since its founding Lake Land College has offered a textbook rental service to its students in an effective, economical and efficient manner

Description of the effective practice:

Lake Land College's rental system includes textbooks, compact discs, online access cards and other rented materials. The goal of the rental system is to replace textbook editions every 3-5 years. Textbook selection is made by May 1 of the preceding academic year and the same textbook is used in all sections of a course. Faculty directing programs with special academic needs may request that textbooks be purchased upon approval by the Textbook Rental Committee. All textbooks must be returned by students to the College by the close of business on the last day of finals so that employees may complete inventory of available books for the next semester. Textbooks returned after that date are charged a late fee up to and including the price of the textbooks.

How does this practice achieve sustainability?

All students are required to pay a service fee which includes the management of textbooks for the textbook rental system. Currently \$6.45 per semester hour is allocated for this. Each year an analysis is performed to determine this per semester hour fee. The goal of the textbook rental system is to create no monetary return or deficit.

What are the results/measurable outcomes?

Lake Land College is among the few colleges and universities across the United States that have a textbook rental system. It is estimated that students save a minimum of \$900 a year using the textbook rental services.

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Web Enhanced Advisor Training

Black Hawk College

What issue or need is addressed by the effective practice?

The academic advisor training program at Black Hawk College faced challenges in training staff advisors that included accountability issues, conflicting schedules of trainers and trainees, the need for increased consistency in training, and difficulty in maintaining interest during lengthy training meetings.

Description of the effective practice:

To address these challenges, the academic advisor training program at Black Hawk College has been transformed from a predominantly face-to-face delivery format to a balance of interactive technology, short face-to-face training seminars, required observations of experienced advisors, and observations by these same advisors of the trainees in the final phase of training. Trainees now access the didactic portion of the course content through WebCT and interact with trainers and other trainees through a discussion board. Quizzes incorporated into each unit give immediate feedback.

How does this practice achieve sustainability?

A standard curriculum is presented to each trainee. Stated learning objectives and course content are reviewed on a rolling basis. Standardized forms are used for observations by and of trainees.

What are the results/measurable outcomes?

Consistent course content for training advisors is readily available. Preparation time has remained constant since the course is regularly updated and monitoring an online course requires times. However, the time needed to deliver the didactic portion of training has been reduced by 65%, allowing greater ease in scheduling and completing training. Within the past 15 months, the Web Enhanced Advisor Training program has been utilized to train two groups of trainees including seven participants. Of the seven, six experienced a high level of success. One trainee was unable to complete the program. An objective standard of trainee competence is determined through demonstration of stated learning objectives, successful completion of online quizzes, and observations of trainees on-the-job at the end of training.

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Western Illinois University Campus Sustainability Planning and Accomplishments
Western Illinois University

What issue or need is addressed by the effective practice?

Western Illinois University's Strategic Plan, Higher Values in Higher Education, expresses the University's commitment to serving as a resource for and stimulus to economic, educational, cultural, environmental, and community development in our region and well beyond it. Environmentally, we are leaders who create and support strategies for a better environment by providing and modeling healthy, economical, and productive places to live, work, and study.

Description of the effective practice:

Sustainability planning extends across all facets of institutional life at Western Illinois University. There is not one single program, but a collection of activities with commitments at all levels of the organization and coordination provided by the newly created Campus Sustainability Committee.

How does this practice achieve sustainability?

Environmental sustainability is evident in all facets of the University's instructional, research, and service mission; we are committed to our statewide and national leadership in this area. For example:

- The Department of Biological Science offers summer classes and conducts year-long research at the University's Kibbe Life Science Research Station located on the Mississippi River.
- The College of Education and Human Services' 92-acre Horn Field Campus (located one mile south of Western Illinois University-Macomb) advances regional community and environmental sustainability through experiential education and leisure services.
- In August 2005, the College of Arts and Sciences established the Institute for Environmental Studies (IES) to undertake environmental research, support interdisciplinary academic programs, and to provide campus/community environmental service.
- In April 2006, President Goldfarb signed the Talloires Declaration, a document signed by more than 300 university presidents from across the globe. President Goldfarb was the second Illinois president to sign the declaration that commits universities to improved environmental standards on their campuses.
- In June 2006, Western Illinois University became the first higher education institution in the state of Illinois to join the Association for the Advancement of Sustainability in Higher Education (AASHE), a membership-based association of colleges and universities working to advance sustainability in higher education in the United States and Canada.
- Document imaging across the University significantly reduces paper use, and the University is committed to a comprehensive recycling program.

What are the results/measurable outcomes?

There are both quantitative and qualitative evidence for the success of environmental sustainability at Western Illinois University. For example:

- In fall 2005, 70 undergraduate students were pursuing an academic minor in Environmental Studies.
- All buildings on the new Quad Cities Riverfront Campus will achieve at least silver Leadership in Energy and Environmental Design certification.
- Western Illinois University received a \$59,000 Illinois Clean Energy Community Foundation grant for energy-efficient lighting upgrades in Morgan Hall. The University recently completed work from a previous foundation grant to upgrade the lighting in Stipes Hall. The \$83,000 project will save nearly \$15,000 a year in energy costs due to more efficient lighting.
- A global survey on the south end of the Macomb campus has been completed. Results will help the University address issues of storm water retention and irrigation.

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