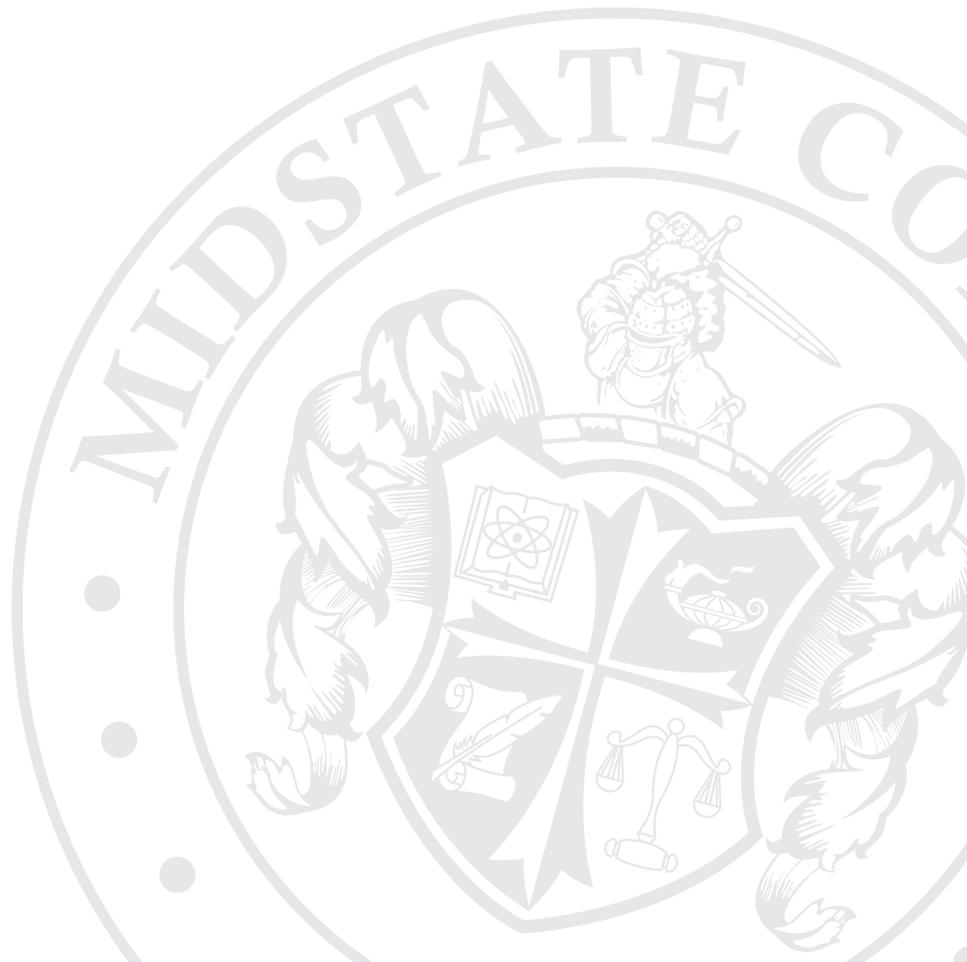


# AQIP Systems Portfolio

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## *Index of Evidence*

Index to the location of evidence relating to the Commission's Criteria for Accreditation found in Midstate College's Systems Portfolio



## Criterion One: Mission and Integrity

The organization operates with integrity to ensure the fulfillment of its mission through structures and processes that involve the board, administration, faculty, staff, and students.

### **Core Component 1a. The organization's mission documents are clear and articulate publicly the organization's commitments.**

- Mission, Code of Ethics, Value Statement, and Philosophy are embedded in the new employee orientation process, published on the website, located in all classrooms as well as the main hall and lobby area, current Systems' Portfolio, College Catalog, and the Student and Personnel Handbooks [O1, 5P1, 5P2, 4P4].
- The mission and institutional objectives are located in our organizational overview, and Figure 1.1 illustrates the way in which we have broken up the mission into four distinctive components for mapping in Figure 2.1 [2P2].

### **Core Component 1b. In its mission documents, the organization recognizes the diversity of its learners, other constituencies, and the greater society it serves.**

- Our Mission states, "...adjust through a lifetime of social and technological change" [O1].
- Our Code of Ethics states, "We value an educational environment that attracts, nurtures, and supports a diverse student and staff community" [O1].
- Preparing students to live in a diverse world is addressed in our general education objectives [1P1].

### **Core Component 1c. Understanding of and support for the mission pervade the organization.**

- The college's academic programs are aligned with the mission [1P1].
- Employees are oriented to the institution's history, mission and values through an orientation process which includes providing documentation and review of the current Systems' Portfolio, college catalog, and the Student and Personnel Handbooks [4P4].
- Mission, Code of Ethics, Value Statement, and Philosophy are embedded in the new employee orientation process, current Systems' Portfolio, College Catalog, and the Student and Personnel Handbooks [4P4, 4P7].
- Examiner data in 2004 and 2010 indicate an increased understanding of the mission, vision, and values among the members of our faculty and staff [5P1].
- Employees reaffirm their commitment and understanding of the mission and code of ethics annually [O5].

### **Core Component 1d. The organization's governance and administrative structure promotes effective leadership and supports collaborative processes that enable the organization to fulfill its mission.**

- Our planning processes are inclusive and involve all members of the organization [8P1].
- The college created cross-functional teams to examine our 2007 systems portfolio and look for opportunities for organizational improvement [5P2, 8P1, 8I2].
- Leaders set direction and align the organization with a continuous emphasis on quality education for our students [5P2].
- The college promotes and undertakes campus-wide communication, cooperation, and empowerment in the decisions and processes; perpetuates personnel across the campus to interact as a team; team and shared leadership is encouraged; and the equipment, supplies, technology, and facilities needed to perform job duties are provided [4P6].

### **Core Component 1e. The organization upholds and protects its integrity.**

- The college's Code of Ethics outlines the institution's values of integrity, innovation, continuous improvement, customer focus, and diversity [4P7].
- The college has a formal student grievance policy that allows for equitable resolution of disputes [3P6].

- The college has a formal bidding process to ensure we deal fairly with external vendors [9P4].
- The institution has planning processes that ensure strategic initiatives are created in alignment with our mission [8P1, 8P2].
- Indicators of the financial capability and strength of the institution are in the results of the financial audits conducted annually by an independent auditor and the Compliance Attestation Examination of the Title IV Student Financial Assistance Programs conducted in late fall of each year. In addition the college periodically undergoes program reviews from both state and federal agencies. These audits, examinations, and reviews demonstrate that the college has sound administrative practices that consistently meet the compliance requirements outlined in the regulations published by the Department of Education [6R3].

## Criterion Two: Preparing for the Future

The organization's allocation of resources and its processes for evaluation and planning demonstrate its capacity to fulfill the mission, improve the quality of its education, and respond to future challenges and opportunities.

### **Core Component 2a. The organization realistically prepares for a future shaped by multiple societal and economic trends.**

- The college uses a strategic planning framework which utilizes SWOT analysis and labor trend data to help set organizational goals/opportunities [8P1].
- Midstate College encourages all of its administration, staff, and faculty to obtain higher academic degrees; to attend seminars, conferences, and workshops; to obtain certifications and CEUs; and provides in-house training on the latest technologies to enhance job performance [4P9].
- Midstate College collects qualitative data about the changing needs of the employment market through a network of professional and social interactions that involves area employers, program advisory boards, and memberships in professional associations [1P4].
- The college's Code of Ethics states "innovation" as a key ethic [O1].
- The college's mission states that "emphasize skills and knowledge that will allow the student to adjust through a lifetime of social and technological change" [O1].

### **Core Component 2b. The organization's resource base supports its educational programs and its plans for maintaining and strengthening their quality in the future.**

- The college's planning efforts include an emphasis on academic needs [8P1].
- Midstate leadership provides the equipment, supplies, technology, and facilities needed to perform job duties [4P6].
- Provides tuition reimbursement and supports attendance at seminars, conferences, etc. [4P9].
- The philosophy of the College is to give employees what they need to do their job [4P11].

### **Core Component 2c. The organization's ongoing evaluation and assessment processes provide reliable evidence of institutional effectiveness that clearly informs strategies for continuous improvement.**

- Midstate College uses a personnel evaluation system [4P10].
- The AQIP and Employee Communication Surveys are means by which we conduct ongoing evaluation and assessment [4P13].
- Program directors and college administrators determine Midstate's specific program objectives in consultation with departmental faculty and other stakeholders, including our advisory boards. Program directors are responsible for researching current business trends; evaluating employer surveys, internship data, and graduate surveys; gathering input from advisory boards; and ensuring that, where applicable, program learning objectives meet the criteria of all regional and national accrediting bodies [1P2].

- Midstate College measures student stakeholder satisfaction in a number of ways: Student Opinion Survey, student focus groups, and advisory board meetings. The ALFI provides quantitative student satisfaction data as well as benchmarking information from other institutions [3R1].
- Midstate College processes are systematic and comprehensive. We maintain open lines of communication between ourselves and our stakeholders, and specific individuals at the institution are responsible for sustaining these relationships [Figure 1.1]. The feedback received from these communication tools is evaluated regularly, and these evaluations lead to timely action as needed [3I1].

**Core Component 2d. All levels of planning align with the organization's mission, thereby enhancing its capacity to fulfill that mission.**

- Academic objectives are aligned with the institutional objectives and mission [1P1].
- Planning processes are aligned with the institutional objectives and mission [8P1].
- Distinctive objectives and non-instructional processes are aligned with the institutional objectives and mission [Figure 2.1, 2.2].

## **Criterion Three: Student Learning and Effective Teaching**

The organization provides evidence of student learning and teaching effectiveness that demonstrates it is fulfilling its educational mission.

**Core Component 3a. The organization's goals for student learning outcomes are clearly stated for each educational program and make effective assessment possible.**

- Academic assessment occurs in courses and programs. Additionally, we conduct assessment of general education objectives [1P18].
- Program requirements, learning objectives, course descriptions, and course prerequisites are published in the college catalog, which also includes an admissions policy outlining general requirements for enrollment. We also routinely send this information to any prospective students in order to help them make informed decisions about enrollment. All of this information is also available on our website [1P6].
- Faculty provide students with a course syllabus and supporting documentation that clearly spell out course policies, expectations, and learning objectives [1P11].

**Core Component 3b. The organization values and supports effective teaching.**

- Communication of effective teaching starts with employee orientation when faculty members are issued a policy and procedure handbook containing a section of expectations for instructors. The college feels
- in order for instructors to be effective in their teaching capacity, they must, among other things, be knowledgeable and well-versed in the content they are teaching [1P11].
- At the end of each term, students fill out an online evaluation of their course experience, with the majority of the items corresponding directly to the aforementioned expectations for effective teaching [1P11].
- Midstate College hires faculty with proper credentials [4P1].
- Faculty is encouraged to continue their education; to attend seminars, conferences, and workshops to enhance their skills. Technology training is provided for faculty and staff. Tuition reimbursement policies and other supported educational opportunities provide an ongoing employee learning environment [4P8, 4P9].
- Faculty evaluations provide immediate feedback to enhance performance [4P10].
- Midstate uses a recognition and reward system [4P11].

**Core Component 3c. The organization creates effective learning environments.**

- Flexible schedules, caring family atmosphere, independent and team-based work structure, and an open-door policy all provide a pleasant place to work [4P3].
- Pleasant work culture with state-of-the-art equipment provided to give employees what they need to perform their duties; adequate and pleasant physical work space is conducive to morale and production [4P11].
- Surveys are completed in order to gauge the satisfaction of employees and students [4R1, 4R2, Figure 6.1].

**Core Component 3d. The organization's learning resources support student learning and effective teaching.**

- The learning support needs of students are determined primarily by surveys and other sources of assessment data. The learning support needs of instructors are determined on a department-by-department basis that involves the interaction of instructors with department directors. Additionally, our faculty self-assessments provide instructors the opportunity to directly request resources for any of the classes they are teaching [1P15].
- Results of the Student Opinion Survey indicate an increased satisfaction in the areas of learning support [Figure 1.14].
- The institution makes many support services available at convenient times and places [Figure 1.15].
- All of our functional units and administrative services support our efforts to provide educational opportunities, develop skills, promote social and technological change, and aid students in obtaining professional and educational goals [06].
- The success of current processes is demonstrated in the consistently high scores reflected in the college's support areas on the Student Opinion Survey [Figure 6.4].

**Criterion Four: Acquisition, Discovery, and Application of Knowledge**

The organization promotes a life of learning for its faculty, administration, staff, and students by fostering and supporting inquiry, creativity, practice, and social responsibility in ways consistent with its mission.

**Core Component 4a. The organization demonstrates, through the actions of its board, administrators, students, faculty, and staff, that it values a life of learning.**

- A variety of professional development and learning opportunities are available for faculty, staff, and administrators [4P8, 4P9].
- This focus on lifelong learning is prevalent throughout the institution as set forth by the leaders of the college and reaches all levels of the organization [5P2].
- We have ensured our general education objectives are relevant for all students pursuing degrees at any level. The matrix supports the mission [Figure 1.2, 1.1].

**Core Component 4b. The organization demonstrates that acquisition of a breadth of knowledge and skills and the exercise of intellectual inquiry are integral to its educational programs.**

- The mission, institutional objectives, and Code of Ethics are supported by program and general education learning objectives that are listed in the college's catalog [01].
- We have ensured our general education objectives are relevant for all students pursuing degrees at any level. A matrix proves support of the mission [1P1].
- Midstate incorporates Bloom's taxonomy when developing course and program objectives [1P1].
- Using the Nichols Model as a framework, Midstate facilitates program, course, and general education assessment activities [1P1].

**Core Component 4c. The organization assesses the usefulness of its curricula to students who will live and work in a global, diverse, and technological society.**

- Midstate has developed a fully integrated culture of assessment that ensures all students completing our programs fully meet our learning and development expectations. This process begins with a solid foundation, our mission, and branches outward into program-and course-level objectives, all of which are interconnected and regularly evaluated [1P17].
- Midstate collects qualitative data about the changing needs of the employment market through a network of professional and social interactions that involves area employers, program advisory boards, and memberships in professional associations. We also rely on quantitative employment-related data from a variety of sources: short- and long-term occupational projections from the Illinois Department of Employment Security; regional and national labor projections from the U.S. Department of Labor and their Bureau of Labor statistics; and graduate placement trends [1P4].
- Using the Nichols Model as a framework, Midstate facilitates program, course, and general education assessment activities [1P1].

**Core Component 4d. The organization provides support to ensure that faculty, students, and staff acquire, discover, and apply knowledge responsibly.**

- Communication of effective teaching starts with employee orientation when faculty members are issued a policy and procedure handbook containing a section of expectations for instructors [1P11].
- Midstate encourages its employees to participate in professional development activities including pursuing higher education opportunities [4P9].
- Midstate College uses a personnel evaluation system [4P10].
- All employees apply FERPA regulations when working with student information [7P7].

**Criterion Five: Engagement and Service**

As called for by its mission, the organization identifies its constituencies and serves them in ways both value.

**Core Component 5a. The organization learns from the constituencies it serves and analyzes its capacity to serve their needs and expectations.**

- The College's Code of Ethics processes contribute to organizational learning and ethical practices [4P7].
- Program advisory boards help drive and establish curriculum objectives and changes [1P2, 1P3, 1P4].
- The college uses feedback from its internal and external constituencies to help gauge changing needs. [1P2, 1P3, 1P4, 3P1, 6P1, 7P3, 9P6].

**Core Component 5b. The organization has the capacity and the commitment to engage with its identified constituencies and communities.**

- The college identifies its key stakeholder needs [3P3].
- The college assesses stakeholder satisfaction [3R1, 3R4].
- College administration, department directors, and outreach coordinator work together to connect with external constituencies. The college's commitment to community engagement and outreach is evidenced in the results of the annual outreach report [9O, 9P1, 9P2, 9P6].

**Core Component 5c. The organization demonstrates its responsiveness to those constituencies that depend on it for service.**

- Collaborative relationships are established with educational institutions, accrediting bodies, non-profits, and employers [O9, 9P1, 9P2, 9P5, 9P7].

- The strategic planning process, in combination with the Partnership Life Cycle, drives outreach and partnership efforts [9P1, 8P1, 8P2].

**Core Component 5d. Internal and external constituencies value the services the organization provides.**

- Results indicate the value of internal services through the Student Opinion Survey, Examiner, and CAEL/ALFI surveys [4R2, 4R4].
- Local community nonprofits, employers, and educational institutions have all increased partnership engagement in the past few years. Survey feedback supports the value of Midstate College to external constituencies [9P1, 9P2, Figure 9.3, Figure 9.4].