

Assurance Argument
Shawnee Community College

10/1/2018

1 - Mission

The institution's mission is clear and articulated publicly; it guides the institution's operations.

1.A - Core Component 1.A

The institution's mission is broadly understood within the institution and guides its operations.

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.
3. The institution's planning and budgeting priorities align with and support the mission. (This sub-component may be addressed by reference to the response to Criterion 5.C.1.)

Argument

Shawnee Community College's (SCC) mission is to serve the needs of the students and the diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote life-long learning.

This clear statement demonstrates that SCC adheres to the Illinois Community College Board (ICCB) mandates to be a locally initiated and administered comprehensive community college. All employees, students, business entities, and community members are invited to provide input to the revision process of the [mission](#), values, and purposes. The end result of this collaborative effort is a mission that drives the day-to-day operations as well as [long-term planning](#).

1.A.1. – Mission Development Process

The mission statement is periodically reviewed to determine ongoing relevance to the district. Periodically, over time, the SCC Board of Trustees has adopted, revised, and updated mission statements; a [documented update](#) occurred in 1991.

In review of the mission statement, a total of [four community forums](#) throughout the district were held by the College in Fall 2017 to allow interested stakeholders to participate and offer feedback regarding existing services as well as present the need for specific additional services. Information was shared with the attendees about current activities and initiatives at the College. The community forums were attended by current students, alumni, parents of students, community members, business leaders, staff, and faculty, both current and retired. [Staff](#) and [faculty](#) also attended meetings on campus that provided them the opportunity to speak to the vision that they have for the College and how it can possibly be implemented. Two opportunities for *Meet the President* were scheduled for student participation. The review of the mission statement was parallel to strategic planning updates.

1.A.2. – Operational Consistency with Mission

SCC places much responsibility on its role as a comprehensive community college. Annual reviews of the College budget allow quality operation of the campus environment as both academic and support services are designed and provided to support the intended student audience.

Academic Programs

The needs of students and the promotion of life-long learning are acknowledged by SCC's provision of affordable educational opportunities through a variety of delivery methods. Students are able to take courses at three SCC locations: Main Campus (Ullin), Anna Extension Center, Cairo Center, and Metro Center (Metropolis). Courses are provided via face-to-face, distance learning, online, hybrid, and when necessary, independent study. Credit-bearing and [non-credit-bearing courses](#) are offered. In addition to the choice of earning a transfer degree, [these multiple options](#) allow students to acquire [job skills](#), earn certificates for professional advancement, or complete terminal degrees that allow direct entrance into the workforce.

A main objective of SCC's academic programming is to meet the needs of its diverse district. Thus, certificates and programs undergo regular program review. The program review process often includes advisory meetings consisting of, but not limited to, faculty, staff, administration, current and past students, potential employers, and university representatives, if applicable. Employment trends, program costs, industry projections, and transfer university requirements are considered. Program review allows multiple contributions for identifying ways to improve programs and enhance student learning. The outcomes of the advisory meetings and the program review process have caused some programs to be combined (i.e., Computer System and Security Specialist), while others have led to updates in curriculum content due to current industry needs (i.e., Welding and Criminal Justice). Other programs have been placed on inactive status while consideration of state expectations are reviewed (i.e., Early Childhood Education). In addition to revisions of current programs, SCC also seeks to provide new opportunities for students, particularly in those areas where grant funding is available.

The College regularly develops additional opportunities for students. SCC has [articulation agreements](#) with multiple universities. New agreements were recently completed and formalized with [Missouri Baptist University](#). SCC is entertaining the idea of a partnership with a 4-year university to offer a Bachelor of Science in Nursing (BSN) degree on SCC's campus. Also, research is being conducted to determine the possible interest of district residents participating in weekend cohorts for one or more programs, and interest in 16-18 month accelerated associate degrees.

The student to faculty ratio at SCC is 16:1. Full-time and adjunct faculty provide instruction at all SCC locations. Faculty maintain scheduled office hours, allowing students the ability to seek assistance as needed. It is the intent of the College that faculty provide the most current and up-to-date instructional strategies in all academic programs. Faculty are encouraged to attend professional development conferences to remain current in their respective fields.

Student Support Services

SCC maintains an open-door policy for all [potential students](#) who have obtained a high school diploma or high school equivalency certificate. Prospective students are accepted into credit bearing programs, with the exception of programs with selective admissions standards. Support Services are available to all students. The Student Services division of SCC consists of the Offices of Admissions, [Financial Aid](#), Veterans Programs, Records and Registration, [Accessibility and Resources](#), Career

Advising, [Clubs and Organizations](#), [Competitive Teams](#), and [Student Success Center](#).

The Office of Admissions offers individual appointments with academic advisors to both current and prospective students. The purpose of these individualized appointments is to provide students with educational planning assistance to ensure smooth entry into college. Academic advisement is intended to assist students in course selection according to a chosen certificate or program curriculum. Results of placement testing and educational, vocational, and personal goals are considered when creating an [academic plan](#) for students. Current students have the ability to complete the enrollment process online. Undecided students are directed to take the Career Key and KUDER career inventory test. This free online test links students' interests with potential careers and/or degree programs. In the near future, SCC plans to require the KUDER career inventory test to be mandatory for all incoming students to assist with degree selection and academic planning.

In addition to on-campus academic advising, advisement and testing services are extended to SCC's district high schools. Placement [testing](#) appointments are scheduled at each respective high school. New student orientation, as well as other important academic events and dates, are provided to the high schools prior to the beginning of the corresponding semester. By having a presence in the high schools, SCC offers potential students with assistance in applying for admissions, taking the placement test, scheduling a new student orientation, and submitting their high school transcripts.

The Financial Aid Office oversees the Title IV federal and state funding. It assists students with the filing of applications for FAFSA, Federal Pell Grants, Federal Supplemental Educational Opportunity Grants (FSEOG), Monetary Award Program (MAP), and Minority Teachers of Illinois [Scholarships](#). Distribution of financial aid awards, institutional waivers, and scholarships is done by this office. The Financial Aid Office administers the Federal Work-Study and the Institutional Work-Study Programs for qualifying students. Students are also provided with long-term educational loan information relevant to local lenders. Approximately 83% of SCC students receive financial assistance in order to achieve their academic goals.

Veteran's programs for those who have served in the U.S. Armed Forces are available via the Financial Aid Office. Applicable credit earned while serving in the military is applied to students' transcripts. An extra-curricular Veteran's Club is available and provides Veteran students with a support group and ways to back community endeavors.

Personnel in the Records and Registration offices collaborate with academic advisors to ensure accurate and appropriate enrollment for students. The College recently transitioned to a new Enterprise Resource Planning (ERP) system (Colleague) that supports a [course map](#) for students to complete with an advisor to ensure timely graduation.

The Registrar is responsible for enrollment verification, grade verification, transcript posting, transcript request and evaluation, [FERPA compliance](#), and data entry integrity. This office also completes degree audits and posting of honors as part of the [graduation process](#).

The Accessibility and Resource Office administers the federal [Perkins grant](#). This provides assistance to qualifying students in the following areas: payment of lab fees, free tutoring, special instructional materials, note taking, interpreters, career interest inventories, adaptive equipment, travel, and daycare services. Qualifying students must be enrolled in targeted technical programs, be disadvantaged, handicapped, non-traditional, single parent, limited English speaking, or a dislocated worker. The Accessibility and Resource Office works closely with faculty to ensure barriers to a student success are addressed.

Shawnee Community College [Career Services](#) offers a variety of services designed to meet the educational and employment needs of students, community, and employers in the SCC district and surrounding area. SCC is committed to nurturing self-direction and personal responsibility in assisting those registered with the center in their career planning and employment goals. The purpose of the Career Services Office is not to guarantee employment, but rather to provide a variety of programs and services which will assist the individual in determining and implementing his/her career and educational choices which includes the following:

- Help in devising an efficient job-search strategy
- Exploration of current job opportunities through [SCC Jobline](#), a computerized job search database available to students and employers
- Resume critiquing and development
- Linkage between business and students
- Employee recruitment for employment
- Reference materials
- [Career/job fairs](#)
- One-on-one consultation
- Internships and apprenticeships information

Shawnee Community College considers clubs and organizations to be important assets to college life, and encourages students to participate. Extra-curricular activities provide students with opportunities to enhance their educational experiences, make new friends, learn new skills, develop life-long interests, learn through practical experiences, and do community service. For these reasons, the College is committed to the provision of a comprehensive array of student activities that include personal enjoyment and has [Policy 8530](#) to support these endeavors (i.e., Book Club), professional connections (i.e., Phi Beta Lambda), academic honors (i.e., Phi Theta Kappa), and community involvement (i.e., Future Teachers Organization). There are specified days during the semester devoted to the advertising of SCC's clubs and organizations. Tables are set up in a centralized location for students to learn more and/or join.

[Competitive teams](#) provide opportunities for students to learn and display skills that can contribute to life-long learning. [Scholastic Bowl](#) allows students the opportunity to compete academically with other community colleges in the region. This academic trivia competition is open to both full and part-time students. The College participates in Division I intercollegiate athletics in men's and women's basketball, baseball, softball, and volleyball, and is a member of Region 24 of the [National Junior College Athletic Association](#) (NJCAA). SCC participates in the Great Rivers Athletic Conference (GRAC).

The Student Success Center provides a centralized integrated source for education-related support services to SCC students. There are three entities that provide services to students: the Testing Center, the [Tutoring Lab](#), and the Writing Lab. The SCC Tutoring Lab employs two part-time math tutors and one part-time English tutor, as well as peer tutors to assist with student demand. Students are not required to demonstrate an academic deficiency in order to obtain services from the Student Success Center. While many students are accommodated on a walk-in basis, appointments are recommended and are intended to be made around the student's academic schedule. Student Success Center staff work closely with faculty to streamline services with the same academic rigor to which students are held accountable.

Students at all locations who meet the eligibility criteria have access to the TRiO [Student Support Services](#) program.

Enrollment Profile

SCC's FY17-18 unduplicated headcount was 4640, representing a decline of 20% when compared to the previous year. Like many other Illinois community colleges, over the last 5 years SCC has experienced slight to moderate declining enrollment due to the state's shifting population (rural to suburban/urban; exodus to other states) and the state's challenging fiscal condition (unfunded pension liability; failure to pass an annual budget for two consecutive years).

The [Spring 2018 SCC Data Book](#) details the population demographics of the district's service area, as well as the enrollment profile of students enrolled in courses at the main campus and all extension centers. In addition to the usual demographic categories of enrolled students, SCC's data examines student intent and completion as part of the institutional planning and budgeting processes.

Additional Programs and Community Services

A variety of services through SCC's Small Business Development Center (SBDC) are offered to businesses, industries, and communities within the SCC district. SBDC provides [assistance to small businesses with start-up](#), expansion, business and marketing plans, and accessing financing opportunities. Additional services include, but may not be limited to, a variety of courses in computer and general office training, forklift certification, OSHA safety courses, heavy equipment certification, and customer service training. SBDC is certified/authorized to offer Work Keys tests, basic life support training, CPR/First Aid, Certipoint testing, [Myers-Briggs assessment](#), and for computer-based testing for Pearson Vue center. SCC is a licensed continuing education sponsor for the following careers: Accounting, Nursing Home Administration, Cosmetology, Social Work, and Teachers.

Shawnee Community College houses a Workforce Investment and Opportunity Act (WIO-A) office on its main campus. Students may obtain individual account vouchers to pay for training from institutions that have been certified by the local WIO-A board, including SCC. Dislocated workers who have been terminated and are unlikely to return to their prior industry or occupation due to plant closure or substantial layoffs are also served.

The [Student Support Services \(SSS\) program](#) at SCC is funded through the U.S. Department of Education Federal TRIO program. Any SCC student meeting one or more of the eligibility criteria may apply: first generation, income eligible, or has a documented disability. SSS is designed to assist eligible students with their academic goals at SCC and the transition to a four-year university. The program provides students with a variety of resources and services including academic advisement, career and transfer assistance, tutorial assistance, cultural exposure, study skills workshops, personal skills enhancement, and guidance and mentoring.

[General Educational Development \(GED\)](#) and Test Assessing Secondary Completion (TASC) classes are offered at the main campus and in communities throughout the district for adults who have not earned a high school diploma. Instruction is provided in the curriculum content areas of English, mathematics, social studies, science, and the Illinois and U.S. Constitutions.

Adult Basic Education (ABE) is offered to students who may or may not have completed high school and have very low basic skill levels. This program is designed to remedy basic skills deficiencies and prepare students to transition into vocational training programs or post-secondary academic programs.

Adult Secondary Education (ASE) courses are offered at SCC through the Alternative High School and Credit Recovery programs. The classes are offered to students who have dropped out of high school and desire to earn a high school diploma. The diploma is issued by the local referring high

school. The Credit Recovery program is for students that have failed a high school course and are at risk of dropping out of school.

A Community Education Program promotes life-long learning. Classes are offered that allow individuals to take advantage of leisure time, improve mental and physical fitness, and learn a new skill. Examples of courses offered include, but are not limited to, art, [CPR](#), [first aid](#), dancing fitness, computer skills, and financial management. [Kidz College](#), [drama camps](#), music camps, cheerleading, and [sports camps](#) are managed by the Community Education Program.

1.A.3. – Alignment of Planning and Budgeting Priorities with Mission

The overall budget process is guided under the direction of the Vice President of Financial and Campus Operations and the [Fiscal Planning Committee](#). The allocation of resources is a collaborative effort among each area of the College. Priorities support SCC's mission and align with the strategic planning projects. Additional information specific to planning and budgeting processes is found in Core Component 5.C.1.

Sources

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- CENTER_FOR_ECONOMIC_DEVELOPMENT_Operation_Jump_Start_Webpage_2018
- Clubs_and_Organizations_Webpage_2018
- Community Forums
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1.B - Core Component 1.B

The mission is articulated publicly.

1. The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.
2. The mission document or documents are current and explain the extent of the institution's emphasis on the various aspects of its mission, such as instruction, scholarship, research, application of research, creative works, clinical service, public service, economic development, and religious or cultural purpose.
3. The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

Argument

Shawnee Community College's mission statement, philosophy, values, and purposes are clearly identified and made available to the public. SCC's website, course catalog, student handbook, and numerous public postings clearly communicate the mission and reaffirm SCC's commitment to its core values and purposes. The [Strategic Plan](#) contains nine purposes that promote the values of the College as stated in the mission. Each purpose creates a framework designed to allow the institution to achieve its mission and meet the needs of the students and the district residents.

1.B.1. – Public Articulation of the Mission

SCC clearly articulates its mission through multiple public documents. The purpose, vision, and values are visible in the [catalog](#). The institutional priorities and plans of SCC are documented in the [Strategic Plan](#), which also contains the [mission statement](#). The complete mission statement appears in public areas at the College (via magnets and banners), in official publications (such as employment documents and orientation materials), media releases and advertisements, and on [business cards](#). Employees are given a copy of the mission statement and policy manual during orientation. The mission, philosophy, values, purposes and activities statement are part of [Section 2000 of the Policy Manual](#). Students receive a copy of the SCC mission statement and core values in the [Student Handbook](#) and during the College's required New Student Orientation.

1.B.2. – Mission Review and Institutional Emphasis

The College maintains an ongoing commitment to periodically review the mission for continued relevance to the district. As the mission states, SCC endeavors to demonstrate quality in higher education, community education, and business training. These aspects of the mission are developed through annual college-wide updates to the continuous quality improvement (CQI) process of all programs and [periodic curriculum program reviews](#) with input from students, alumni, industry leaders, and transfer universities.

While SCC's mission is committed to teaching and learning, it also designates three additional

conditions - accessibility, affordability, and promotion of lifelong learning - as the institutional ethos.

- The College continues to provide accessibility to all services. In addition to the main campus, both the Anna and Metropolis Extension Centers have been approved as completion sites for students working to earn their degrees. Bi-annual scheduling meetings are conducted to address the needs of students in these communities to ensure availability of courses as well as the support services that are provided. Accessibility to coursework is increased with multiple modalities, including online and hybrid courses. SCC is working to ensure courses in all modalities are ADA compliant.
- In an effort to minimize cost to students and maintain affordability, tuition is computed according to the Illinois Community College Board (ICCB) regulations, combined with financial aid and/or scholarship assistance.
- [Training opportunities](#) that incorporate current technologies, public service, and creative opportunity are advertised and made available to all members of the district. The training courses allow residents to foster their self-driven life-long learning endeavors. Not only does this improve the quality of the workforce in the SCC district, but it also enhances the lives of district residents

1.B.3. – Intended Constituents of Mission - Aligned Programs and Services

The [SCC mission statement](#) demonstrates the College's commitment to provide quality education, training, and services to all current and prospective students, as well as constituents who have a desire to continue learning throughout their entire life. The mission statement declares the intent of the institution to do this in a convenient, cost-effective way.

The [Strategic Plan](#) and the College's purpose statements clarify how the mission will be executed. [Purpose 1](#) states, "the College provides comprehensive programs, including curricula in liberal arts and sciences, career and technical education, as well as adult developmental, and community education and training." In addition, [Purpose 8](#) states, "the College develops and administers programs, services, and facilities that are consistent with the district's financial base and benefit the greatest number of individuals." Both of these purposes are directly related to the mission and seek to publicly make apparent how and for whom SCC endeavors to achieve its mission. Additional information regarding the Strategic Plan and purpose is discussed further in Criterion 5.

Sources

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- Student Handbook 2018-2019
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1.C - Core Component 1.C

The institution understands the relationship between its mission and the diversity of society.

1. The institution addresses its role in a multicultural society.
2. The institution's processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

Argument

Shawnee Community College is committed to fulfilling its mission while addressing diversity and inclusion. It is the intent of SCC to provide programs and services for employers and residents that reflect the varying needs of the community. Existing programs are reviewed for improvement and continued alignment with district needs and institutional capacity. The initiation of new programs occurs from industry input, community surveys, and analysis of regional/national job outlook data. These practices require an analysis of district demographics and employment activities in order to best understand the needs of the constituents within the district.

1.C.1. – SCC's Role in a Multicultural Society

SCC demonstrates diversity in society and education. The 5-county district the College serves is populated with multiple races. According to 2010 US Census data, the district is primarily Caucasian, with African-American being the second highest race in residence. The student body at SCC roughly reflects the same demographics as the district. According to the Illinois Community College Board (ICCB), these same demographics are reflected in the SCC student body.

Race	SCC Student Demographics by Race as Percent of Population					
	2017	2016	2015	2014	2013	2012
White	83%	83%	83%	83%	83%	82%
Black	11%	11%	13%	12%	12%	14%
Hispanic	3%	2%	2%	2%	3%	2%
Other	3%	3%	2%	2%	2%	2%

Source: ICCB Annual Enrollment & Completion Data FY12-17

To meet the diverse needs of employers and students, SCC currently offers 20 associate degree programs and 38 certificate programs. The associate degrees are comprised of the Associate of Arts, Associate of Science, Associate of General Studies, and 15 Associate of Applied Science degree

programs, while the certificates include 10 one-year programs, and 25 less than one-year programs. [Student intent and student completion data](#) emphasize the diverse educational goals to which SCC is responding.

1.C.2. – SCC's Attention to Human Diversity

SCC provides programs and services for district employers and residents that meet the needs of the community. To do this, the College examined the entire district for a better understanding of the inherent needs. The mission is supported by input obtained from district residents and business leaders through two processes, [community forums](#) and program reviews. Participants expressed the needs of their communities and the responding actions of the College reflect attention to the diversity of the district. For example, the Diversity and Inclusion Committee organizes various cultural events and activities on campus. The following are annual events listed in the College's Strategic Plan: Hispanic Heritage, The Dragon's Daughter (Asian Culture), Black History Month - Dr. Martin Luther King Jr. events, Veteran's Day, Chinese New Year, International Week, and Women's History Month, to name a few. SCC also offers the following six courses across multiple disciplines which promote human diversity: [ART 227 African-American Art and Artists](#), [EDU 111 Diversity of Schools and Society](#), [HIS 216 African-American History](#), [HIS 217 History of Eastern Civilizations](#), [LIT 221 African-American Literature](#), and [SOC 218 Cultural Diversity](#).

Additionally, the Student Support Services program offers opportunities throughout the year for eligible students to experience activities that provide exposure to cultures other than their own. These may include, but not be limited to, tours of transfer universities, career-specific speakers, lifestyle presentations, and Technology, Entertainment and Design (TED) talks.

Sources

- 2018-2019 catalog
- 2018-2019 catalog (page number 91)
- 2018-2019 catalog (page number 104)
- 2018-2019 catalog (page number 110)
- 2018-2019 catalog (page number 118)
- 2018-2019 catalog (page number 132)
- COM 2221 ICCB 5-year review
- Community Forums
- Databook

1.D - Core Component 1.D

The institution's mission demonstrates commitment to the public good.

1. Actions and decisions reflect an understanding that in its educational role the institution serves the public, not solely the institution, and thus entails a public obligation.
2. The institution's educational responsibilities take primacy over other purposes, such as generating financial returns for investors, contributing to a related or parent organization, or supporting external interests.
3. The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

Argument

The College's vision statement states that the institution is "student centered and community connected." Input on how best to serve the community is sought via community focus groups, surveys, forums, and visits to civic organizations.

1.D.1. – Practices Serving the Public Good

SCC's vision statement is a commitment to provide quality programs and services to students and the community. This includes opportunities for service, economic development, and improvement of the quality of life for all. SCC takes every opportunity to provide an environment for debate and resolution of public issues. Numerous workshops and seminars specifically tailored for business and industry are provided annually. The College's facilities are available for use by organizations to conduct meetings. In addition, the campus facility is used as a Red Cross Shelter as needed when disastrous weather occurs. Additional examples of how the College works to serve the public are outlined in Core Subcomponent 1.D.3.

As part of the demonstration that SCC entails a public obligation, a time is set aside on the agenda of the regularly scheduled [Board of Trustees meetings](#) to allow for comments from the public.

1.D.2. – Primacy of Educational Responsibilities

The [strategic focus statements](#) of the College, as approved by the Board in April of 2009, promote trust, confidence, and accountability towards using resources to best achieve educational responsibilities, increase growth capacity, and increase accessibility to programs and services. As a part of the Illinois Community College Board (ICCB) system, the College does not benefit, nor have any investors or external interest that benefit from any financial returns from the College. Applicable staff are required to complete a [Statement of Economic Interest](#) that is filed with the county courthouse annually.

1.D.3. – Engagement With External Constituents and Communities

SCC routinely partners with multiple community entities and other educational institutions to offer activities. Recent partnerships include, but are not limited to, Southeast Missouri State University (SEMO), Southern Illinois University-Carbondale, and the Paducah Symphony. The intent is to provide activities that enrich the lives of district residents. In addition, the College is expanding and enhancing facilities to meet the community and educational needs by the relocation/expansion of extension centers. SCC plans to renovate and re-open the Cairo Center for the upcoming Spring 2019 semester. Also in the Spring 2019 semester, SCC plans to open the Vienna Extension Center, serving the needs of Johnson County residents.

The College sponsors community and public events for area [youth, community partnership events](#) [business and industry training](#) and [on-campus public awareness activities](#).

College-Sponsored Community and Public Events

ACT Testing – Entrance evaluation training is offered to all incoming students. SCC hosts this four times throughout the year at no cost to high school students.

[Basketball Camp](#) – The youth camp emphasizes teamwork, fundamentals, and commitment. Fundamental skill development for each camper focuses on individual instruction. Competitive drills are conducted on a daily basis with all campers. All participants have fun while being drilled in shooting, passing, dribbling, practicing defense, and participating in a variety of competitive games.

[Drama Camp](#) – The summer camp is open to children ages 8-12. Students write their own original script for a short monologue. Creative games are used to teach impromptu performance, prose creation, and other drama lessons. Students can also choose to participate in a group activity for poetry or short plays.

[Easter Egg Hunt](#) – The College's Phi Theta Kappa chapter sponsors an annual Easter Egg Hunt for children in the district. Over 300 children attend each year.

[Family Fall Festival](#) – The College provides a day of games, activities, and food to all families in the district. The event is free of charge.

Kidz College – Kidz College is designed to enhance learning in areas of interest for all students who have completed 1st-4th grades within the district. Common areas of interest are crafts, fitness, computers, Native American studies, and martial arts.

[Living History Presentations](#) – College faculty and staff provide presentations of history-related events which occurred during the 18th and early 19th centuries.

[Pack-a-Backpack Challenge](#) – The Future Teachers Organization sponsors an annual challenge to all SCC employees to donate fully packed backpacks, which are then distributed among the 23 elementary schools within the district at the beginning of each school year.

Community Partnership Events

[Bites and Stings](#) – Science faculty partner with the Soil & Water Conservation office and Country Insurance to present an annual Safety Day Camp. The faculty provide information relating to the bites and stings of snakes, spiders, wasps, and bees. The day camp is conducted at the Vienna City Park.

[Blood drives](#) – The Student Senate partners with the American Red Cross to sponsor two annual blood drives.

Fish Tales – The local U.S. Fish & Wildlife office, which is housed on SCC's campus, partners with SCC, and hosts a day-long camp for kids at the campus lake.

Health Fairs – The College partners with health and wellness-related vendors throughout the area. This annual event offers health screenings and therapy options.

High School Business Skills Competition – The Business, Occupational, and Technology Division faculty partner with area high school business teachers to promote business-related professions. This annual event is open to all area high school students. The participants compete in business-related activities, such as public speaking, job interviews, document production, finance management, and sales presentations.

[Job Fair](#) – SCC's Career Services office partners with 40 or more regional employers to host an annual job fair. It is open to all current students, alumni, and community members. Attendees have the opportunity to explore employment and career opportunities with regional employers. Employers have the opportunity to promote their businesses and identify qualified employees.

[Musicals and Plays](#) – SCC sponsors and hosts bi-annual musicals and plays. A community member is often the director of the play with faculty support. Children and adults from across the district are welcome to audition for the events. Ticket sales are open to the public for multiple viewings of each event.

Reptiles and Amphibians – The science faculty partner with the local U.S. Fish and Wildlife office to provide informative demonstrations across the region. Presentations are conducted in public schools, Head Start centers, local children's camps, Dept. of Conservation facilities, SIU's Touch of Nature, and nursing homes. Over 2200 were in attendance at 27 events in 2016.

[Saints Read](#) – The SCC Future Teacher Organization partners with elementary teachers across the district to assist children in achieving reading goals during the winter months. This annual event encourages reading among students K-6 within the SCC district. A day of activities for participants and their families occurs at SCC to celebrate reading success of the children.

Therapy Trainings – Science faculty have partnered with The Children's Miracle Network, a local child abuse advocate service, to provide training regarding the topic of "fear." The faculty transport, demonstrate handling, and assist advocates in handling snakes to demonstrate the fear that abused children must work through on a daily basis.

Wellness on Wheels (WOW) Van – In 2018, the College partnered with Community Wellness Center to provide on-site physicals, immunizations and wellness checks for students and community residents. It allows for needed health screenings in a rural area where transportation options, as well as health care centers are limited.

Writing Contest – English faculty partner with area high school English teachers to promote writing. All high school students throughout the district are invited to participate in a writing contest sponsored by the SCC. [Celebrating Young Writers](#) recognizes literary skills of in three categories: short fiction, poetry, and non-fiction essay. Original work is judged by college faculty in two divisions: 9th/10th grade and 11th/12th grade.

[WYSE Competition](#) – The College hosts the annual Illinois Worldwide Youth in Science and Engineering (WYSE) Academic Challenge. This competition challenges area high school students in the subject areas of biology, chemistry, computer science, engineering graphics, English, mathematics, and physics.

Business and Industry Training

American Heart Association (AHA) CPR classes – The College offers CPR training classes in the college district.

Operation JumpStart: First Step – The nationally-recognized, ten-week course is presented by the College's Small Business Development Center. It is a highly successful training model delivered to individuals considering starting or expanding a small business.

Certiport – The College is an authorized site for Performance Assessment Network (PAN), which provides internet-based testing and survey delivery services. PAN provides services to many major corporate and governmental clients.

Certified Billing and Coding Specialist (CBCS) exam – SCC has partnered with the National Health Career Association to offer the exam twice a year at the main campus. This exam is available to graduating Medical Coding Specialist students and the public.

Work Co-op Study Program – The Career Services department writes for and manages an Illinois Co-op financial aid program that provides qualifying students with opportunities to earn money through hands-on training that is relevant to their degree. Areas of work have included education, forestry, and office assistant.

[Driver Safety Training](#) – The program allows qualifying participants an alternative to court appearances for minor traffic violations. Participation is offered to those who have received violations in all five counties in the SCC district and Jackson County.

On-Campus Public Awareness Activities

[Art Show](#) – Enrolled art students participate in an annual intercollegiate art show. The competition features the best artworks from colleges in Southern Illinois.

[Pink Out Day](#) – The annual event promotes breast cancer awareness month.

Relay for Life – The annual event promotes cancer awareness and raise funds for the American Cancer Society.

Wear Red Day – The annual event promotes heart health for women.

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1.S - Criterion 1 - Summary

The institution's mission is clear and articulated publicly; it guides the institution's operations.

Summary

Strengths of Shawnee Community College

The mission statement, along with the expressed values and purposes of Shawnee Community College serve as a foundation for SCC's strategic plan and guides the decision-making of the institution. SCC's mission is articulated throughout and supported by the district. It is aligned with the needs of students, faculty, staff, and community constituents. The mission statement is published on public documents, the College website, in the College catalog, student and employee handbooks, and syllabi supplements. The academic programs, student support services, and enrollment profile are consistent with SCC's mission. Shawnee Community College is committed to its mission. All decision-making and strategic planning are tied to the mission statement, vision statement, purposes and values. SCC is, "Student centered, community connected."

Opportunities for Future Growth at Shawnee Community College

Shawnee Community College is committed to serving the students and members of the community. The mission, vision statement, and values are central to all SCC does. An area for future growth would be to survey students and community members to determine what SCC's mission and vision statement means to them. This input might provide valuable as SCC remains to be "Student centered, community connected."

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

The institution acts with integrity; its conduct is ethical and responsible.

2.A - Core Component 2.A

The institution operates with integrity in its financial, academic, personnel, and auxiliary functions; it establishes and follows policies and processes for fair and ethical behavior on the part of its governing board, administration, faculty, and staff.

Argument

Shawnee Community College strives to maintain integrity throughout the institution with the day-to-day actions of the board, administration, faculty and staff. These actions are guided by the College mission statement, philosophy, values and purposes. Applicable policies and procedures have been adopted and implemented to support the integrity of the institution in all areas, including financial, academic, personnel, and auxiliary functions. SCC's [organizational structure](#) is designed to operationally carry out practices through specification and delegation of responsibilities that assure ethical and responsible conduct.

Financial

Shawnee Community College operates with integrity in its [financial functions](#). The Board of Trustees has the policy and stewardship responsibility and oversight for the financial well-being of the College. The Vice President of Financial and Campus Operations is [responsible](#) for the day to day operation of the budget and provides the President with budgetary options for consideration and/or approval. The President then makes recommendations to the Board of Trustees. [Policies](#) are in place that govern the budget, audit and expenditure of funds. The Business Office adheres to accounting practices that follow standardized guidelines and generally accepted accounting principles. Annually, the College hires an independent certified public accountant to audit the financial records. The College receives an opinion upon the completion of each [audit](#).

The College publishes annual financial statements in local [newspapers](#) to demonstrate transparency and to comply with [ICCB regulations](#). Annual budgets are available for public inspection in the Vice President of Financial and Campus Operations area prior to subsequent Board of Trustees meetings, and are subject to public comment and [board approval](#) for a thirty-day period prior to [final board approval](#). MySCC, the online faculty/staff portal, provides department heads and division chairs with real-time tracking of budget and expenditure items. For the last five (5) years the College has received clean audits during the external audit process. The College maintains a [Conflict of Interest Policy](#) which prevents the College from entering into business arrangements where a conflict of interest exists.

Academic

Shawnee Community College operates with integrity in its academic functions. The [Vice President of Academic Affairs and Student Learning](#) is responsible for ensuring compliance with all academic

policies. While some specialized programs have specific eligibility requirements, the College as a whole, has an open-admission policy for students who have met the [admission requirements](#). In an attempt to ensure the success of students, all first-time students who have not met the ACT/SAT requirements, are required to take examinations for proper placement in English and mathematics courses prior to registering. Currently, the College uses Accuplacer to test those competencies.

Individual academic departments create new programs and improve existing programs with content that meets current industry standards and the needs of local employers. In accordance with ICCB [guidelines](#), [program reviews](#) are scheduled annually with each program being reviewed on a [five-year rotation set by ICCB](#). Career technology programs conduct advisory meetings with representatives of local businesses and industries, faculty, current students, previous student graduates, university representatives and advisors to determine if students are acquiring the skills necessary for today's workforce.

At the March 2018 C&I meeting, the College approved use of a standardized syllabi format across all disciplines. In Fall 2018, all instructors will be expected to use [common course syllabi](#). The lead instructor is required to keep an updated syllabus in the College's Google Drive syllabi folder for others to access and use. Adjunct and dual credit instructors are expected to comply with the master syllabi format as well. The College has a [formal grading policy](#) in place and is publicized in the [college catalog](#) and [student handbook](#). Students' final grades are posted on MySCC, the student online portal, at the end of each term. A [course repeat policy](#) is in place that allows a student to retake a class in which the student was not successful the first time. If the student earns a better grade in the second attempt, the new grade will replace the old one.

Shawnee Community College recognizes and adheres to [policy](#) as set forth in the Family Educational Rights and Privacy Act (FERPA) of 1974, governing access to academic records. Access to official educational records is allowed only to those Shawnee Community College members acting in a student's educational interest. These members include personnel in the admissions and advisement office, student resources office, and academic personnel within the limitation of their need to know.

Shawnee Community College [adheres](#) to regulations set forth in the [Public Act 099-0278: Student Optional Disclosure of Private Mental Health Act](#) by allowing every new student the opportunity to authorize the disclosure of certain private mental health information to a designated individual.

A multi-step [grievance policy](#) is in place that addresses student complaints that cannot be resolved by informal discussion. Before a grievance can be filed, the student must attempt to resolve the complaint through discussions with the faculty/staff member(s) concerned and their immediate supervisor. If such informal discussions do not lead to satisfactory resolution of the complaint, a grievance may be processed according to the procedures outlined in the [policy manual](#) and/or the [student handbook](#).

Personnel

Shawnee Community College operates with integrity in its personnel functions. The College is an [equal opportunity employer](#) without discrimination of race, color, nationality or ethnicity, religion, sex, age, disability, or other factors prohibited by law for all applicants. All personnel files are [maintained confidentially](#) in the Human Resources Office. The College follows a standard new hire policy as described in the policy manual. The College is working to diversify its staff/faculty. An [ethics policy](#) is in place, as mandated by Illinois state law. Sexual harassment training is completed during new employee orientation in an effort to provide a work environment that is comfortable and free from harassment. Once the training is completed, the employee signs a document acknowledging completion of this training. [This document](#) becomes part of the employee's

personnel file. A review of the [sexual harassment policy](#) is completed annually, updates are made as necessary, and the policy is shared with all full-time employees. Policies on sexual harassment for students are included in the [student handbook](#). In addition, students, faculty, and staff are required to complete annual Title IX training. In FY19, the College is looking to implement diversity training for all current and new faculty, staff, and students.

The College places a high degree of expectations on all employees. Employees are expected to represent the College in a professional manner while performing the requirements of their position. Supervisors are tasked with annual performance reviews of each of their employees in the form of the [employee evaluation process](#). Once the evaluations are completed, supervisors are expected to go over the results with their employees.

In-house professional development opportunities are regularly offered to facilitate quality job performance. An in-house [professional development policy](#), which encourages all full-time faculty and staff to participate in professional development opportunities, was adopted by the Board of Trustees in 2012. Full-time employees receive a \$50 stipend for successful completion of seven professional development units within a semester, with a maximum of fourteen PDUs per semester. Although this is an active policy, the program itself has not been operational for a number of years.

The most recent Shawnee College Education Association (SCEA) [contract](#) adopted for FY16-19 governs all full-time faculty and remains in effect through June 30, 2019. This agreement addresses compensation, employment practices, grievance procedures, academic and other policies formally agreed upon by the College and the SCEA.

The College strives to maintain a pleasant, ethical, and fair work environment for all employees. Official [grievance policies](#) for staff and faculty are in place in support of this assertion. Each year the College's board members, president, vice presidents, directors, deans, and division chairs complete an [economic interest statement](#) and file it with the County Clerk's Office no later than May 1st. Each filer must list specific information about their business dealings, outside income and other information to ensure there is no conflict of interest.

Auxiliary

Shawnee Community College operates with integrity in its auxiliary functions under the direction of the Vice President of Financial and Campus Operations. All purchasing, sales and inventory control of bookstore merchandise is the responsibility of the bookstore manager. The Shawnee Community College bookstore is a member of the Illinois and National Association of College Stores (NACS). NACS provides professional development opportunities as well as updates regarding changes in state and national laws. All students are able to utilize the bookstore, even if their courses are off-campus.

The College's policies and procedures are adhered to by bookstore employees, in addition to the accepted procedures for operating a retail establishment. The bookstore is audited annually through the College's annual audit process. The bookstore uses a point of sale system through Follett Higher Education Group called Booklog. This system registers all sales under an assigned ID number in the Colleague Student Information System (ERP system), which allows for more accurate monitoring of student financial spending. The elimination of manual data entry has allowed for more accurate tracking of sales history, expenditures, and the printing of financial reports.

The SCC cafeteria was operated as an auxiliary enterprise until FY 2011. After a review of financial data, administration determined that it would be in the best interest of the College to lease the facility to a private company for cafeteria services.

Intercollegiate Athletics

The College sponsors intercollegiate athletics in order to provide enhanced opportunities for student development and sportsmanship. The College is a member of the National Junior College Athletic Association (NJCAA) and participates in Division I Region 24 and National Tournaments. [Policies and procedures](#) are outlined by the NJCAA. The [Athletic Director](#) has the responsibility to ensure all Shawnee Community College athletes are in compliance.

Potential student athletes must complete and sign an NJCAA Eligibility Affidavit and a Shawnee Community College Athlete Expectations and Team Rules Code of Conduct (maintained by the SCC Athletic Director). All athletic scholarship recipients must follow the regulations outlined in the [Shawnee Community College Scholarship Book](#) to maintain their scholarships.

Clubs and Organizations

The College provides opportunities for students to participate in extra-curricular clubs and organizations. [Policies and procedures](#) regarding institutional relationships with student clubs and organizations are in place and adhered to. The intent of the club offerings is to allow students to have social, service, interest, and professional participation in a variety of venues. Clubs are considered to be an asset to college life, and their formation is encouraged. Student clubs must have a faculty sponsor present at all club activities. An application to organize a new club can be secured from the student services office and submitted to the Vice President of Student Success and Services. In accordance with [Policy 4360](#), all such clubs, organizations, and activities are to be approved by the President.

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- Vice-President of Financial & Campus Operations

2.B - Core Component 2.B

The institution presents itself clearly and completely to its students and to the public with regard to its programs, requirements, faculty and staff, costs to students, control, and accreditation relationships.

Argument

Shawnee Community College maintains an honest and trustworthy relationship with the students and the constituents that make up the College district. SCC utilizes various forms of media to communicate program information. These include the website, college catalog and student handbook, program specific publications, news releases, and social media including Facebook, Instagram, YouTube, Flickr, and Twitter.

In order to take advantage of the technology that students use daily, Shawnee Community College makes use of a mobile app called “mySCC Go” which offers information regarding events, courses, social media, mySCC, email access, athletics, library, videos, photos, news feeds, maps, and much more. Anything a current or prospective student needs to know about Shawnee Community College is available on the mobile app, an engaging tool for students.

Programs

The [college catalog](#) and [student handbook](#) contain relevant information for prospective and current students related to programs and services available at Shawnee Community College. The college catalog provides information about admission and enrollment requirements, course descriptions, programs of study, and credit hour costs. Beginning in Fall 2014, the class schedule reflected [fees](#) charged per class. The student handbook is available to students in both hard copy and online. The handbook allows students to view the credit hour costs, requirements, calendars, and policies and procedures in a condensed format. The online format allows students to have access to the relevant information whenever necessary.

[The College participates in the Illinois Articulation Initiative \(IAI\)](#), a statewide agreement that allows transfer of the completed Illinois General Education Core Curriculum between participating institutions.

Admissions Requirements

Admission requirements for Shawnee Community College are outlined in the [college catalog](#). Shawnee Community College maintains an open-door policy for all potential students who have obtained a high school diploma or high school equivalency certificate. If space is limited in programs, preference for admission will be given to students who reside in district #531.

Faculty and Staff

A [faculty and staff directory](#) is available on the college website and through the mobile app. The directory includes name, office and phone number and email address. The directory is a valuable tool for current and future students. The college catalog contains a list of all faculty and staff with job title and degree credentials.

Cost to Students

The tuition for in-district, out-of-district, out-of-state and international students is clearly outlined on the College website, in the student handbook, and in the college catalog. These resources also contain a listing of the most up-to-date student fees, payment options, refund policy, and financial aid and scholarship information. All scholarships are listed in the [scholarship booklet](#). The scholarship booklet can be found on the SCC website, or a printed copy may be obtained in the Financial Aid Office.

Authority and Responsibility

The [authority and actions of the Board of Trustees](#) are indicated in the policy manual. The manual states that “The Board of Trustees of Shawnee College derives its authority from, and is governed by, those articles and sections in an Act of the General Assembly of the State of Illinois creating a Board of Higher Education, approved August 22, 1961, and all subsequent revisions to that Act and the Illinois Junior College Act approved by the General Assembly on July 15, 1965, and all subsequent revisions to that Act. Accordingly, the Shawnee Community College Board of Trustees is a body politic and corporate known as ‘Board of Community College District Number 531, Counties of Union, Alexander, Massac, Pulaski, Johnson, and Jackson, State of Illinois.’”

Members of the Board of Trustees are elected to six-year terms by the constituents of the College district. A student trustee is elected by the student body to a one-year term.

The [policy](#) also states that in accordance with public policy, “The actions of the Board of Trustees are to be taken openly.” This applies to the Board’s deliberations, “Except in cases where it is beneficial to the College, the public, or to individuals involved with these entities that the meeting be closed and only when such a closed session is conducted in a lawful manner.”

The agenda for the Board of Trustees meetings is posted on the College website and is also displayed for public viewing on SCC's campus outside the River Room and Founder’s Room prior to the monthly Board meeting. A summary of the Board of Trustees’ meetings is distributed immediately following the meeting to all faculty and staff. Official minutes are included on the website and are available for viewing for two months per Freedom of Information Act guidelines. Media outlets can request to receive notification of Board meetings and other special meetings on an annual basis.

Accreditation

Shawnee Community College is accredited by the Higher Learning Commission (HLC). The College is recognized by the Illinois Community College Board (ICCB) and the Illinois Board of Higher Education (IBHE).

Consortium Arrangements and Accreditation

Shawnee Community College is a member of the Southern Illinois Collegiate Common Market (SICCM). SICCM membership is comprised of Shawnee Community College, John A. Logan College, Kaskaskia Community College, and Southern Illinois University-Carbondale. Students enrolled in SICCM programs take general education coursework at their home community college and take the program specific courses at the centralized SICCM location in Herrin, IL.

Listed below are specialized programs of study requiring outside accreditation.

Program	Accreditation Organization	Last Accredited	Next Accreditation
Occupational Therapy Assistant	Accreditation Council of Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA)	2010	2020/2021
Surgical Technology	Commission on Accreditation of Allied Health Education Programs	2011	2020
Medical Lab Technology	National Accrediting Agency for Clinical Laboratory Sciences (NAACLS)	2013	2020

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2.C - Core Component 2.C

The governing board of the institution is sufficiently autonomous to make decisions in the best interest of the institution and to assure its integrity.

1. The governing board's deliberations reflect priorities to preserve and enhance the institution.
2. The governing board reviews and considers the reasonable and relevant interests of the institution's internal and external constituencies during its decision-making deliberations.
3. The governing board preserves its independence from undue influence on the part of donors, elected officials, ownership interests or other external parties when such influence would not be in the best interest of the institution.
4. The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

Argument

The Shawnee Community College [Board of Trustees](#) is the official governing board of the College. Seven members are elected at-large by the voting public in the College's district to serve six-year staggered terms. One student trustee is elected by the student body for a one-year term. The student trustee votes in an advisory capacity only. The [policy manual](#) also states that Board members have authority only when acting as a Board of Trustees legally in session.

Regular meetings of the Board of Trustees are scheduled on the first Monday of each month unless otherwise noted. Notice of meetings is posted on the College's website under the "Board of Trustees" link, located under the "About SCC" tab. The [dates and times](#) of Board meetings are sent annually to media who request the information. All meetings are [open to the public](#). The minutes of these meetings are kept on file (as required by law) for inspection.

The Board of Trustees [meeting agendas](#) are posted on the College's website and distributed to each Board of Trustees member, the Shawnee College Education Association (SCEA) president, vice presidents, and president. Board meeting minutes are written for all meetings, open and closed. The minutes of the meeting are available for public inspection within seven days of approval and the previous two months are also available on the Shawnee Community College website. The minutes include the date, time and place of meeting, a list of members present or absent, and a general description of all matters proposed, discussed or decided and a record of any votes taken.

The Board of Trustees is comprised of representatives from most counties within the College district. Board members live and work in the area and are dedicated to the region and the community college district.

2.C.1. – Governing Board Priorities

The Shawnee Community College Board of Trustees' priorities are to provide leadership and confirmation of academic degrees, and to approve all college policies, budgets, tuition and employment. In addition, the Board's deliberations routinely address priorities to improve and enhance the institution. The Board evaluates the performance of the President and reviews the

President's contract for renewal. It is the [President's role](#) to oversee the day to day operations of the College, and make recommendations to the Board of Trustees.

The [Strategic Plan](#) guides the Board in its decision-making. Recent examples demonstrate that the Board makes crucial decisions that reflect the priorities of the College.

- [Strategic Goal 3](#) states the College will “Measure institutional effectiveness through data based evaluation and planning.” One of the performance indicators was to install a new information system to facilitate data collection and analysis upon recommendation of the President. At the August 2015 meeting, the Board approved the purchase of an Ellucian Enterprise Resource Planning system. The capacity of the new system streamlined documentation, data collection, storage, and retrieval.
- [Strategic Goal 6](#) states the College will “Maintain the Financial Integrity of the Institution.” In July 2017, the Board [approved the resolution](#) authorizing the issuance of taxable general obligation community college bonds (not to exceed six million dollars), which is an alternate revenue source. These additional funds will allow the College to renovate an iconic building in Cairo and open it as the College's Cairo Center. The funds will also allow the College to upgrade technology and bring parity through a compensation study of staff members and administration.

2.C.2. – Board Consideration of Constituent Interest

Internal Constituents

Shawnee Community College recognizes the need for commitment and integrity regarding the College and the Board of Trustee relationship. The [Policy Manual](#) was developed to govern policy for the College. The President is in charge of the day to day operation.

The College President conducts regular meetings with the executive administration and President's Cabinet on a weekly basis. The President's Cabinet is comprised of vice presidents, deans, the Director of Public Relations/Communications, and the Director of Institutional Research, Effectiveness and Planning. In addition, the President meets bi-monthly with the Extended Cabinet, which consists of a representative from each area of the college and division chairs to share departmental updates and provide input to college decisions.

[College Council meets monthly](#) and serves to [disseminate](#) college-wide information to all departments. [College Council](#) also promotes college collaboration and improvements.

Divisional meeting participants and leadership include the Vice President of Academic Affairs and Student Learning, Vice President of Student Success and Services, and the Vice President of Financial and Campus Operations. Academic Division Chairs are permitted to meet with their departments at their discretion.

Input from all departments under the purview of the President's Cabinet serves to assist the President in making recommendations to the Board of Trustees. The Board's decision making process consists of reviewing action items in advance of the monthly Board meetings in order to prepare for the Board of Trustees meeting and voting. Items that require Board approval are discussed in an open forum and voted on in a public setting during the monthly meeting, as mandated in the colleges policy manual.

Items requiring additional review are discussed in a closed executive session prior to voting publicly. According to policy, a [quorum](#) must be present when a [voting](#) decision is taking place.

External Constituents

Shawnee Community College seeks input from external constituents to guide in the decision making process. For example, in April 2017, the Board of Trustees held [Community Forums](#) to gain insight from the public regarding presidential applicants. Following the selection of Dr. Peggy Bradford at the June 2017 Board of Trustees meeting, Dr. Bradford held listening tours in summer and fall to solicit input from internal and external stakeholders to determine the needs of the campus and district communities.

2.C.3. – Governing Board Independence

As similarly addressed in Criterion 1.D.2 related to investments, the College operates so that accepted gifts are utilized in a way that will benefit the entire district and not just any special interest groups. Gifts are utilized so that maximum benefits can be derived as regulated by the [State Officials and Employee’s Ethics Act](#). Evidence of this is the designation of the Vice President of Academic Affairs and Student Learning to serve as its ethics advisor.

The Shawnee Community College Board of Trustees adheres to the conditions set forth in [Ill. Rev. Stat. Chapter 122, Section 103-48](#) such that members cannot have a conflict of interest in regard to [direct or indirect influence](#) in action or vote. All board members must file an annual [economic interest statement](#).

The members of the Shawnee Community College Board of Trustees comply with the Community College Trustee state law that mandates leadership in accordance with SB 2174 (Public Act 99-0692). The law requires all community college trustees elected or appointed after January 1, 2017, to complete four hours of training during their first, third, and fifth years in office. All seven Board of Trustees members have completed their first year of term training and participated in a [Board Retreat](#) in March 2018 to plan and review their roles as policy makers.

2.C.4. – Delegation of Authority to Administration and Faculty

This topic is addressed from the vantage point of integrity. It will also be addressed in Criterion 5, but from the vantage point of internal effectiveness.

Administration

The administration of the College consists of the president, the Vice President of Academic Affairs and Student Learning, the Vice President of Student Success and Services, and the Vice President of Financial and Campus Operations. The President presides over the leadership and management of the institution and delegates responsibilities to appropriate divisions of the college. The Vice Presidents, in turn, delegate the day-to-day functional operations to appropriate staff.

All faculty and staff serve on a minimum of two active committees to assist in the operation of all aspects of the College. The Board is the final decision makers and has oversight of the policy and governance of the College regarding the best interest of all stakeholders. Through committees, the

President gains information and makes recommendations to the Board. The President and Vice Presidents prepare reports to the Board of Trustees on a monthly basis. In this matter, the Board demonstrates trust in the competency of administration conducting business matters.

Faculty

Faculty members are responsible for the creation and management of curriculum and programs in the four academic divisions of the college. Faculty are responsible for [identifying and presenting](#) to the Curriculum and Instruction Committee [relevant material](#) and [documentation](#) for the [introduction of new courses and programs as well as changes to existing courses and programs](#). The Curriculum and Instruction Committee is comprised of faculty and staff from both the instructional services and student services divisions of the College, with the majority of this committee being faculty.

Faculty members are responsible for creating and presenting instructional material to students for the purpose of assisting them in achieving the college-wide core competencies (communication, global and cultural awareness, personal growth and responsibility, problem-solving, research and information literacy) and successful degree completion.

Division chairs serve as faculty liaisons regarding issues requiring faculty input for decision-making. A faculty representative is present at each Board of Trustees meeting and provides a [monthly report](#) to the Board.

Sources

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- C&I Meeting Minutes April 2016
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- June 2017 Board Minutes
- Mar 2015 Board Minutes
- Mar 2016 Board Minutes
- Presidential Position Description-2
- SCC Presidential Candidate Forums
- SCC STRATEGIC PLAN
- SCC STRATEGIC PLAN (page number 16)
- SCC STRATEGIC PLAN (page number 22)

2.D - Core Component 2.D

The institution is committed to freedom of expression and the pursuit of truth in teaching and learning.

Argument

2.D. – Freedom of Expression and the Pursuit of Truth in Teaching and Learning

The College exhibits a dedication to promoting freedom of expression and the pursuit of truth in teaching and learning in a number of ways. Life-long learning, equal access to educational opportunities for all citizens, multicultural diversity within a pluralistic society and a partnership with the community are valued. The College is dedicated to providing quality, cost-effective, comprehensive programs to all individuals within the district and region while promoting the uniqueness of each individual and the diversity of his/her needs.

As stated in the [policy manual](#), “The Board and the [Faculty] Association recognize the value of protecting and encouraging the search for knowledge and its dissemination.

Shawnee Community College values freedom and openness in the pursuit of truth. The lively and free exchange of ideas is essential to the intellectual life of the college as well as to the expansion of knowledge itself. Freedom of thought, free speech, and peaceful assembly are rights of citizens and are fundamental to this open inquiry and search for knowledge. Students of Shawnee Community College express their views through a variety of [established means](#), including [student government](#) and [student organizations](#).

Freedom of expression is afforded to students by many methods, including choosing research and essay topics, topics for speeches, and various activity topics. Full-time and adjunct faculty members have the academic freedom to teach classes using their preferred methods. Outcomes remain the same, but each faculty member can use whatever means available to deliver consistent content to the class.

Ethical institutional policies supporting student rights and responsibilities, which are in compliance with federal and state requirements, are included in the college [policy manual](#), [catalog](#), and [student handbook](#).

The [Collective Bargaining Agreement](#) between the College’s Board of Trustees and the Shawnee College Education Association (SCEA) specifically identifies the commitment of the College to provide an unbiased presentation of all facets of controversial issues, and to show respect for the opinion of others. This provides an open atmosphere that encourages productive discussion on topics that have multiple perspectives, thus opening minds and expanding the range of ideas with which each student is presented.

Faculty members demonstrate the value of academic freedom by the use of consistent course content, unbiased presentation of facets in controversial issues, and showing respect for the opinions of others. The Collective Bargaining Agreement between the College’s Board of Trustees and the SCEA identifies the duty of faculty to demonstrate a commitment to the teaching/learning process with the encouragement to participate in professional development activities. It also demonstrates the

commitment of the College to this end, with the financial support of these activities. In 2015, the Board of Trustees and the SCEA entered into a four-year contract which shows the commitment from both parties.

The College demonstrates its interest of promoting the best possible educational environment for the College community by providing programs and activities that support and encourage freedom of expression.

- In the past, the art department has displayed exhibits demonstrating students' responses to and expressions related to historical contemporary issues in art.
- The College's English department hosts an annual writing competition, Celebrating Young Writers, which allows district high school students to submit poetry, fiction and non-fiction entries without restrictions on expression.
- The theater and music departments present one to two theatrical performances each year. The fall performance is a children's theater and is open to all students, faculty, staff and community members. Most recently, Shawnee Community College celebrated 28 years of children's theater productions.

Sources

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- 3.26.18 Student Senate Minutes
- 5.A.1 Policy Manual.pdf
- 5.A.1 Policy Manual.pdf (page number 156)
- 5.B.2 Student Handbook
- 5.B.2 Student Handbook (page number 86)
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- Notes Based on Survey Responses 2.28.18
- SCEA_Collective_Bargaining_Agreement_FY16-FY19

2.E - Core Component 2.E

The institution's policies and procedures call for responsible acquisition, discovery and application of knowledge by its faculty, students and staff.

1. The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.
2. Students are offered guidance in the ethical use of information resources.
3. The institution has and enforces policies on academic honesty and integrity.

Argument

The College maintains policies and procedures that safeguard the integrity of its academic and administrative research activities. The College has multiple resources including faculty and student handbooks, policy manual, and the website available to students, faculty and staff which provide guidelines for responsible use of information. Many of the resources are available in a variety of formats, including electronically on the College website. The College website remains current and is updated continuously by the Information Technology Department. Updates for the College website are communicated to the Information Technology Department through the various areas of the College.

The central location of resources and improved delivery options contribute to responsible application of knowledge. The mySCC portal is an important tool in ensuring that students, faculty, and staff can quickly access documents and policies when needed.

The College offers regular on-campus technology-based [professional development](#) activities in the [Teaching and Learning Center](#). The [professional development committee](#) coordinates career and professional development courses which give college employees the opportunity to stay abreast with technological [advancements](#) in the industry. Recent topics have included academic program development, functional use of Moodle, accessibility in technology, advising technology and library use.

Students acquire and discover knowledge through classroom instruction, but also through participation in student groups and clubs, athletics and other opportunities both from the College and the community. The TRiO – Student Support Services program is designed to assist eligible students with their academic goals and with the transition from the community college to a four-year college or university. The program provides students with a variety of resources and services, including academic advising, career and transfer assistance, tutorial assistance, cultural exposure, study skills workshops, personal skills enhancement, financial literacy education, and guidance and mentoring.

2.E.1. – Integrity of Research and Scholarly Practice

The College maintains policies and procedures that safeguard the integrity of its academic practices and administrative research integrity. The following examples illustrate the College's understanding of integrity relative to its mission as a teaching institution.

The College began using Turnitin in Fall 2013 as a way both to support writing as a process and to support the ethical use of research sources. Instructors opting to use the Turnitin service require their students to submit essay drafts for review, grading and written feedback through courses created at the Turnitin website. Although Turnitin is primarily known for its ability to check essays for improper use of research sources, Shawnee Community College's instructors also appreciate that this tool allows them to provide multiple forms of feedback to students at every stage of the essay writing process. The College has provided Turnitin to all high schools participating in dual credit programs with Shawnee Community College.

The [Shawnee Quality Online Course Initiative](#) (SQOCI) contains standards for online course creation, academic integrity, code of conduct, copyright and fair use laws. This tool is available online to faculty and/or staff who develop online courses. An informal online advisory committee that has met for several years will now become an ad hoc committee under the Student Academic Assessment Committee. *A Field Book for Community College Online Instructors* is provided to new and current online instructors. This hard copy resource addresses copyright laws, fair use, performance rights, and ownership.

A campus-wide [policy](#) was adopted in 2013 regarding the use of surveys. That same year, the Office of Institutional Research (IR) also established formal protocols for collecting, evaluating, and disseminating data and updated the College's [survey policy](#). The purpose of the policy is to provide a coordinated approach to surveying prospective students, current students, alumni, faculty, staff, employers, community members, and other stakeholders. In FY2017, the Professional Development Committee [surveyed](#) employees for input on professional development offerings. The results were used to develop future activities sponsored by the committee. In FY2018, they [surveyed](#) students to determine interest in student activities on campus. Surveys are also used to further assess operations. For example, students enrolled in at least one online course were [surveyed](#) to understand their experiences and concerns. Survey findings were reported across the institution. Areas needing improvement were identified and recommendations for improvement were also reported.

SCC is engaged in a variety of assessment and evaluation processes that focus on continuous improvement and student success. The College uses resources such as student assessment data, community census information, and student surveys to support an ongoing process of data collection that provides a basis for informed decisions at the planning levels of the College. In addition to assessment data, the [Graduate Exit survey](#) tracks student plans after graduation, such as plans to transfer to area four-year universities.

2.E.2. – Ethical Use of Information Resources

Instructors are the primary source for assistance and guidance to students in the use of information resources. To support academic integrity and the ethical use of information, the College library offers a variety of services and resources to faculty and students.

Library instruction sessions for faculty and students are offered by the College Librarian. These by-request sessions can be online or face-to-face. Examples of topics are copyright issues for faculty and plagiarism remediation counseling for students who have submitted plagiarized assignments.

A one-credit hour elective course in information literacy is offered twice each semester (once in summer semester) by the College Librarian. The course includes material on plagiarism and ethical information use.

Books about copyright, plagiarism, and educational practices are provided in the library's print collection.

Dedicated webpages on the Library's website for [copyright and plagiarism](#) plus proper citation of references emphasize the College's commitment to ethical use of information. Each page provides links to useful sites.

2.E.3. – Policies on Academic Honesty and Integrity

The Shawnee Community College [Faculty Orientation Manual](#) contains [academic honesty, plagiarism, and cheating information](#), as well as general responsibilities, guidelines and steps for remedial action.

The Shawnee Community College [Student Handbook](#) contains information on [academic integrity](#). Academic dishonesty is defined as, but not limited to, cheating, fabrication or plagiarism. Specific penalties exist for students who are found to have violated the policy. Types of plagiarism are also outlined for student information.

All students are required to attend new student orientation. During this orientation, the student handbook is distributed and reviewed. The policies on academic integrity are covered during these orientation sessions. In addition, the topic of plagiarism is taught in all sections of [SEM 111](#) – College Success and in [LRC 112](#), the library skills class. Each course [syllabus](#) contains information on academic dishonesty and plagiarism.

In 2017, the TRiO Academic Planner, given to all TRiO Student Support Services students, covers the basics of referencing sources accurately and responsibly. Student Support Service encourages students to utilize the expertise of the professional writing tutor for assistance in citations and use of reliable resources.

Sources

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- 5.D.1 Professional Development Committee Survey
- 5.D.2 IR Survey Policy
- BOARD_Policy_Manual_#4260_2018
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- Syllabus Template 2018
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2.S - Criterion 2 - Summary

The institution acts with integrity; its conduct is ethical and responsible.

Summary

Strengths of Shawnee Community College

Shawnee Community College adheres to a high standard of institutional integrity in its practices and relationships. Evidence is exhibited at all levels that the College acts with integrity and that its conduct is ethical and responsible. The intent and practices of the College are presented in a transparent manner to all interested and concerned parties. The College is accountable to those we serve. The College upholds honesty and fairness among students, faculty, staff, and members of the Board of Trustees. The College maintains professionalism and quality of programs when working with local constituents and external licensing agencies. The College's policy manual, faculty handbook, student handbook, and strategic plan include practices and documents that demonstrate the operational aspects of the institutions integrity.

Opportunities for Future Growth at Shawnee Community College

An opportunity for future growth is that SCC is planning to offer diversity training for faculty and staff. As the College moves towards a more diverse workforce, SCC understands the value in embracing the differences in others.

Sources

There are no sources.

3 - Teaching and Learning: Quality, Resources, and Support

The institution provides high quality education, wherever and however its offerings are delivered.

3.A - Core Component 3.A

The institution's degree programs are appropriate to higher education.

1. Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.
2. The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.
3. The institution's program quality and learning goals are consistent across all modes of delivery and all locations (on the main campus, at additional locations, by distance delivery, as dual credit, through contractual or consortial arrangements, or any other modality).

Argument

The 2014 HLC Peer Review Team found that this core component was met with concerns. The Team recommended that the College consider revising the Academic Core Competencies to ensure clarity and efficiency of measuring competencies.

Since the 2014 comprehensive evaluation, SCC has made significant improvements to its program of student learning assessment, and systematic processes have been implemented. The collection of data from both direct and indirect methods to assess core competencies and implement course and programmatic improvements are designed to positively impact student learning.

Significant changes to the assessment process include:

- The creation of a [Student Academic Assessment Plan](#) to guide the assessment process.
- The creation of [core competency rubrics](#) to address student learning outcomes.
- The establishment of a [curriculum mapping procedure](#).
- The gathering of multiple cycles of student outcomes data for course and programmatic improvements.
- The carrying out of bi-annual reviews by faculty to "close the loop" and determine areas of improvement based on outcomes data.
- The completion of [CQI \(Continuous Quality Improvement\) forms](#) by faculty and staff for performance analysis in academic and co-curricular areas.

The assessment process is described in detail in Criterion 4B.

3.A.1. – Up-to-Date Programs and Appropriate Expectations of Student Performance

The courses and programs offered by Shawnee Community College are current, and are continuously

improved through various institutional practices.

- Every five years, the College undergoes a recognition evaluation conducted by the Illinois Community College Board (ICCB). The most recent [recognition report](#) was received in June 2014. Recognition assures that colleges are in compliance with instructional, administrative, financial, facility, and equipment standards as established by the ICCB.
- Individual [program reviews](#) are scheduled on a [five year cycle](#) as required by ICCB. Program reviews are conducted on academic, career and technical, and student services programs to assess and confirm program need, quality, and cost effectiveness. Advisory boards are established for program reviews and are comprised of program coordinators, faculty, community members, and educational and industry stakeholders.
- Course and program rigor is also maintained through the [Curriculum and Instruction Committee \(C&I\)](#) standing committee which meets monthly to review and approve current and newly created programs and courses. This process is based on [completed CQI](#) forms that provide a detailed rationale for the program/course addition and/or change, who the program or course is expected to serve, a program/course description, method of delivery, and defined measurable objectives. The [C&I Committee](#) is also charged with ensuring that the courses and course syllabi submitted to the Illinois Articulation Initiative for transfer credit adhere to guidelines established by IAI.

The C&I Committee consists of faculty representatives from each academic division, career and technical education faculty, staff, and administration. Per the policy manual, the following are listed as the specific responsibilities of the C&I Committee:

1. Making plans to maintain accreditation requirements of the Higher Learning Commission.
2. Assisting in the development of curriculum.
3. Developing internal policies delineating the procedures through which curricular changes are achieved.
4. Developing policy and procedural recommendations designed to encourage the improvement of instruction.
5. Reviewing departmental and divisional proposals for academic program changes and additions and presenting recommendations regarding these proposals to the Vice President of Academic Affairs and Student Learning.

3.A.2. – Differentiation of Learning Goals

Shawnee Community College articulates and differentiates learning goals for associate degree, and certificate programs. It has an identified set of curriculum-wide learning objectives that align with the mission of the institution. These [Core Competencies](#) serve as institutional general education objectives. The College demonstrates achievement of these objectives through course-level assessment. The Core Competencies were initially identified by the faculty-led Student Academic Assessment Committee (SAAC). They are periodically reviewed and updated with input from staff, faculty, and administration. The Core Competencies demonstrate curriculum content that strives to develop lifelong learners who exhibit the following:

Communication Shawnee Community College graduates will communicate ideas, perspectives, and values while demonstrating mastery of Standard English in written, oral and visual format.

Comprehension of written material is demonstrated with summary and application.

Global and Cultural Awareness Shawnee Community College graduates will demonstrate acknowledgment of cultural and societal influences, along with differences in races, nationalities, religions, and sexes; while recognizing that people have different backgrounds, attitudes and experiences.

Personal Growth and Responsibility Shawnee Community College graduates will assess their own knowledge skills and abilities; set personal, educational, and career goals in order to identify lifestyle choices that promote self-reliance, physical and mental health.

Problem-Solving Shawnee Community College graduates will use critical and creative thinking while applying analytical and quantitative reasoning to address complex challenges and everyday problems.

Research and Information Literacy Shawnee Community College graduates will recognize when information is needed and will locate, evaluate, and use it effectively. Developing research and information literacy skills allows students to comprehend how to get information and how to use the information they find in a responsible and effective manner.

Specifically, the [Student Academic Assessment Committee \(SAAC\)](#) conducted an extensive process obtaining feedback from faculty, staff, students, and administration in order to establish the college's academic core competencies. The SAAC then implemented a curriculum mapping process to ensure that all academic core competencies were being addressed in the classes offered at SCC. More information about this process is presented in Criterion 4.B.

3.A.3. – Quality Consistency Across Delivery Modes and Locations

Shawnee Community College's program quality goals and learning goals are met across all modes of delivery and all locations. To serve its district effectively, the College offers classes at multiple extension centers in Metropolis, Anna, and soon in Cairo and Vienna. SCC adheres to [ICCB rules](#) to offer dual credit classes at [12 local high schools](#). Instructor quality for all dual credit/dual enrollment classes is maintained by SCC, ensuring that all faculty demonstrate appropriate credentials and are utilizing effective instructional practices through regular communication with SCC lead instructors.

Over the last five years, the assessment of courses has gone through various changes to improve quality and effectiveness. Starting in Spring 2015, lead instructors keep up-to-date syllabi and assessment tools on a shared drive that can be accessed by all adjunct instructors, including instructors at the Metropolis and Anna Extension Centers. The updated [syllabus template](#) identifies the core competencies and defines the course expectations to the students through objectives and outcomes.

This template facilitates consistency among courses by ensuring all course syllabi have measurable objectives connected to one or more of the core competencies. Full-time tenure track instructors create syllabi for their courses, and share them with adjunct faculty, and dual credit instructors. Lead instructors request [artifacts](#) each semester from adjunct and dual credit instructors. These artifacts are reviewed by the lead instructor to ensure rigor and consistency are maintained at all campuses, and in all delivery modes. In addition, adjunct and dual credit instructors are observed and evaluated by the lead instructor, division chair, and/or extension center director.

Sources

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- 4.B.1_SCC_Core Competency Rubrics
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- 5.A.1 Policy Manual.pdf (page number 101)
- 5.B.2 Collective Bargaining Agreement
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- 5.C.2 Student Academic Assessment Plan.pdf
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- Copy of SCC_C_I_Procedural_Forms_2018
- CurriculumMap
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- ICCB 5-year Program Review Cycle
- ICCB Administrative Rules Pertaining to Dual Credit
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- SCC_Syllabi_Template_With Competency_Objective_Table_2018
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- Syllabus Template_FINAL_04.11.2018

3.B - Core Component 3.B

The institution demonstrates that the exercise of intellectual inquiry and the acquisition, application, and integration of broad learning and skills are integral to its educational programs.

1. The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.
2. The institution articulates the purposes, content, and intended learning outcomes of its undergraduate general education requirements. The program of general education is grounded in a philosophy or framework developed by the institution or adopted from an established framework. It imparts broad knowledge and intellectual concepts to students and develops skills and attitudes that the institution believes every college-educated person should possess.
3. Every degree program offered by the institution engages students in collecting, analyzing, and communicating information; in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments.
4. The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.
5. The faculty and students contribute to scholarship, creative work, and the discovery of knowledge to the extent appropriate to their programs and the institution's mission.

Argument

3.B.1. – Alignment of General Education with Mission

The general education program at Shawnee Community College strives to provide students with the knowledge and skills that will assist them in achieving personal and professional goals that will enable them to function in today's global society. This is achieved through the College's general education degree requirements in communication, social sciences, fine arts, humanities, mathematics, and science. The College's mission is accomplished by promoting life-long learning by [gathering and analyzing data](#) which indicate students have acquired the following core competencies: development of communication skills, problem-solving skills, personal growth, and an appreciation of global and cultural diversity.

The Colleges offers the Associate of Arts, Associate of Science, Associate of General Studies that require a minimum of 64 credit hours to complete. The College also offers the Associate of Applied Science degrees in Nursing, Accounting, Administrative Assistant, Agricultural Business and Management, Automotive Technology, Business Management, Computer Systems and Security Specialist, Criminal Justice, Fish and Wildlife Management, Heating/Ventilation/AC/Refrigeration (HVACR), Information Processing Technology, Logistics and Operations Management, and Social Work; these applied science degrees vary in general education requirements based on the certificate or degree program.

Shawnee Community College's institutional [philosophy](#) is to promote student learning through the value of the community college concept by recognizing the uniqueness of each individual and diversity of student needs. *“The College is dedicated to utilizing its own resource to provide a comprehensive program to meet the diverse needs and improve the quality of life for each individual.”*

- Dedicating a major role in the district's future, the College provides quality, cost-effective comprehensive programs, that benefit the region, students, and community. The College maintains its "open-door" admissions policy, thus providing educational, economic and community service opportunities to all, regardless, of race, sex, religion, ethnic group, marital status, handicap, or socioeconomic level.
- Shawnee Community College participates in the Illinois Articulation Initiative (IAI). The Institution holds articulation agreements with the following four-year institutions: Southern Illinois University Carbondale, Southeast Missouri State University, Missouri Baptist University, and Murray State University. Participating in IAI is a pillar of the College's vocation to provide its students with the convenience of seamless transfer; as those partnering institutions have agreed to the acceptance and admittance of Shawnee Community College graduates who have completed the College's general education coursework requirements.

3.B.2. – General Education Purpose, Content, and Intended Learning Outcomes

The College's general education requirements are designed to assist students in achieving personal and professional goals. General education goals serve to assist students in acquiring and expanding communication, analytical, and technical skills. Program plans for all associate degrees and certificates are available for students, faculty, and advisors through the college website, as well as at the registrar's office. Students can meet with academic advisors who will determine the student's academic background, discuss the student's educational goals and plan how Shawnee Community College can help the student achieve these goals in the shortest possible time.

All associate degree programs are designed to include general education courses. Of those general education courses 37-41 credit hours must be Illinois Articulation Agreement (IAI) courses consisting of:

- Communication 9 semester hours
- Mathematics 3 semester hours
- Physical and Life Sciences (one course from each discipline) 7-8 semester hours
- Humanities and Fine Arts (one course from one discipline and two courses from the other discipline) 9 semester hours
- Social Sciences (taken from two different disciplines) 9 semester hours.

IAI courses are identified in the course description sections of the [College catalog](#). Associate degree general education requirements vary by degree type.

[Advisors](#) are charged with reviewing placement test results and what they mean to the student's future studies. In some cases the advisors will recommend that the student re-test in certain subject areas. As determined from the [Survey from Entering Student Engagement \(SENSE Survey\) Report](#), 86% of students responded that they took a placement exam prior to enrolling at the College. Shawnee Community College's academic advisors work with students to develop an academic plan, explain the requirements of the program of study and meet with advisees throughout the semester to follow-up on the students academic progress. As determined from SENSE Survey, 83% of students responded that advisors helped them identify courses they needed to take for a clear academic pathway.

The College's [Student Academic Assessment Plan](#) provides the comprehensive processes in place to assess student academic achievement and improve institutional effectiveness. The College values life-

long learning and is committed to providing quality educational opportunities for the College community. It is the College's goal that graduates leave the College prepared to succeed, confident in their skills and work-readiness. To measure this, the College will employ a method to track graduates and survey graduates' employers on the extent to which students are work ready.

3.B.3. – Degree Programs Objectives and Outcomes

All Shawnee Community College degree programs encourage students to develop broad knowledge and deep skills to adapt to changing environments, which is expressed through the College's academic core competencies, measured by classroom activities aligned to these competencies, and analyzed via the rubrics generated to quantify their assessment. Students who obtain an Associate of Arts, Associate of Science, or an Associate of General Studies degree from SCC will be able to demonstrate all of the core competencies and be prepared to transfer to a four-year university. Students who obtain associate of applied science degrees and certificates will demonstrate core competencies, as well as specified industry-related skills. Core competencies are identified and tied directly to activities and assignments in course syllabi.

Students in the [library](#) skills class and other classes, such as English, history, government, psychology, philosophy and sociology, engage in collecting information from various sources, analyzing those sources to determine reliability, and effectively incorporating that information into class assignments. Students are encouraged to use many different forms of [information, including websites, print books and periodicals, online databases, and more.](#)

Through the use of various forms of technology, students become experienced at using tools and instruments they will encounter in the workplace, or future coursework. For example, the [Medical Coding Specialist](#) program utilizes the latest software to keep current with changes in the medical field. In addition, online courses enable students to develop collaboration skills necessary to succeed in any virtual setting.

[Nursing](#) students are required to develop patient care plans to collect information from patients in a clinical setting, analyze that information, and effectively communicate that information, in written form, to the patient's medical chart. Students in many of the science courses, such as chemistry, physics, and physiology, perform simulated lab exercises and/or use laptops and various interfaces and probes to collect and analyze scientific data.

SCC recognizes its role to provide a climate for innovative ideas and research that promote personal growth. Strategies to achieve this target include incorporating undergraduate research opportunities for students and incorporating emerging technology in the classroom (e.g., iPads). Students are engaged through lab projects, term papers, oral presentations, online activity, group work, class discussions, and research activities.

3.B.4. – Recognition of Human and Cultural Diversity

As evidenced in Purpose Statement #4 of the [SCC Mission, Values and Purpose](#), “*SCC is committed to multicultural diversity and building a pluralistic campus.*” The [Diversity and Inclusion Committee](#) was established to promote educational and social events for the campus and community. Further evidence of this commitment is reflected in [student clubs and organizations](#), student support

programs, and varied course offerings which include:

- EDU111 – Diversity in School and Society
- EDU213 – Education for the Exceptional Child
- SOC218 – Cultural Diversity
- LIT219 – Contemporary Multicultural Literacy
- LIT220 – Literature and Gender
- LIT221 – African American Literature
- HIS 216 – African American History

To facilitate the importance and acquisition of broad learning skills in the context of human and cultural diversity, SCC provides several supportive services for its students and the district constituents.

The [Educational Talent Search](#) is a grant project funded by the U.S. Department of Education. This TRiO grant is an academic outreach program designed to provide educational guidance to students in grades 6th-12th, who wish to pursue future educational training. This program serves over 500 eligible students in the SCC District. The following services are required by the grant agreement.

- High quality academic tutoring
- Assistance with secondary school course selection
- Assistance with completing financial aid applications
- Assistance with re-entry to school (secondary, postsecondary, alternative education programs)
- Connections to counseling and financial planning services.

The [Student Support Services Program](#) is a grant project funded through the US Department of Education. This TRiO grant supports first generation college students, students with physical or learning disabilities, and low-income students. Student Support Services offers the following services to 160 program eligible students served by the grant and program annually. The following services are required by the grant agreement.

- Supplemental Grant Aid and Scholarships
- Transfer Trips
- Cultural Events and Trips
- Technology Lab
- Mentoring
- Career workshops and counseling
- Transfer workshops and advisement
- Tutoring
- Academic Advisement
- Financial Literacy

The [Resource and Accessibility](#) Office provides academic support services to students with documented disabilities which can include Attention Deficit Disorder (ADD), Attention Disorder Hyperactivity Disorder (ADHD), learning, hearing, physical, visual, or emotional disabilities. The Resource and Accessibility Office serves approximately 400 students per year. Types of accommodations provided include:

- Preferential Seating
- Interpreters
- Note takers

- Tape recorders
- Testing accommodations
- Test readers
- Tables in Classrooms
- Large Print Handouts and Test

The [Perkins Grant program](#) serves special populations including; economically disadvantaged students, student with disabilities, students with limited English proficiency, non-traditional students, single parents, dislocated homemakers and vocational students by making available several provisions. Services include:

- Assessment of interest, abilities, and needs
- Tutors, note takers, Instructional aides/paraprofessionals, and interpreters
- Counseling services and guidance
- Laptops and other equipment rentals
- Financial assistance with lab fees, materials, and supplies
- Travel and daycare reimbursement for single parents

The [Workforce Investment Act \(WIOA\)](#) is a federally funded program establishing a workforce development system in which qualified individuals are afforded the opportunity for a new career. The WIOA program maintains an office on the main campus of SCC, although SCC does not administer the program. The program pays for:

- Tuition
- Fees and books
- Uniforms or equipment
- Travel expenses
- Child care
- Other approved educational expenses for eligible students

In an effort to assist students and businesses to remain relevant in today's ever-changing work environment, the College is committed to developing career and technical education programs to meet the changing needs of the workplace. SCC works to stimulate the region by providing ongoing assistance and support to communities by attracting new businesses and industries while assisting businesses with expansion and retention. The [Small Business Development Center](#) provides up-to-date training for incumbent workers to keep them abreast of the ever-changing work environment.

3.B.5. – Faculty and Student Scholarship, Creative Work, and Knowledge Discovery

The faculty of Shawnee Community college are primarily focused on teaching and not research. Even so, many of SCC's faculty give presentations on topics related to their area of expertise to community groups and professional organizations. These [presentations and activities](#) are frequently referenced in faculty reports provided to the SCC Board of Trustees each month.

Students and faculty have many opportunities to showcase their creative works.

- The Writers Club host an annual Poetry Slam. Students, faculty and staff are given the opportunity to share poetry, music, and various original pieces.

- Courses such as painting, drawing, design and ceramics encourage creativity in students.
- Music courses are offered to SCC students, including private studies for a variety of instruments. Creativity and discovery is manifested in many ways, from composition to digital synthesizing. The music instructor conducts multiple evening band and choral concerts. The College promotes performing arts, with participating institutions, which showcases student talent and encourages community involvement.
- Much creativity is demonstrated by the SCC cosmetology students. Students imagination is the only limit to styles created by the cosmetology students. The styles created by students are displayed at the SCC's recruiting day. Students and community members can enjoy services such as color, waxing, manicures and facials during open hours.
- SCC presents one two theatrical productions each year. SCC's fall musical production is a Children's and Community Theatre production featuring area children and adults, as well as SCC students, faculty and staff. This school year we are celebrating our thirtieth year of theatrical productions. SCC's spring musical production is geared toward an adult audience, and showcases many solo performers in song and dance. Student music appreciation was further expanded during several days in New York City where students observed multiple Broadway performances.

Course descriptions in the college catalog include references to exhibits, recitals, shows, and field work. The College's classes provide an opportunity for both degree-seeking and non-degree-seeking students to learn new techniques, exhibit their talents, and apply what they are learning.

- Field biology students are given the opportunity for discovery by participating in field trips to explore and discover natural environments. Biology Instructors conduct numerous presentations on wildlife and also participate in judging area high school science fairs.
- Recently, Phi Theta Kappa (PTK) attended the Lobby day in Springfield, IL, where they met with State Legislators to convey support for various bills being considered by the State.
- Recently, [two students](#) received Presidential internships in Human Resources and Information Technology in Washington, D.C. These students received free housing, travel, and a clothing allowance from a generous donor.

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3.C - Core Component 3.C

The institution has the faculty and staff needed for effective, high-quality programs and student services.

1. The institution has sufficient numbers and continuity of faculty members to carry out both the classroom and the non-classroom roles of faculty, including oversight of the curriculum and expectations for student performance; establishment of academic credentials for instructional staff; involvement in assessment of student learning.
2. All instructors are appropriately qualified, including those in dual credit, contractual, and consortial programs.
3. Instructors are evaluated regularly in accordance with established institutional policies and procedures.
4. The institution has processes and resources for assuring that instructors are current in their disciplines and adept in their teaching roles; it supports their professional development.
5. Instructors are accessible for student inquiry.
6. Staff members providing student support services, such as tutoring, financial aid advising, academic advising, and co-curricular activities, are appropriately qualified, trained, and supported in their professional development.

Argument

3.C.1. – Sufficient Number and Continuity of Faculty

Utilizing [full-time and adjunct faculty](#) the College continues to maintain [small class sizes](#) and a low student-to-faculty ratio of 16 to 1, allowing for optimal teaching and learning. SCC currently has 33 full-time faculty members covered under the [Collective Bargaining Agreement](#); a cadre of 90 adjunct faculty members on average is employed per semester.

Curriculum development is a crucial faculty responsibility at both the institutional and departmental levels. Two institutional-level committees are central to the curriculum developmental process: Curriculum and Instruction Committee (C&I) and Student Academic Assessment Committee:

Curriculum development is guided by the [Curriculum Development Policy](#). [The membership of the Committee comprises](#) members who are assigned by Vice President of Academic Affairs and Student Learning and serve a minimum of one year term. Faculty make up the majority of C&I Committee membership. The [duties](#) of the committee are to coordinate with the Vice President of Academic Affairs and Student Learning and keep the following:

- Maintaining accreditation requirements of the Higher Learning Commission.
- [Assisting in the development of the curriculum](#).
- Developing internal policies delineating the procedures through which curricular changes are achieved.
- Developing policy and procedural recommendations designed to encourage the improvement of instruction.
- Reviewing departmental and divisional proposals for academic program changes, additions and presenting recommendations regarding these proposal to the President.

The Student Academic Assessment Committee (SAAC) is composed of full-time faculty members from each of the four divisions (Math/Science, Allied Health, Humanities, and Business, Occupational, and Technical) as well as administration and staff. As stated in the [Student Academic Assessment Action Plan](#): *"The mission of the SAAC is to promote excellence in student learning through reviewing and updating the Student Academic Action Plan for faculty and ensuring institutional data is relevant to and aligned with the core competencies."* The SAAC Committee is responsible for monitoring all aspects of the assessment process which include:

- Implementing the Student Academic Assessment Plan
- Reviewing student outcome data
- Assisting in identifying program improvement needs
- Assisting in evaluating the assessment plan (Board Policy 4220)

To ensure quality improvement of teaching and learning at the College, the SAAC created an [Assessment Timeline](#) as part of the Academic Assessment Action Plan that streamlines procedures to effectively measure, review and analyze student learning outcomes.

In accordance with [Policy 4210](#), curriculum development begins at the departmental level. Division chairs submit recommendations to the appropriate dean (based upon program specificity) and Vice President of Academic Affairs and Student Learning. The Vice President of Academic Affairs and Student Learning then presents the proposed recommendation to the Curriculum and Instruction Committee for review and approval. Final internal approval is granted by the President, then the Board of Trustees. Once internal approval is granted, documentation is then submitted to the Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), and the Higher Learning Commission (HLC) for approval and adoption.

3.C.2. – Faculty Qualifications

Faculty teaching baccalaureate-creditable courses, which includes all the courses that fulfill the general education requirements, are required to hold a master's degree with eighteen graduate hours appropriate to the academic field of study or discipline in which they are teaching. According to Policy #6340 a [master's degree](#) in the appropriate discipline is preferred.

[ICCB defines faculty qualifications](#) as:

- For transfer (generally those courses that fall in PCS 1.1) courses, faculty must have either a Master's Degree in the discipline in which a faculty member is teaching or a Master's Degree in any discipline **and** 18 graduate hours in the discipline within which and individual is teaching.
- For Career-Technical Education (generally those courses that fall in PCS 1.2) courses, faculty must have appropriate credential in the field (e.g for welding, AWS Certification) and 2,000 hrs. of work (not teaching) experience in the field being taught.

The College uses an [Internal File Audit form](#) to ensure all full-time and potential adjunct and dual credit faculty applicants possess required credentials to teach the coursework. Division chairs and/or Lead Instructors assist the Vice President of Academic Affairs and Student Learning in assessing credentials and hiring qualified instructors. The Internal File Audit form requires the approval of the Director of Human Resources, Division Chair, Dean of Academic Affairs and Student Learning or Dean of Workforce Innovation, Adult Basic Education and Training, and Vice President of Academic

Affairs and Student Learning prior to employment This past year, several faculty members did not meet qualifications to teach. This matter has been addressed and requirements will continue to be monitored by the Dean of Academic Affairs and Student Learning.

Support personnel, including counselors, administrators, clinical supervisors, and technical staff, have the educational background and experience necessary to carry out their assigned responsibilities as specified in [ICCB Administrative Rules 1501.303.D](#) which are monitored by the appropriate Vice President of their area.

3.C.3. – Faculty Evaluation Process

The [Faculty Assessment Program](#) is covered in Policy #6320. Full-time, tenured faculty are evaluated every three years. Non-tenured, full time faculty and adjunct faculty are evaluated annually. Administrative assessments of faculty are conducted by the Vice President of Academic Affairs and Student Learning with the assistance of the faculty member's Division Chair. Upon completion, the [administrative assessment form](#) is signed by the Vice President of Academic Affairs and Student Learning and forwarded to the Human Resources Office. This form then becomes part of the instructor's permanent record in his or her personnel file. Adjunct faculty are evaluated by their extension center director and may also be evaluated by their division chair. Observations may be made by lead instructors.

At the end-of-term, full-time faculty as well as part-time faculty, are evaluated for instructional effectiveness, along with course management, by means of anonymous student evaluations. Results received from the [student course evaluations](#) is dispensed to the appropriate faculty member, division chairperson, and the College's Vice President of Academic Affairs and Student Learning. The summation of these assessments are compiled and available for reference and research, but do not become part of the individual instructor's personnel file. The data compiled to build comprehensive reports may largely effect the framework for the College's teaching endeavors, and the ways in which instructors engage students with the curriculum. In the event that an instructor receives "less effective," or "low effectiveness" rating by the students taking their courses, the Vice President of Academic Affairs and Student Learning meets with the instructor to discuss remediation pertaining to the area(s) of concern represented in student evaluations.

At the conclusion of the Fall 2017 semester and the Spring 2018 semester, the College was presented with the challenge of how to submit and collect student course evaluations using the Colleague system. The College plans to administer student course evaluations near the conclusion of the Fall 2018 semester.

3.C.4. – Faculty Development Resources

Shawnee Community College supports professional development for faculty to ensure that faculty are adept in their teaching roles. [Section 10.9](#) of the full-time faculty collective bargaining agreement shows the policy in place for funding professional development opportunities. [Section 6.5](#) outlines faculty professional development day usage and [processes](#) in place for planning professional development day activities.

The institution's [Teaching and Learning Center](#) provides professional development opportunities for

all faculty to experience, develop and practice instructional innovation. The educational technology specialist is available to organize, schedule, and facilitate [professional development training](#). The TLC can be used for a variety of interactive methods that assist faculty with face to face and online course development.

The institution also uses the [Professional Development Committee](#) covered in Policy 4220. The responsibility of the committee is to:

- Make recommendations for professional development activities.
- Assist in the development of professional development activities.
- Assist in implementation and promotion of professional development activities.
- [Track](#) professional development activities.

3.C.5. – Faculty Accessibility

One of the requirements for full-time faculty members is to hold regularly scheduled office hours. Faculty submit their [office hours](#) to the Vice President of Academic Affairs and Student Learning and post their office schedule on or beside their office door. Virtual office hours are also included in the schedule of office hours. Virtual office hours are available on the online course website. Adjunct instructors can be contacted by students via phone or email as adjuncts are not required to hold regularly scheduled office hours. As determined from the SENSE Survey, 86% of students responded that they knew how to contact faculty outside of the classroom.

Faculty can make student referrals, create early alerts, and submit observations for students who will benefit from Shawnee Community College Student Services. The [Retention Alert Program](#) restricts access to only Student Support Services Staff and faculty. Faculty can refer an early alert submission through the College's Retention Alert Program. As of Fall 2018, there have been 256 retention alerts submitted by faculty and staff. Of those 256 alerts, 106 have been closed and 150 are still categorized as "open" while faculty and advisors work to resolve those issues with students.

3.C.6. – Staff Qualifications and Professional Development

At Shawnee Community College, every full-time position has a specific job description which gives essential duties, responsibilities and qualifications for the position. The qualifications, including experience and education, vary depending on what type of work is performed in the position. Some examples of staff who provide student support include Student Service, Financial Aid, Learning Resource Centers, Student Success Center, and Testing Technician. Other programs such as secondary partnerships, including the TRiO Programs and Perkins, also have specific requirements for their positions.

[Applications](#) for staff positions can be emailed or printed for submission to the Human Resource Office. When ready to begin interviews, all qualified applicants are forwarded to the screening committee. Members of the screening committee, selected from various departments of the College, review all submitted application material. The Committee selects the most qualified candidates for an interview. Once the Committee conducts first-level interviews the recommendations are sent to the President for further review and final selection.

During the budgetary restraints of 2015-2016, SCC opted to explore minimal or no-cost staff professional development opportunities in the expertise areas of our own staff. For example, professional development resources for faculty and staff are available in the Learning Resource Center (home of the Library and the Teaching and Learning Center). [Webinars on institutional topics](#) are often facilitated by the Teaching and Learning Center. LRC staff often collaborate with other college employees to produce training on important educational issues, like [copyright](#) and [accessibility](#). As part of the bond funds, the College in Fall 2017, through present, has sent faculty, staff, and administrators on professional development conferences. For example, six faculty, staff, and administrators attended the Achieving the Dream Conference, and another faculty member received professional development, which was paid for by the President, to obtain an FAA Certification to fly drones. Other training provided to the staff by the Office of the President, included Active Shooter Training and Emergenetics Leadership Training in July 2018, and a staff visit by HLC in March 2018 to prepare the campus for the October 2018 HLC site visit.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

1. The institution provides student support services suited to the needs of its student populations.
2. The institution provides for learning support and preparatory instruction to address the academic needs of its students. It has a process for directing entering students to courses and programs for which the students are adequately prepared.
3. The institution provides academic advising suited to its programs and the needs of its students.
4. The institution provides to students and instructors the infrastructure and resources necessary to support effective teaching and learning (technological infrastructure, scientific laboratories, libraries, performance spaces, clinical practice sites, museum collections, as appropriate to the institution's offerings).
5. The institution provides to students guidance in the effective use of research and information resources.

Argument

3.D.1. – Mission-Aligned Student Support Services

In order to provide a comprehensive education to all students the College has dedicated [support services](#) to enhance the learning process, including Continuing Education courses, workforce ready options and community education programs. As demonstrated in Planning [Goal 2](#) of the College's [Strategic Plan](#), the College encourages an environment that supports diversity, student success and completion.

Through a variety of resources, SCC provides support for student learning and effective teaching to meet the needs of its diverse student population. The College believes in promoting student learning through the core values of the community college concept, recognizing the uniqueness of each individual learner and the diversity of each student's needs as evident in the [philosophy, values, and purpose statements](#) of the College.

“The College maintains an open-door admissions policy, thus providing educational, economic, and community service opportunities to all, regardless of race, sex, religion, ethnic origin, marital status, disability, or socioeconomic level.”

Almost all Student Services offices are centrally located in the main hallway on Main Campus and students are familiarized with how easily accessible, convenient, and beneficial the student services through new student orientations, college tours, and classroom visits provided at the main campus and extension centers. According to the [Survey of Entering Student Engagement \(SENSE Survey\)](#) data analyzed in 2015, 70% of students felt they had early connections to services at the College. The survey also determined that 81% of students had reported that their goal was to obtain an Associate degree.

SCC provides Student Support Services through the following programs, some of which have eligibility requirements(*)

- Academic Advisement

- Student Success Center
- Career Services
- Adult Education
- Financial Aid
- Counseling Services
- Veterans Services*
- Resource and Accessibility Services
- TRiO Student Support Services*
- Student Retention Services
- Perkins Grant*
- Retention Alert Program

3.D.2. – Learning Support Services and Preparatory Instructions

SCC provides a comprehensive mix of student support services to fulfill the diverse needs and interest of its students. As determined from the SENSE Survey 79% of student responded that faculty clearly explained academic and support programs offered at the College.

The [Student Success Center \(SSC\)](#) offers word processing facilities and tutorial services to supplement a wide variety of classes offered by the College. The SSC offers an array of services to ensure that students are able to maintain their goals and objectives and have access to the resources they need along the way.

Outside of the classroom, SCC provides [peer and professional tutors](#) in the college's Student Success Center to assist students with tutorial support. Servicing over 150 students each semester, the SSC is staffed with dedicated and qualified individuals who provide quality academic support. Tutoring is fundamental to student success. The [Tutoring Lab](#) provides peer, professional, and online tutoring, at no cost to the student. Professional Tutors are available in the SSC five days a week throughout the semester. Students with special needs are provided accommodations such as uninterrupted testing areas, untimed tests or readers. The College also offers the [eTutoring](#) platform which is available to all students and easily accessed via the homepage or through Moodle.

The Student Success Center Coordinator is charged with organizing, managing and monitoring the newly implement [Retention Alert Program](#), a fully integrated system that allows the College to identify, monitor, and manage students who are at risk and begin intervention with students as soon as the problem is identified. Faculty began using Retention Alert in Fall 2018. Unlike the previously used Early Alert system, Retention Alert monitors a student's records to watch for the first signs of trouble. Retention Alert creates a to do list for advisors that automatically notifies them about any new circumstances pertinent to their advisees. This new system fosters a proactive advisor role conducive to student retention and completion.

The [Testing Lab](#) offers a wide variety of exams including, but not limited to, the ACCUPLACER exam, the Psychological Services Bureau, Inc. exam, the TABE (Test of Adult Basic Education) test. On average the Testing Lab administers over 3,700 exams each year. The Testing Lab also proctors distance learning exams, and make-up tests. Most students who enroll at SCC have earned either a high school diploma or GED. Most academic and career technical programs require basic academic skills. To obtain a measure of these skills, all students must take the [ACCUPLACER](#) prior to registration. College credit bearing courses often have a reading, writing and/or math level that must be achieved prior to enrolling in these courses. For those students who do not meet the reading,

writing and/or math levels necessary for college work, SCC provides remediation coursework.

The [Writing Lab](#) is available to students to work with word processing software and to do Internet research. The Writing Lab is reserved to hold classes and workshops and has Smart Board technology for presentations. The lab has been updated with new technology and furnishings as of Fall 2018 semester.

Historically, SCC has offered two levels of reading and two levels of writing, and five levels of math. The English department continues to network with other community colleges in an effort to upgrade the developmental English sequence to better serve students. The English Department continuously evaluates the developmental English program to streamline the reading and writing coursework. Currently students are offered the opportunity to complete the developmental English sequence in the span of one semester (4 weeks of the reading course followed by 4 weeks of the writing course). The outcome will result in students completing developmental English coursework in one semester. The class times are lengthened in order to provide intensive remediation while expediting core college requirements. In addition to the upgrade of the developmental English sequence, a new writing lab course has been added to the schedule, [ENG 049](#). This course is available to all students who have extra needs in the area of writing across all subject areas. Math has remained consistent over time.

SCC faculty understand that students with lower academic skills are easily frustrated and may have poor study skills. In an effort to provide additional non-academic skills instruction, the college created a required three-hour study skills class. This class provides intensive support necessary to succeed in college (study skills, note-taking, time management, etc.)

The [Learning Resource and Instructional Technology Center](#) focuses on delivery of quality instruction, and provides guidance in course development as well as technical support for the mechanics of delivery. Services include workshops, hands-on training and troubleshooting for faculty and students. The [library](#) also offers presentations and workshops for research skill development by means of print and digital materials (basic introductions, or tailored to align with the instructor's classroom teaching and the specific needs of the particular class), assistance with the online catalog, and basic computer tasks. The necessity of seeking higher quality material and evaluating all potential sources of information—fundamental elements of information literacy—is stressed in all activities.

The [Teaching and Learning Center](#) maintains a small bank of computers for faculty and staff use, as well as making other small devices (iPads, tablets, smart pens, etc.) available for check-out. The Center produces resources for students and faculty to support the use and development of online classes. For example, [Moodle 101](#) is a class created and maintained by the Educational Technology Specialist whose office is located in the TLC to teach the college's online students how to use the basic resources inside Moodle.

3.D.3. – Academic Advisement

Upon enrollment, students are assigned an academic [advisor](#) at the respective location where they are enrolled. Advisors at Main Campus and the Extension Centers conduct regular degree plan audits with all students to track their progress toward degree completion.

In order to provide fast and accurate advising and provide helpful resources to prospective and current students, [degree audit worksheets](#) are available for each program of study that include program information, along with [O*Net resources](#) for occupations related to that degree or certificate. In

addition, the advisors meet multiple times per year on the main campus to remain up-to-date on programs and requirements. During these meetings, faculty members are invited to share updates on their programs so the advisors accurately represent the requirement demands and scope of the program. In an effort to remain up-to-date with transfer information, the advisors attend annual articulation workshops with state and regional universities to ensure updated information and current practices are available to students.

Each academic and career and technical program have prerequisite and program specific eligibility criteria. Additionally, students are required to meet academic support program eligibility requirements. The College has dedicated program specific advisors for all academic and academic support programs. The [Student Support Services \(TRiO\) Program](#) has a transfer advisor and a retention specialist dedicated to serving program participants. This program serves approximately 130 students each semester as evidenced by the [TRiO Annual Performance Review](#).

Due to the College's newly installed and implemented database system, modifications in persistence and completion initiatives and practices have been created. Beginning Fall 2018, the Retention Alert Program Coordinator will query the College's Student Information Management System for students who have earned a cumulative GPA of 2.0 or less. Once students have been identified through the Retention Alert Program, the assigned advisor will receive a direct communication and then will reach out to the student for follow-up.

Through the [Perkins Program](#), two part-time tutors, and one full-time coordinator are provided by SCC for its PN and ADN programs. The Practical Nursing and Associate Degree Nursing students are served by part-time tutors/advisors. These program-specific tutors who hold a bachelor's degree and the needed knowledge base provide exceptional support to students as evidenced by the pass rates of the nursing program. The Perkins-funded individuals conduct a summer orientation for the incoming nursing students for skills assessment and remediation; the coordinator serves as the Assessment Testing Institute (ATI) Testing Coordinator; conducts all nursing lab simulations; and provides tutorial support to all nursing students.

The College supplies its students with the convenience of and access to matriculation advisement and academic advancement by way of the [University Transfer Center](#), located on Main Campus. Students are given the opportunity to meet with academic advisors from Southern Illinois University Carbondale (SIUC), Southeast Missouri State University (SEMO), Murray State University (MSU), and University of Illinois at Urbana-Champaign was added Spring 2018. Representatives from these universities are made available through the duration of each semester, with posted dates that the institution's representatives will be on the College's campus; scheduling appointments for specific, unlisted dates is also an option. By virtue of the University Transfer Center, Shawnee Community College students have the opportunity to obtain information about continuing education programs, scholarships, receive personalized assistance with transfer and application processes, and arrange campus visits. The College provides the necessary resources and services to increase awareness of transfer opportunities for its students. This supports the College's mission to provide access to quality higher-education opportunities to all students.

3.D.4. – Infrastructure and Resources for Effective Teaching and Learning

Indicative of the College's commitment to provide its students with an atmosphere conducive to teaching and learning, Shawnee Community College champions for continual streamlining of amenities at all of its locations. As demonstrated in Goal 1 of the College's Strategic Plan, the College

explores opportunities with local, regional, state, and national industries in efforts to improve programs, strengthen services, and revitalize technologies.

Extension Centers – At the College’s May 2018 Board Meeting, the Board approved commencement of a new extension site in District 531, the Vienna Center, located in Vienna, Illinois at Vienna High School. This expansion will allow enrollment growth in the northern and eastern area of our district. The Cairo Center will also undergo extensive renovations during Fall 2018. The completion date for the Cairo Center is set for December 15, 2018.

Information Technology Department – IT supports the mission of SCC by providing efficient information technology service and sustaining the overall technology needs of the institution. The IT staff consists of six people who are accountable for over 600 hundred desktop/laptop computers, seventy-five network printers, and twenty seven computer labs. The LRC maintains sixty three SMART classrooms; twenty seven classrooms with a computer, projector and document camera; and three rooms with a computer and TV; as well as other audio-visual equipment needs. The IT department also provides Internet connectivity at the main campus and two extension campuses and supports all network infrastructure inside each building. The department is responsible for maintaining the student management system, the electronic document imaging system, the telephone system, and student ID system. All staff members are lifelong learners who strive for continuous quality improvement through research and opportunities to self-educate.

Library – A campus library is located on the main campus and is open to all students, employees, and the district community residents. The LRC has three small study rooms, study carrels and tables. A computer lab offers twenty eight workstations. The LRC has a collection of approximately 34,000 books, plus audio-visual items, print periodicals, newspapers, e-books and specialized online databases. The LRC is a member of the Illinois Heartland Library System with access to nearly ten million items. In addition, the Teaching and Learning Center is a part of the LRC and provides support to faculty and staff on updated technology and online teaching. The TLC includes a central table with projector and SMART Board and four computer workstations. All students, regardless of location, are able to access library resources via a login and access code. The login and access codes are provided at the beginning of each semester.

Scientific Laboratories – SCC has two biology laboratories and one chemistry/physics laboratory on the main campus and a shared laboratory at the Metropolis Extension Center. Each laboratory is equipped to seat over twenty students.

Career Technology – A new Career Technology Center opened in August 2013. This building is home to courses in welding; basic electricity; heating, ventilation and air conditioning (HVAC); and sheet metal. The building has a shared classroom space and includes three individual laboratories which include:

- Welding – The welding laboratory includes twenty-six workstations with twelve arc welders, five MIG welders, five gas welders, and four TIG welders.
- HVAC/Sheet Metal – The HVAC laboratory includes workstations and equipment including brakes, shears, rolls, welders, hand tools, and a plasma cutter.
- Basic Electricity – The basic electricity laboratory has workstations available for students to learn basic residential wiring.

Automotive Laboratory – This facility contains three automotive repair bays, lifts and equipment necessary to train students in the auto mechanics. After the retirement of a longtime instructor, this program is now taught as a part-time evening program.

[Cosmetology](#) – The cosmetology laboratory was upgraded last August 2017 by adding a new student-training studio, [Saints Color & Cuts](#) for hair, nails and esthetics. This addition allows students to learn new techniques and increase their marketability. The Cosmetology Program offers a less-than-one-year certificate for [Nail Technology](#). The Nail Technology Program was funded by the [Pathways to Results \(PTR\)](#) Year Two: Implementation and Evaluation Partnership grant with ICCB and is supported by Office of Community College and Leadership (OCCRL).

[Truck Driving](#) – This program is equipped with an on-site driving range and has two semi-trucks with box and one flatbed trailer for student use, in addition to classroom space. The trucking industry is becoming more appealing to individuals that are looking for a second career with the rise of team driving options, local driving options, and the continuous increase in pay due to market competition.

[Allied Health Programs](#) – The Medical Arts and Science building opened in 2010 and is home to the nursing department. This facility includes classrooms, faculty offices, a computer lab and the Nursing Simulation Laboratory, with nine hospital beds. The lab is designed as an open floor plan with table-seating for over twenty students. In addition, a computer-controlled patient simulator, called “AI,” is housed in the lab. The simulator allows faculty to conduct active learning techniques through simulation. Faculty and students interact and role play as the mannequins are able to produce vital signs including waveforms of EKG, respirator rates, pulse oxygenation levels and verbalization. This allows the students to practice critical skills in a safe environment. Faculty can video-record the students and play back the simulation for further discussion. Due to the bond funding, upgrades in the Nursing Program are underway.

Clinical sites are available for students enrolled in the allied health program. The clinical sites vary to accommodate the different allied health programs and levels of student progression within those programs. Students have the opportunity to participate in professional observation and training opportunities. SCC has contractual agreements with multiple sites throughout the region.

[Massage Therapy Laboratory](#) – This lab was recently relocated to the Metro Extension Center. This move will ideally increase enrollment and draw students from Kentucky. Currently there is no program of this type offered in the area, and by moving the lab SCC hopes to attract students in close proximity to the extension center. This facility contains classroom space as well as laboratory space with massage tables for student learning and demonstrations.

The [Southern Illinois Collegiate Common Market](#) (SICCM) allows SCC to partner through a consortium, to offer the following programs: Medical Lab Technology, Occupational Therapy Assistant, and Surgical Technology. State-of-the-art laboratories are available to students enrolled in these programs.

Performance Spaces

[Educational Center](#) – The 492-seat educational center is utilized to host special events for the community and the student body. Theatrical performances, concerts, movie showings are held in the facility. The educational center is equipped with a lighting system and audio console, movie screen and projector and a theatrical stage and orchestra pit.

Recording Studio – The recording studio is located within the music department and is utilized for student training and use.

[Museum Collections](#) – The College promotes student and community artwork by exhibiting it in the art display area located on the main hallway of the main campus.

[Fitness Centers](#) – Two fitness centers are available for student and community use. These centers opened in 2009 at the Anna Extension Center and in 2010 on the main campus in the new Medical Arts and Science Building. Equipment available includes treadmills, stationary bicycles, elliptical machines, steppers, and weight machines.

Specialized Facilities

[Business and Industry Training Center](#) – This center is specifically utilized for training for business and industry in the region and for employment testing. The center has two rooms; the computer lab is equipped with sixteen computer stations and a dual overhead projection system. The lecture room, which also has an overhead projection system, can be arranged in multiple setups to accommodate up to fifty people.

[Student Success Center](#) – This center includes the Testing Center, with computer stations which are used for placement testing, entrance exams and class testing. The Tutoring Center is available to students and has professional and/or peer tutoring available upon request at no charge. The Writing Center is available for faculty to reserve for research projects; students utilize the center to work on the computers and conduct research throughout the year.

3.D.5. – Guidance for Information Resource Use

SCC believes in the value of student research. Many courses, including SEM 111, ENG 048, ENG 111, ENG 112, literature courses, history courses, and others, integrate a library [research component](#). Degree-seeking students must complete written communication courses to meet general education course requirements. Research skills development may include classroom presentations by the college librarian and research sessions in the library computer lab. A one credit hour course in [library skills](#) is taught by the College librarian.

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3.E - Core Component 3.E

The institution fulfills the claims it makes for an enriched educational environment.

1. Co-curricular programs are suited to the institution's mission and contribute to the educational experience of its students.
2. The institution demonstrates any claims it makes about contributions to its students' educational experience by virtue of aspects of its mission, such as research, community engagement, service learning, religious or spiritual purpose, and economic development.

Argument

3.E.1. – Co-Curricular Programs

SCC considers [clubs and other student organizations](#) an important asset to college life and encourages students to participate. Supporting the College's mission, extra-curricular activities provide students with opportunities to enhance their educational experiences, make new friends, learn new skills, develop lifelong interests, and learn through practical experiences. For this reason, the College is committed to the provision of a comprehensive program of student activities of which student clubs and organizations are an important part of student engagement.

Students have the opportunity for membership in social, service, and professional organizations. SCC has sixteen clubs and organizations that are recognized as chartered campus organizations. Each of these organizations has a faculty advisor and expectations of members.

The College's co-curricular programs have included art, agriculture, music, sports, and more. Art activities such as the intercollegiate juried art exhibits and an annual [Dada/Surrealism Day](#), which encourages all students, staff and faculty to create or perform art projects. The Agriculture Club hosts land auctions and members serve as judges for local FFA speech contests. In addition, members gain professional experience through landscaping around the SCC campus. The Cosmetology Department hosts an [annual hair](#) expo showcasing new styles and techniques, and the music department presented the annual holiday [madrigal event](#), holiday [cantatas](#), and [theatrical productions](#), and performs at the College's athletic events.

SCC student-athletes compete in NJCAA intercollegiate athletics in men's basketball and baseball and women's basketball and softball. In Fall 2018, the College added a women's volleyball program.

3.E.2. – Other Mission-Related Educational Experiences

Shawnee Community College believes that it serves the success of its student community by engaging and developing connections with the wider community. SCC will serve in a supportive leadership role for the SREA by guiding, informing, promoting, and implementing a "whatever needs to be done" approach to help proactively move the objectives to a successful outcome. The objectives include: Maintaining and Attracting Businesses; Transportation and Infrastructure; Public Policy and Incentives; Workforce and Educational Enhancement; and Marketing and Communications. In order to achieve these objectives, the college has engaged the services of an Economic Development

Consultant to help move this initiative forward.

The [Center for Community and Economic Development](#) offers training and seminars to business and industry and the community on various skills needed in today's workforce. It offers continuing education and continuing professional development credits in a variety of areas. It is an authorized Work Keys assessment center and Certiport testing center. SCC is also a basic life support training center for the American Heart Association.

Through a funding partnership with the state of Illinois, SCC has been the site of the [Illinois Small Business Development Center \(SBDC\)](#) since 1985. The SBDC provides services to new and existing small businesses including, business plan development, regulatory compliance, and financing options and much more.

The [Career Services Department](#) hosts an annual job fair that draws employers from Missouri, Kentucky and Southern Illinois. Services also include: help with resume development and critiquing, career planning, assistance with employee recruitment for employment, and one-on-one consultation.

The College facilities are utilized for a variety of events throughout the year. Space is provided to outside organizations for meetings, conferences and special events. In the past year, college facilities have hosted weddings and reunions, community meetings and conferences, and high school proms, as well as cultural and musical productions. In support of the college's continued commitment for community involvement and support of the youth in the district, [Saints Kids Summer Camps](#) offer children fun and engaging classes in a variety of academic areas, including Lego Robotic Camp, [ELITE Entrepreneurship Camp](#), babysitting, computer gaming development, and various sports camps, including basketball, baseball and softball clinics. Shawnee brings young writers to the College to share their works as a part of the [Celebrate Young Writers](#) at Shawnee contest. The College also hosts an annual [Worldwide Youth in Science and Engineering Challenge \(WYSE\) competition](#).

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3.S - Criterion 3 - Summary

The institution provides high quality education, wherever and however its offerings are delivered.

Summary

Strengths of Shawnee Community College

Shawnee Community College provides high-quality programs that are current and distinguish clear learning goals for degrees and certificate programs. The College ensures that faculty credentials and qualifications are appropriate to its programs.

The institution is committed to providing support services that promote academic success. Shawnee Community College has faculty and staff who are committed to the College and future of the community. The institution has a strategic plan that is centered on student access, support, and completion.

Opportunities for Future Growth at Shawnee Community College

Two immediate opportunities for future growth include streamlining the system for evaluating faculty credentials and ensuring the database is updated regularly. Currently, a spreadsheet is housed in the Human Resources Office and copies are distributed to the deans and vice presidents as needed. With our current ERP system, Colleague has a feature that will store faculty and staff credentials and reports can be generated by the ERP system rather than manually. New hires and faculty who have posted additional graduate hours will be the only files that will need to be evaluated.

The second opportunity for future growth is by conducting student course evaluations at the conclusion of each semester. At the conclusion of the Fall 2017 semester as the College was migrating to the Colleague system, a challenge was presented on how to submit and collect student course evaluations in the new ERP system. Rather than do course evaluations manually, the College decided not to conduct student course evaluations at the conclusion of Fall 2017, therefore no data exists for that semester. Again, at the conclusion of Spring 2018, and after a turnover in academic leadership, the Colleague issue was still not resolved, therefore no course evaluations were conducted at the conclusion of Spring 2018 or Summer 2018 either. With a new Dean of Academic Affairs and Student Learning, a new Vice President of Academic Affairs and Student Learning, and a new Institutional Researcher, the College will administer student course evaluations near the conclusion of the Fall 2018 semester, even if evaluations have to be conducted manually. The College recognizes the importance of student course evaluations as a critical component of the evaluation of teaching and learning.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

4.A - Core Component 4.A

The institution demonstrates responsibility for the quality of its educational programs.

1. The institution maintains a practice of regular program reviews.
2. The institution evaluates all the credit that it transcripts, including what it awards for experiential learning or other forms of prior learning, or relies on the evaluation of responsible third parties.
3. The institution has policies that assure the quality of the credit it accepts in transfer.
4. The institution maintains and exercises authority over the prerequisites for courses, rigor of courses, expectations for student learning, access to learning resources, and faculty qualifications for all its programs, including dual credit programs. It assures that its dual credit courses or programs for high school students are equivalent in learning outcomes and levels of achievement to its higher education curriculum.
5. The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.
6. The institution evaluates the success of its graduates. The institution assures that the degree or certificate programs it represents as preparation for advanced study or employment accomplish these purposes. For all programs, the institution looks to indicators it deems appropriate to its mission, such as employment rates, admission rates to advanced degree programs, and participation rates in fellowships, internships, and special programs (e.g., Peace Corps and Americorps).

Argument

The Illinois Community College Board (ICCB), requires community colleges to submit annual program reviews demonstrating high quality, low cost program offerings and support services for its students and surrounding communities. Shawnee Community College follows the ICCB five-year review schedule for evaluation of programs and services, where programs are reviewed at least once every five years.

4.A.1. – Program Review Process

Program review is important in the evaluation and improvement of programs at SCC. SCC evaluates its educational programs and support services in accordance with the [Illinois Community College Board \(ICCB\) Program Review Manual](#). Programs are reviewed on a [five-year schedule](#) in the following areas: [Career and Technical Education \(CTE\)](#), [Academic Disciplines](#), [Cross-Disciplinary Instruction](#), and [Student and Academic Support Services](#).

The purpose of ICCB Program Review is to:

- support campus-wide strategic planning and inform decision-making in academic affairs and student support services; and
- demonstrate accountability of the community college system by maintaining cost-effective, locally responsive high-quality programs and services.

Through the ICCB Program Review process, SCC aligns strategic planning and decision-making to fulfill its mission. The review process:

- examines the need, quality, and cost of individual instructional programs;
- utilizes results in strategic planning, departmental continuous quality improvement (CQI), and budget allocation decisions;
- involves faculty, administrators, and advisory boards/committees, in the process;
- examines enrollment/completion data, as well as cost data; and
- reports results and/or actions to the Board of Trustees, as well as appropriate constituents.

An integral part of the program review and continuous quality improvement process, as mentioned above, is the role of advisory boards/committees. Advisory boards ensure that programs offered by SCC are relevant to business and industry practices, thus providing the educational foundation and necessary practices for its alumni to succeed in future professional endeavors.

The program review process ensures that SCC is offering academic programs that are needed in the district and surrounding areas and that resources are sufficient for those programs. For example, the [Early Childhood Education](#) program was reviewed through the program review process and the decision was made to place the program on inactive status due to low enrollment/completion data, difficulty fulfilling articulation agreements with four-year universities, decreasing labor market demand, and program expenses outweighing revenue. In addition, program-specific advisory committees also reviewed the data and provided information on occupational needs, program quality, and cost effectiveness. In the case of the Early Childhood Education program, the [advisory committee](#) included members of area childcare centers, representatives from the Department of Child and Family Services (DCFS), the local health department, a student, and a Murray State University representative. This is one example of how results of program review are used in campus planning initiatives, quality improvement efforts, and budget allocation decisions.

Institutional goals are aligned with SCC's mission statement, program goals, and course objectives. [CQI forms](#) provide the framework to facilitate the process of continuous improvement and budget justification. CQI forms are used by some departments to determine budgetary needs for submission to the Fiscal Planning Committee. All budget requests are required to be aligned with the Strategic Plan. Two sample CQI Plans are included for [2017](#) and [2018](#).

4.A.2. – Evaluation of Credit Transcribed

AND

4.A.3. – Quality Control of Credit Accepted in Transfer

The assignment of credit hours for SCC courses follows the [College's Credit Designation Policy](#) and complies with the Illinois Community College Board's (ICCB) Administrative Rules and Procedures 1501.309. SCC uses the Carnegie Unit of Credit guidelines in assigning credit for its courses. Both the Registrar and the Curriculum and Instruction Committee hold responsibilities for determining the

amount of credit each course bears. The Vice President of Academic Affairs and Student Learning, along with the appropriate dean are responsible for the development and approval of courses.

SCC's guidelines for accepting transfer credit are located in the SCC Policy manual under Admission Policy [#8150](#). The transfer credit acceptance policy ensures coursework from other entities or institutions meet the standards established by the College's regulatory and accreditation bodies. In making the determinations regarding transfer credit, the Registrar utilizes established best practice methods.

The following examples affirm that effective practices are in place to assure educational quality:

- Shawnee Community College ensures that all course offerings have appropriate credit hours. [Credit Hour Verification forms](#) are reviewed for granting proper course credit hours. Such review allows SCC to verify that courses have the proper number of credits for the coursework assigned.
- In an effort to work cooperatively with third-party professional training programs, Shawnee Community College has articulated "Experiential Training" coursework commensurate with specific training worksheets. For example, students who have completed the [Police Training Institute](#) receive six (6) credit hours for crime control and criminal behavior. Students completing the [Department of Corrections Training](#) receives six (6) hours of credit for criminal behavior and corrections coursework. Before the degree was made "inactive," students completing the Child Development Associate certificate through the Department of Children and Family Services (DCFS) received 11 hours of credit toward the AAS in [Early Childhood Education](#). Students who wish to enter the Associate Degree Nursing program and have a Practical Nursing certificate from a vocational school, receive 43 hours of block credit for their PN certificate.
- To assist adult learners in the acquisition of certificates and degrees, the Registrar uses the [American Council on Education \(ACE\) guidelines](#). ACE has created mechanisms to articulate real-world experiences, particularly for military programs, into college credit. The SCC Registrar receives, reviews and accepts college credit from regionally accredited higher educational institutions. The Registrar [evaluates all transcript credits](#) against national and state standards of best practice. Guidelines for accepting transfer credit are located in the college's policy manual [Policy 8150](#) and in the SCC Catalog. The Registrar's office has established procedures to ensure that the Policy is executed properly.
- Shawnee Community College maintains a strong commitment to articulating its courses and degrees to four-year institutions. Although articulation agreement negotiations are an ongoing process, Shawnee Community College has currently secured [articulation agreements](#) with Southern Illinois University-Carbondale, Southeast Missouri State University, Murray State University, Missouri Baptist University, and Greenville University. Students planning to transfer to institutions who have not articulated with SCC, are encouraged to consult with their SCC advisor for assistance.
- During the advisement process, SCC advisors conduct degree audits and long-range degree planning with students at each meeting. Students work closely with SCC advisors when preparing to transfer to institutions outside of SCC's articulated network. Students can also access degree planning in the Colleague self-service area of their student portal. Currently, the five regional universities that have a dedicated office space on SCC's campus are Southern Illinois University-Carbondale (SIUC), Missouri Baptist University, Murray State University,

and Southeast Missouri State University (SEMO). University of Illinois was added in Spring 2018.

- College credit may be awarded through the College Level Examination Program (CLEP). The Registrar's guidelines for accepting credit for CLEP exams are in compliance with [Policy #8210](#).
- Shawnee Community College participates in the Illinois Articulation Initiative. SCC adheres to the [Illinois Articulation Initiative \(IAI\)](#). All Illinois schools employ the IAI agreement, whereby students can transfer freely between institutions and be assured that all coursework will transfer and count toward a common core of general education courses that are applicable to baccalaureate degrees.

4.A.4. – Oversight of Academic Programs

Additions and changes to the academic programs at Shawnee Community College may be suggested by any person associated with the College. Faculty at the College have the primary responsibility for establishing course prerequisites, rigor, and syllabi development. SCC's [Curriculum Development Policy](#) outlines the process by which new course proposals are initiated and approved. All requests to add, change, or remove course(s) and program(s) must follow this process. When new course(s) and/or program(s) are approved by the Curriculum and Instruction Committee, they must then be approved by the appropriate dean, the Vice President of Academic Affairs and Student Learning, the President, and the Board of Trustees. After all internal approvals, the course/program approval will then be submitted to the Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), and to the Higher Learning Commission (HLC). If approved, the change will be added to the ICCB Course Master and become a course offering at the College.

Prerequisites

Prerequisites supply concepts necessary for student success in subsequent courses and are recommended by lead faculty based on expectations of student learning. Course prerequisites are identified in the college catalog displaying the progression of coursework needed for successful completion of an intended program of study, including developmental coursework.

Course Rigor and Learning Expectations

Faculty are responsible for the course objectives when creating new courses, or updating current courses due to IAI review. Course objectives and core competencies are listed on all syllabi and outline what students should learn as a result of successful completion of the course. Faculty mapped all courses in transfer and CTE curriculum to the five core competencies ensuring that students are exposed to all of the core competencies as a result of their program, and participate in a systematic and purposeful process for the assessment of student learning.

The College, through lead instructors, created a [master syllabus](#) for each course that is available to all faculty through a shared syllabi folder on Google Drive. This syllabus serves as the template for all faculty teaching the course to ensure expectations are the same regardless of modality or location. A [syllabi attachment page](#) is standardized information pertinent to student success and is attached to all course syllabi. Commencing Fall 2018, a syllabi template will be completed by adjunct faculty as well.

The Vice President of Academic Affairs and Student Learning, the Dean of Academic Affairs and Student Learning, and the Division Chairs utilize an [Instructor Review of Credentials form](#) to review faculty qualifications, ensuring that [minimum education requirements](#) are met as outlined by the Illinois Community College Board (ICCB) and the Higher Learning Commission (HLC). Dual credit faculty are also held to the same standards as full-time and adjunct faculty at the College. Due to a review of credentials, several adjunct faculty, dual credit, and full-time faculty did not meet ICCB and HLC teaching requirements. Faculty members were notified, encouraged to submit an academic plan, and were not scheduled to teach classes in which they did not meet the qualifications to teach. SCC is proud the matter has been addressed and is monitored closely by the Dean of Academic Affairs and Student Learning to ensure transferability of courses for all students.

Shawnee Community College offers dual credit/dual enrollment opportunities to its district students and high schools. SCC adheres to the [ICCB Administrative Rules for Dual Credit, Section 1501.507b](#), which clearly outlines guidelines for dual credit instructors, students, course offerings, and course requirements. SCC has dual credit agreements with all twelve of the district high schools. Students who are eligible for dual credit classes must complete the [dual credit enrollment form](#) each semester, take any corresponding placement test, and be verified by the SCC advisor assigned to that high school to ensure proper placement in the dual credit or dual enrollment course. Dual credit and dual enrollment definitions as defined by ICCB are followed by SCC:

- **Dual Credit** - An instructional arrangement where an academically qualified student currently enrolled in high school enrolls in a college-level course, and, upon successful course completion, concurrently earns both college credit and high school credit.
- **Dual Enrollment** - An academically qualified student who is still enrolled in high school also enrolls in a college-level course at the community college. Upon successful course completion, the student exclusively earns college credit. No high school credits are earned.

Full-time faculty at SCC serve as lead instructors for dual credit faculty. Dual credit lead instructors are asked to complete the [dual credit progress report form](#) to demonstrate communication with the dual credit instructors in the areas of assessment and artifact collection for the assessment repository. High school students enrolled in dual credit/dual enrollment courses must follow the same course enrollment and withdrawal policies for all SCC students.

Access to Learning Resources

The [Learning Resource Center](#) (LRC) provides student access to library learning resources. Shawnee Community College is a member of the [Illinois Heartland Library System](#), providing multiple resources for students on campus, as well as access for online students. The Library currently has more than 34,000 books, 30 magazine titles, and nine (9) newspapers. Online access includes more than 30 specialized databases that include popular magazine titles to scholarly research journals, more than 1,700 videos/DVDs, a local history collection, and a children's literature collection.

In addition to the LRC, the [Information Technology Department](#) (IT) provides students, faculty and staff with a full range of support services for varying needs from email to classroom technology. The Student Success Center provides services for students in the TRiO Program, as well as workshops on study skills, personal enhancement, career, transfer, financial literacy, and cultural enrichment.

4.A.5. – Programs with Specialized Accreditation or Licensure Requirements to Practice

Shawnee Community College is a member of a consortium in the Southern Illinois Collegiate Common Market (SICCM). Each SICCM program listed below is accredited by its respective accrediting body, receives input from its advisory board, and partners with area and regional employers who provide internship/externship opportunities for students. The Dean of Academic Affairs and Student Learning attends all program advisory meetings and, collaborates with SICCM instructors regarding program updates and job market demands, and ensures that all courses and curricula are compliant with ICCB and HLC guidelines.

- [Surgical Technology](#) – is accredited by the Commission on Accreditation on Allied Health Education Programs (CAAHEP) by recommendation of the Accreditation Review Committee on Education in Surgical Technology.
- [Occupational Therapy Assistant](#) – is accredited by The Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA).
- [Medical Laboratory Technologist](#) – is accredited by The National Accrediting Agency for Clinical Laboratory Sciences (NAACLS).

Currently, SCC has no additional programs that require specialized accreditation and/or licensure. Four (4) of SCC's programs, Certified Nursing Assistant, Practical Nursing, Associate Degree Nursing, and Massage Therapy, do have specific eligibility requirements for admission, which are listed in the college catalog. The College plans to pursue national accreditation for its Nursing Program.

4.A.6. – Evaluation of Graduates' Success

Shawnee Community College is committed to evaluating student success through post-graduation data. Exit surveys are distributed through the Office of Institutional Research. The [Exit Interview Survey](#) is used to track students' success after graduation. A survey is also attached to the graduation application requesting information about the graduates' future plans after leaving SCC. This form has recently been revised to include students' perceptions of exposure to the College's Core Competencies, which will serve as one indirect measure of assessment.

The College uses indicators that are appropriate to assist it in evaluating the institution's ability to fulfill its mission. Shawnee Community College gathers information about student outcomes from both external and internal sources. Externally, the College collects and reports outcomes measures to the Illinois Community College Board (ICCB) and IPEDS. The data include 10th-day headcount, program enrollment, basic student demographics, graduation rates, success rates, retention rates and transfer rates. Additionally, the college collects [licensure exam pass rate](#) for CNA, LPN and ADN programs as reported by each respective testing service. The College collects employment outcome data by surveying every [graduate completer](#) annually and conducting an annual follow-up graduate survey with the preceding year's completers. Shawnee Community College reports enrollment numbers and degree achievement to the National Student Clearinghouse where queries determine where students are attending post-graduation and/or transfer.

Shawnee Community College supports a variety of learning experiences. Internships are required for many degree programs. Students are able to work and be evaluated by instructors and their employers at the internship sites. The number of students completing these internships is tracked through program review and success is measured by examination of both grades and comments given by the internship site contacts.

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- 5.D.1 Graduate Exit Survey 2017
- Academic Disciplines Review Instrument Program Review 2017-2021
- CQI_Form_Blank
- Cross-Disc Remedial Math Review Instrument Program Review FY2018
- Databook

- Fall 2018 Syllabus Attachment
- ICCB 5-year Program Review Cycle
- SCC_Credit_Hour
- SCC_Library_Heartland_Library_System_2018.pdf
- SCC_Transcript Evaluation Form
- Student and Academic Support Services Review Instrument Program Review FY2017-2021
- Syllabus Template_FINAL_04.11.2018

4.B - Core Component 4.B

The institution demonstrates a commitment to educational achievement and improvement through ongoing assessment of student learning.

1. The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.
2. The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.
3. The institution uses the information gained from assessment to improve student learning.
4. The institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members.

Argument

In July 2014, the Shawnee Community College Board of Trustees approved [Policy 8170](#), declaring its commitment to continuous improvement of student learning and teaching strategies. The Student Academic Assessment Committee (SAAC) is responsible for implementing the [Assessment of Student Learning Plan](#) by collaborating with faculty, administrators and staff on the continuous improvement of student learning, demonstrating a commitment to program excellence.

4.B.1. – Student Learning Goals and Assessment Process

In the 2014 HLC Comprehensive Evaluation, the Peer Review Team evaluated this core component as "met with concerns" and required monitoring in the form of a focused visit, wherein the College would demonstrate refinement of its learning outcomes in courses, programs, and core competencies, and show that it measures and analyzes results and addresses curricular change and improvement. SCC's assessment process will be addressed in response to the various Core Component 4B subcomponents, but the College will first respond to the specific issues identified in the team report from 2014.

HLC Team Report: "Since neither the SCC Catalog nor the Syllabus Template defines the Core Competencies, it is unclear how these competencies are communicated to students. While course level objectives are indirectly linked to the core competencies on several sample syllabi reviewed by the team, the core competencies themselves were not defined for students. Moreover, there was no evidence that the College was directly assessing its Core Competencies."

Action: Shawnee Community College reevaluated its General Education Outcomes (Core Competencies) during the 2014-15 academic year. During the process, the original Core Competencies were made into five (5) new Core Competencies that SCC deemed could be measured more effectively in each course and program. The process of revising the Core Competencies was lengthy, with much collaboration among faculty and staff through [meetings](#) between the [Institutional Effectiveness and Student Academic Assessment Committees \(SAAC\)](#).

Once the new Core Competencies were developed, the SAAC presented the Core Competencies to the Curriculum and Instruction Committee (C&I), who adopted the Core Competencies as presented

below. SCC believes the updated Core Competencies are a more comprehensive expectation for what the "whole" student should demonstrate upon degree attainment. In addition, the five (5) Core Competencies better align with the institution's mission of preparing students to be lifelong learners.

The SAAC presented the following five (5) Core Competencies as an "information item" to the C&I Committee in 2014-15:

Communication: Shawnee Community College graduates will communicate ideas, perspectives, and values while demonstrating mastery of Standard English in written, oral and visual format. Comprehension of written material is demonstrated with summary and application.

Global and Cultural Awareness: Shawnee Community College graduates will demonstrate acknowledgment of cultural and societal influences, along with differences in races, nationalities, religions, and sexes; while recognizing that people have different backgrounds, attitudes, and experiences.

Personal Growth and Responsibility: Shawnee Community College graduates will implement actions to achieve personal, educational, and career goals.

Problem-Solving: Shawnee Community College graduates will use critical and creative thinking while applying analytical and quantitative reasoning to address complex challenges and everyday problems.

Research and Information Literacy: Shawnee Community College graduates will recognize the need for information, be able to locate, evaluate, and effectively use and share information.

The next step in the process was to develop rubrics to determine how each of the Core Competencies would be assessed. The 2014 HLC Team acknowledged, *"The Student Academic Assessment Committee recognizes that direct assessment of the Core Competencies is needed and plans to create common rubrics for implementation within the next year."*

Action: After the College's Core Competencies were presented to the Curriculum and Instruction Committee in FY15, the SAAC began developing [Core Competency Rubrics](#). These rubrics assess student learning outcomes for each Core Competency. To identify which courses were assessing the Core Competencies, and at what level, a [curriculum map](#) was developed. To help identify the Core Competencies to students, [course syllabi](#) have been updated to include the [College's Core Competencies](#) for all class activities and assignments. In March 2018, the College adopted a common course syllabi format to ensure syllabi standards are met. By the conclusion of Fall 2018, SCC plans to have all instructors convert their syllabi to the [new format](#) and upload them into the Syllabi Portal in Google Drive. As yet another means to inform students about the "Process of Assessment" and the Core Competencies students will demonstrate as a result of their degree, this information was displayed in the [2017-18](#) version of the College Catalog, as well as the current [2018-19](#) College Catalog.

Since SCC was developing new processes for assessment with the creation of a new Assessment of Student Learning Plan, new Core Competencies and rubrics, and new forms and processes for data collection, the following timeline demonstrates the SAAC activity following the 2014 HLC Visit. Data collection and reporting has been inconsistent; therefore, it is difficult to determine how the institution is truly closing the loop with assessment data.

FY15

- Developed draft version of Oral and Written Communication rubric - Fall 2014
- Initial design [Continuous Quality Improvement \(CQI\) Form](#) for program assessment - Fall 2014
- Finalized Rubrics for Oral and Written Communication - Spring 2015
- Revised CQI form - Spring 2015
- Professional Development for rubric usage - Spring 2015

FY16

- HLC Consultant provided guidance for CQI form modification, that addressed student learning objectives at the program level - Fall 2015
- CQI work completed for Academic Programs - Fall 2015
- Implemented Communications Rubric - Fall 2015
- Created Core Competency Assessment Form (CCAF) for Communications - Fall 2015
- [Submitted data on Oral and Written Communication from mapped courses - Fall 2015](#)
- Created Problem Solving Rubric - Fall 2015
- Professional Development for Assessment Action Plan, Reviewed Data, and Planned Interventions for Persistence and Completion Academy - Fall 2015
- Updated program CQI data - Spring 2016
- Implemented Problem Solving Rubric - Spring 2016
- Created Problem Solving Core Competency Assessment Form (CCAF) - Spring 2016
- [Submitted data on Oral and Written Communication and Problem Solving - Spring 2016](#)
- Created Research and Information Literacy Rubric - Spring 2016

FY17

- Updated program CQI data - Fall 2016
- Implemented Research and Information Literacy Rubric - Fall 2016
- Created Research and Information Literacy CCAF - Fall 2016
- [Submitted data for Oral and Written Communication, Problem Solving and Research & Information Literacy - Fall 2016](#)
- Created Global and Cultural Awareness Rubric - Fall 2016
- Professional Development on Assessment Action Plan, Reviewed Data, Planned Interventions for Persistence and Completion Academy - Fall 2016
- Implemented section and course-level interventions for Persistence and Completion Academy - Spring 2017
- Updated program CQI data - Spring 2017
- Implemented Global and Cultural Awareness Rubric - Spring 2017
- Created Global and Cultural Awareness CCAF - Spring 2017
- [Submitted data on Oral and Written Communication, Problem Solving, Research & Information Literacy, and Global & Cultural Awareness - Spring 2017](#)
- Created Personal Growth Rubric - Spring 2017
- Reviewed Curriculum Map for deficiencies - Spring 2017
- Reviewed data; Planned Interventions and analyzed Persistence and Completion data to determine if intervention(s) led to student improvement in Communication and Problem Solving Core Competencies - Spring 2017

FY18

- Implemented section, course, and program-level interventions for Persistence and Completion Academy - Fall 2017
- Updated CQI data - Fall 2017

- Implemented Attendance Component of Personal Growth Rubric - Fall 2017
- [Submitted data for Oral and Written Communication, Problem Solving, Research & Information Literacy, Global & Cultural Awareness, and Personal Growth - Fall 2017](#)
- Analyzed curriculum map for program changes and/or deficiencies - Fall 2017
- Reviewed data; planned interventions for Persistence and Completion Academy; Analyzed data to determine if intervention(s) led to student Core Competencies improvement - Fall 2017
- Professional Development for Action Plan; Reviewed Data; Planned Interventions for Persistence and Completion Academy - Fall 2017
- Prepared documentation for reporting "[Closing the Loop](#)" actions per academic division - Fall 2017
- Updated program CQI data - Spring 2018
- [Submitted data for Oral and Written Communication, Problem Solving, Research & Information Literacy, Global & Cultural Awareness, and Personal Growth - Spring 2018](#)
- Infused Co-Curricular area in the CQI Student Learning components of the planning and review phase, Updated Personal Growth Rubric - Spring 2018
- Implemented section, course level, and program interventions for Persistence and Completion Academy - Spring 2018
- Analyzed Curriculum Map for Program Changes - reviewed for deficiencies - Spring 2018
- Reviewed Data; Plan Interventions for Persistence and Completion Academy; Analyzed data to determine if intervention(s) led to student improvement related to Core Competencies - Spring 2018
- Prepared documentation for reporting "Closing the Loop" actions per academic division - Spring 2018
- Discussed co-curricular reporting methodology for recording "Closing the Loop" actions - Spring 2018

FY19

- Updated program CQI data - Fall 2018
- Implement section, course level, and program interventions for Persistence and Completion Academy - Fall 2018
- Reviewed Data; Plan Interventions for Persistence and Completion Academy; Analyzed data to determine if intervention(s) led to student improvement related to Core Competencies - Fall 2018
- Prepared "[Closing the Loop](#)" documentation for reporting - Fall 2018

Assessment at Shawnee Community College is faculty-led and faculty-driven. The Chair and Co-Chair of the SAAC are responsible for assessment processes and the analysis and reporting of assessment data. As part of the process, faculty submit CQI forms and core competency assessment forms to the Learning Resource Specialist, who then uploads the forms into a shared Google drive. No analysis of content is conducted by the Learning Resource Specialist and is simply a task-oriented role. Presently, neither the the SAAC Chair, Co-chair, or Division Chairs monitor the faculty's submission of assessment forms to the Learning Resource Specialist. As a result, there is little faculty accountability distinguishing faculty who do/do not participate in the assessment process and submit assessment forms. Neither is the quality of the completed forms reviewed nor is a data analysis conducted.

Assessment decisions are made by the SAAC without the input from C&I or College Council. If SCC wants to ensure assessment is transparent, more input should be provided from other college-governing standing committees. Other than in course syllabi where activities are linked to core competencies, students are not made aware of any analysis of assessment data. Assessment reports are

provided at faculty and staff Convocation Day at the beginning of the fall and spring semesters, but SCC students do not attend these events. A possible solution to include students in the assessment process might be a student newsletter with a section devoted to student assessment as they relate to each of the core competencies.

Assessment Measures and Data Analysis

Assessment measures, including course, program, and overall student learning goals, are discussed at monthly [SAAC Meetings](#) throughout the semester. The SAAC Division Meetings are formally held bi-annually at Faculty Convocation, and serve as formal "[planning](#)" days for the upcoming year. Division Chairs are expected to attend and work with faculty in their division on rubric use to assess the mapped Core Competencies in that area. Division Chairs, and other SAAC Team Members, provide assistance for those who are completing the Core Competency Assessment forms. Those data are discussed at SAAC Meetings and Closing the Loop reports are generated, which in-turn, should drive course and program improvement, but this is not evident in all programs.

Assessment data is submitted directly to the College's Learning Resources Specialist, who uploads the data sorted by semester, into a shared Google Drive. The College realizes this is an acceptable "storage" file for archives; however, the shared drive is a restricted-permissions file, and a more centralized campus-wide repository is needed for all assessment data analysis and reporting. An [assessment presentation](#) was given college-wide at Convocation Day at the beginning of the Fall 2018 semester.

4.B.2. – Curricular and Co-Curricular Outcomes Assessment

Curricular Outcomes Assessment

Faculty use various formative and summative methods to evaluate the Core Competencies, as identified in course syllabi. In addition, both direct and indirect measures of assessment are used to assess student learning to inform course and program improvement. The SAAC developed an indirect measure of student assessment in the form of a [survey](#) attached to the graduation application. It was first implemented with the May 2018 graduating class, and will be a regular part of the graduation process moving forward. Data have yet to be analyzed from the May 2018 graduates.

Co-Curricular Assessment

In 2014, the HLC team identified: *“learning outcomes for co-curricular programs have not been completely and formally established.”*

Action: It is apparent that SCC has a misconception of the true meaning of co-curricular assessment. In the time since the 2014 visit, co-curricular assessment at SCC has focused solely on performance improvement in non-academic departments. Although campus-wide performance improvement is important, this misconception has caused SCC to fall short in the true meaning of co-curricular assessment. For example, non-academic departments complete annual CQI plans ([Information Technology CQI Plan](#)) similar to those of academic CQI plans. In the past, co-curricular CQI plans were aligned to budget items and were used for overall departmental processes and performance improvement. Currently, the use of CQI forms is not consistent across departments. Budget requests must now be tied directly to the Strategic Plan. Non-academic areas should re-examine the use of CQI forms for performance improvement, or develop other means of assessing departmental processes and

performance improvement.

SCC students have numerous opportunities for co-curricular engagement. For example, SCC participates in NJCAA Intercollegiate Athletics, offers clubs and student organizations (most are related to academic programs), and strongly supports and encourages student internship participation. Student Support Services also provides mentoring to students, and participates in college visits and cultural events and activities on campus and around the region. Thus, to address co-curricular assessment, SCC needs to determine which of these activities can be most accurately mapped to the College's Core Competencies, then develop a means of true co-curricular assessment. The opportunity to assess student learning through internships can serve as multiple measures: Students' performance as it relates to core competencies can be measured in an actual work environment; additionally, the information the employers share about student interns can serve as a means of indirect assessment.

SCC can achieve success by participating in one of HLC's Assessment workshops and/or networking with other community colleges who have mature co-curricular assessment processes in place.

4.B.3. – Assessment-Informed Student Learning Improvement

At the beginning of each fiscal year, faculty review and update program objectives. Direct measures of student learning are outlined in the program CQI Form's Program Student Learning Objectives section. Direct measures of student learning are present in activities such as, student portfolios, and field experiences and/or internships. Indirect measures collected by the College's Institutional Research Department include the following surveys: [graduation](#), district employer, job placement, and [student satisfaction](#).

To "close the loop," each instructional division of Shawnee Community College prepares a Closing the Loop document, presenting changes made to improve student learning within those environments and goals for course and program improvement. Those reports are shared in conjunction with Convocation Day at bi-annual departmental development days at the beginning of each semester.

4.B.4. – Assessment Process and Methods Reflect Good Practice

The SAAC and faculty are the "drivers" in the assessment of student learning at Shawnee Community College with auxiliary support from other departments, such as Institutional Research and the departments within Student Support Services. The SAAC represents shared governance, but is weighted with faculty representation due to direct actions being taken to improve student learning. Many of the SAAC faculty committee members serve on the Curriculum and Instruction Committee, therefore allowing for a more streamlined communication flow and a partnership between other non-instructional staff within the institution. As SCC builds a data-driven climate of assessment, continuous quality improvement is a constant endeavor for all facets of the College in addressing that part of the mission of building "lifelong learners."

Sources

- 2018_ProfessionalDay_1_MathDivision_Agenda
- 4.A.1_SCC_CQI FY18
- 4.B.1_2017-2018_College_Catalog
- 4.B.1_2017-2018_College_Catalog (page number 13)
- 4.B.1_2018-2019_College_Catalog
- 4.B.1_2018-2019_College_Catalog (page number 13)
- 4.B.1_SCC_Blank Core Competency Forms
- 4.B.1_SCC_Convocation Agendas
- 4.B.1_SCC_Core Competency Assessment Forms
- 4.B.1_SCC_Core Competency Rubrics
- 4.B.1_SCC_Policy Manual 8170
- 4.B.1_SCC_SAAC Meeting Notes
- 4.B.1_SCC_Syllabi Examples
- 4.B.1_SCC_Written Communication Data Fall 2015-17
- 4.B.2_SCC_Assessment examples Spring 2016
- 4.B.2_SCC_Assessment Examples Fall 2015
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- 4.B.2_SCC_Assessment_Examples Spring 2017
- 4.B.2_SCC_Assessment_Examples Spring 2018
- Closing_the_Loop_2017
- CQI_Form_Blank
- CurriculumMap
- Fall 2018 Convocation Assessment Presentation
- FY18-20 Committee Listing updated 4-19-18
- Graduation Exit Survey
- IT CQI
- SCC_SAAC_Assessment_Action_Plan.pdf
- Student Forum Survey
- Syllabus_Example

4.C - Core Component 4.C

The institution demonstrates a commitment to educational improvement through ongoing attention to retention, persistence, and completion rates in its degree and certificate programs.

1. The institution has defined goals for student retention, persistence, and completion that are ambitious but attainable and appropriate to its mission, student populations, and educational offerings.
2. The institution collects and analyzes information on student retention, persistence, and completion of its programs.
3. The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.
4. The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice. (Institutions are not required to use IPEDS definitions in their determination of persistence or completion rates. Institutions are encouraged to choose measures that are suitable to their student populations, but institutions are accountable for the validity of their measures.)

Argument

HLC Report: In 2014 the HLC team evaluated this core component as met with concerns. The team was concerned that "Shawnee Community College's most recent strategic plan, SCC Strategic Plan 2014-2019, states the College's commitment to creating an environment that promotes diversity, student success and completion, but neither it nor the Strategic Enrollment Plan define the goals for Retention, Persistence, and Completion.

4.C.1. – Institutional Goals for Student Retention Persistence and Completion

Shawnee Community College has been and remains committed to student success and retention. To improve retention numbers, the College's advisement area developed the Early Alert System, which was initiated as far back as FY2003. The Early Alert System was designed to assist students who were experiencing difficulty in classes. Students were identified by faculty and contacted by the student counselor. The advisor worked with students to identify issues that were interfering with their ability to be successful in their course(s) and explore options that could assist them in successful completion of coursework. In Fall 2012, the retention program was embedded into each faculty class lists on the College's web portal allowing faculty easier access to the program and ability to make referrals to the program at any time during the semester. In Spring 2015, additional staff was added to follow up with students and faculty to close the communication loop between initial referrals from faculty and final outcomes for the students. The communication between the faculty and the counselor is maintained in a secure environment.

The College has now fully transitioned to the Retention Alert System in Colleague. This allows advisors to be involved in the retention process for their assigned advisees and allows for the faculty/staff who have the most contact with students to be actively engaged in the retention process.

The 2014 HLC team identified the following concern, "*While the Enrollment Management Plan lays*

out activities related to recruitment and retention...it does not provide specific targets for persistence, retention, and completion."

Action: At the May 7, 2018 Board of Trustees Meeting, the Vice President of Student Success & Services presented a [Strategic Enrollment Management \(SEM\) Plan](#), which is aligned with the College's Strategic Plan. The goals of the SEM Plan are to increase retention by 3% over the next three years, as well as increase completion by 3% over the next three years.

The College began implementing the following steps in FY2019 that are anticipated to have a direct positive effect on student retention. First, every SCC student has an assigned advisor by either a section of the alphabet or by specialty groups i.e.: [Veterans](#), [CTE students](#), etc.. Degree/certificate-seeking students are provided with an academic degree plan by the end of the [student's second semester](#). Also, first-time degree/certificate students are required to participate in [New Student Orientation \(NSO\)](#). The College provides a designated room for Veterans. This space is equipped with computers, printers, tables and chairs. There are student work opportunities on campus, as well as internships for students both on [campus and in the community](#). In the Fall of 2018, Advisors will communicate via phone, email, text, etc., with each incoming freshmen during the first three weeks of the semester, to assess if things are in order.

Shawnee Community College recognized the challenges of student persistence and completion; therefore, the Institution became a member of the Higher Learning Commission's Student Persistence and Completion Academy cohort in spring of 2014.

Performance Indicators for Goal #2 for the College's 2014-2019 Strategic Plan include:

- Degrees and certificates awarded annually
- Number of students accessing academic support services

In 2014, HLC team acknowledged: *"The College is only beginning to use retention, persistence, and completion data in a systematic way to make improvements. SCC's participation in the Persistence and Completion Academy is an effort to move forward more quickly."*

Action: According to [retention rates since 2010](#), the College has experienced a decline in retention. The College is committed to improving student persistence and completion through the goals of the Strategic Enrollment Management Plan and the College's participation in the Persistence and Completion Academy. The College is awaiting the most recent retention report and plans to use the data to provide and strengthen services when needed.

4.C.2. – Collection and Analysis of Information About Student Retention Persistence and Completion

Shawnee Community College uses a contact methodology retention procedure. The [population of students](#) initially selected for the Retention Alert System were students who were on academic probation and who received financial aid. Advisors contacted instructors either one-on-one or through the institution's Retention Alert System. Follow-up contacts were also made by advisors to discuss scheduling, planning, time-management, tutoring, and to encourage students to have an open dialogue with instructors concerning their success and progress. Contacts were made a minimum of four times per semester, with the initial two contacts occurring within the first four to five weeks of instruction.

An outcomes report was generated before the beginning of the following semester to determine if there were any stop-gap individuals identified in order to make follow-up phone calls to encourage returning to educational endeavor. Institutional Research followed up with phone questionnaires to those students in the cohort who did return concerning what assisted them with persisting and returning. Resounding responses indicated use of services and more communication with instructors.

After two semesters of working with the initial identified population and recognizing a slight gain in improvement, the targeted population was expanded to academic probation only, not just those receiving financial aid.

4.C.3. – Utilization of Information on Student Retention, Persistence and Completion

Analysis of [data](#) revealed that students who were on academic probation for two consecutive years, and had a Grade Point Average (GPA) of 2.2 to be a strong indicator that a first interaction was needed. All data calculations and tracking was conducted manually due to the inadequate functionality of the records system. This prompted an earlier warning for students experiencing academic difficulty. A cutoff GPA was established, without officially placing students on academic probation. The Retention Alert System, along with predictive analysis, helped students recognize the need to utilize tutoring services and other available resources on campus.

4.C.4. – Institution's Processes and Methodologies for Collecting and Analyzing Student Retention, Persistence and Completion Data

Shawnee Community College adheres to IPEDS and ICCB state data collection guidelines in relation to reporting student retention, persistence, and completion. Additionally, SCC is practicing population targeting intervention techniques related to methodologies and conversations explored through participation in the Higher Learning Commission's Persistence and Completion Academy.

Sources

- 4.B.1_SCC_Written Communication Data Fall 2015-17
- 4.C.1_SCC_Enrollment Plan.pdf
- 4.C.1_SCC_Enrollment Plan.pdf (page number 7)
- 4.C.1_SCC_Enrollment Plan.pdf (page number 11)
- 4.C.1_SCC_Enrollment Plan.pdf (page number 15)
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- Probation
- Retention Rate

4.S - Criterion 4 - Summary

The institution demonstrates responsibility for the quality of its educational programs, learning environments, and support services, and it evaluates their effectiveness for student learning through processes designed to promote continuous improvement.

Summary

Strengths of Shawnee Community College

Since the Higher Learning Commission's review in 2014, Shawnee Community College has made strides in refining the assessment process. There is much to celebrate with the development of the five (5) Core Competencies and common rubrics for each, as well as the dedicated members who serve on the SAAC.

Opportunities for Future Growth at Shawnee Community College

Although there have been some strides made in student assessment processes since the last HLC visit in 2014, SCC needs some extra guidance on taking all of the components that have been put in place and truly "close the loop" with assessment data. A more consistent effort needs to be made by faculty to ensure all instructors are participating in assessment, and the SAAC needs to publicize the yearly assessment data campus-wide. Annual assessment reports that are completed by the SAAC should be stored in a centralized location that is easily accessible to all faculty, staff, students, and community members. Co-curricular assessment is a major area of concern at SCC. SCC has the co-curricular areas in place, but needs to identify which areas align with specific programs and develop a tool to collect co-curricular assessment data, aside from course and program assessment. To truly close the assessment loop, **all** assessment data should be analyzed by the SAAC and reported to faculty, staff, and students annually. In addition, assessment data should be evident in course and program improvement and included in ICCB program review. Assessment data should drive decision-making and planning at SCC.

To accomplish these opportunities for growth, SCC plans to discuss either joining the Higher Learning Commission's Assessment Academy, attending assessment workshops, and/or networking with other community colleges with a mature process of assessment to help guide and improve the institution's assessment practices.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

5.A - Core Component 5.A

The institution's resource base supports its current educational programs and its plans for maintaining and strengthening their quality in the future.

1. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.
2. The institution's resource allocation process ensures that its educational purposes are not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.
3. The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution's organization, resources, and opportunities.
4. The institution's staff in all areas are appropriately qualified and trained.
5. The institution has a well-developed process in place for budgeting and for monitoring expense.

Argument

SCC manages its financial resources, human resources, facilities and technological resources to fulfill the mission and the goals of the College. SCC proactively plans for continuous improvements and future needs. The synergy between these approaches maintains a focus on quality student experiences and success.

5.A.1. – Sufficiency of Resources to Support Operations

Fiscal Resources

SCC's operating revenue base comes from three primary sources: local property tax, state funding, and tuition and fees. In recent years, the College has experienced difficult economic times due to delays in state payments and decreased state funding but has made proactive strategic decisions in order to manage revenues and expenditures. The College experienced a significant decline in [state funding](#) several years ago and has yet to see those revenues increase back to previous levels. At the same time, tuition and fee revenues have increased through [rate increases](#) to help offset the decline in state funding, with the exception of 2018 where there was no tuition increase. Local property taxes have remained somewhat constant. The chart below illustrates how the percent of operating revenue has changed by source over the last several years.

Operating Revenue by Source



Fiscal Year	Local Property	State Funding	Tuition & Fees	Other
FY14	\$1,661,659	\$6,687,996	\$4,976,497	\$585,982
	11.94%	48.07%	35.77%	4.21%
FY15	\$1,723,696	\$6,252,139	\$4,601,293	\$431,900
	13.25%	48.06%	35.37%	3.32%
FY16	\$1,744,973	\$2,726,277	\$4,546,063	\$698,572
	17.96%	28.06%	46.79%	7.19%
FY17	\$1,854,299	\$5,179,435	\$4,549,934	\$421,268
	15.45%	43.13%	37.91%	3.51%

Source: Audited Financial Statements

SCC prepared for changes in operating revenue sources and for delays in state payments by taking measures to increase revenues and decrease expenditures. For FY2016, the state paid the College half of the normal revenue expected; therefore, the [fund balance](#) for FY 2016 decreased. The College also had planned expenditures for a new Enterprise Resource Planning (ERP) system which was in the beginning implementation phase in FY 2017. General obligation bonds of \$6 million were issued in FY 2018 to help with deferred expenditures for capital projects, technology infrastructure, staff and administrator salaries, instructional equipment, facilities equipment, and computer equipment.

The College has held steady with expenditures in an effort to sustain the fund balance at a level between 55% and 65% of operating expenditures due to the uncertainty of a number of fiscal issues, including pensions, decreased enrollment, expiring tax increase, and the general economic condition of the State of Illinois.

The College's focus on student learning and success is evidenced through the allocation of its financial resources with 40% of operating funds used for instructional [expenditures](#). This has remained the focus even as the College has had to adjust to a change in base revenue sources. The College currently has ten [grants](#) which provide educational opportunities across a broad spectrum of SCC's programs. Three additional grants have been applied for in FY2018; a \$500,000 Kessler Foundation grant, a \$100,000 Illinois Veteran's Cash grant, and a \$15,000 Lumina Foundation grant. In addition, the College re-established the Foundation and raised \$20,000 and several scholarships for students.

SCC's financial statements are published annually and are examined by an independent auditor each year. The [auditor issues a report](#) in accordance with generally accepted accounting principles on internal controls, compliance with laws and regulations, the scope and findings of the audit, and a professional opinion signed by the auditor.

Overall, the College has positioned itself for financial uncertainty at the state and local level. The College's detailed financial data from Annual Institutional Data Update (AIDU) for fiscal year 2014

through 2017 is listed in the table below.

	2014	2015	2016	2017
Primary Reserve Ratio	.74	.51	.41	.42
Net Operating Revenue Ratio	.10	.07	-.07	-.05
Return on Net Assets Ratio	.07	.05	-.04	-.04
Viability Ratio	2.35	1.65	1.60	1.50
Composite Financial Indicator	5.40	3.75	1.66	1.56

Source: The Higher Learning Commission AIDU Financial Ratios Report

As illustrated in the chart above, the institution has demonstrated fiscal responsibility over the last four years. The Composite Financial Indicator (CFI), which reflects the financial health of the institution, has been impacted by compounding issues with state funding and decreased enrollment. At the same time, the College recognized the need to replace its dated ERP system and purchased a new ERP system with implementation beginning in FY2016. In FY2018-FY2019, the College has, and is in the process of, upgrading more of its technology, equipment, and maintenance.

Human Resources

Human resources are a major component in making any institution successful. The College is proud of the quality of its faculty and staff, and commits on average 60% of operating expenses for employee salaries and benefits as an investment in its human resources. As of the Fall 2017 semester, SCC’s workforce included 34 full-time faculty, 84 adjunct faculty, 62 full-time staff, and 24 part-time staff.

The Human Resource Director manages all hiring and orientation training for the College. The hiring process involves a screening committee made up of representatives from various areas of the College. The screening committee reviews applications, conducts level one interviews, and makes recommendations to the President. The President interviews and reviews the candidates, then makes a recommendation to the Board of Trustees. Once a candidate is hired, the Human Resource Director conducts new employee orientation, which includes a review of [college policy](#) and benefits. Shawnee Community College is an equal opportunity affirmative action institution. The Vice President of Student Success and Services serves as the College's Equal Opportunity Officer.

Physical Infrastructure

Shawnee Community College meets student needs by providing a safe and attractive environment. Shawnee Community College's mission is to serve the needs of the students and our diverse community by providing quality higher education, community education, training, and services that are accessible, affordable, and promote lifelong learning. In order to implement this mission, the College must provide expansion and improvement of the facilities that house all classes, programs and services offered. The [2018-2026 Facility Master Plan](#) identifies existing and future facility needs that

are prioritized with an estimated dollar amount assigned to each item for future use and planning.

In 2017, the College received a donation of \$50,000, which consisted of a building to be renovated into the new Cairo Center.

The College has increased the square footage of classroom and laboratory space significantly in an effort to promote student learning. The table below shows a breakdown of the College’s square footage from 2008-2017 by type.

	2008 Square Footage	2017 Square Footage
Classroom	65,380	109,382
Labs	12,159	16,635
Other	107,349	127,088
TOTAL	184,888	253,105

Source: ICCB Room Inventory Report (R3)

The College is also committed to the upkeep of current facilities to ensure the safety and security of students. Since the last accreditation visit, SCC has made several capital improvements. Each of these improvements helps the College support operations and deliver programs.

The following is a list of capital improvement projects from 2014-2018.

Project Name	Type	Year Completed
Renovate Restrooms – Buildings H and I	Facility Improvement	2014
Parking Lot Resealing Project – Main Campus	Facility Improvement	2014
Replace Door Closures and Locks on Main Campus	Campus Safety	2014
Gym Ceiling Renovation	Facility Improvement	2015
EFIS Refinish/Joint Replacement	Facility Improvement	2015
Renovate Restrooms – Building H	Facility Improvement	2017
Carpet Replacement Library	Facility Improvement	2017

Plumbing Replacement – Building Lower J & H	Facility Improvement	2017
Cairo Center Renovations	Facility Improvement	2018
Security Cameras Installation – Anna, Main	Campus Safety	2018

Source: SCC’s Capital Projects 2004-2018

Technological Infrastructure

SCC’s IT department provides technical support to faculty, administration, and student systems at all locations. The IT staff meets each semester to discuss new software or new versions of the software that are currently used. In addition, the staff members meet with the business/occupational/technical division faculty each semester to discuss the software needs in the labs to support offered courses.

The current [technology plan](#) includes all technological plans for the institution for years 2016-2019. The SCC [Technology Committee](#) assisted in the creation of the plan by gathering data, providing information, and ensuring the accuracy of the plan. The plan was updated in Spring 2018. Work on the 2020-2023 technology plan will begin in Summer 2019.

Each year, the core computer labs at main campus are upgraded. The replaced computers serve our extension centers. This rotation, determined by need, allows for the most robust computer systems to reside in the computer labs that support the most resource intensive software applications. The needs of the instructors determine the type of software utilized in lab facilities. The faculty and staff computers are replaced on an as-needed basis with job requirements being a determining factor.

SCC upgraded from its iSeries-based Jenzabar TE enterprise resource planning system to [Ellucian Colleague](#) windows-based software. The system began the first phase of implementation in FY16 and was a multi-year project which included each department in the institution. Ellucian Colleague fully integrated each department of the College, allowing for secure, easy access to information by all users.

The SCC website is in the process of being redesigned in an effort to ensure readability, ease of site navigation, and to create a less cumbersome default webpage. The current site provides a single location for faculty, staff, students, alumni, and community members to find information about SCC and contains easily accessible links to important applications and services such as MySCC Online, Saints Alert, Moodle, and eTutoring.

The systems utilized for interactive video are Polycom H.323 and HDX 8000 video conferencing systems. The interactive video (ITV) classrooms allow students to take classes originating from main campus without traveling from one of SCC’s extension centers. The institution utilizes Moodle as the Learning Management System (LMS) for online courses and as a supplement to face-to-face courses. Online student support services include off-campus access to [electronic resources](#) of the LRC. Students also have access to an online tutoring service, e-Tutoring. SCC has sixty-three [technology enhanced classrooms](#). Main campus has twenty-seven SMART classrooms, Anna Extension Center has six, and the Metropolis Extension Center has seven. These SMART classrooms have a computer,

document camera, projector, and either a SmartBoard or a Symposium. The remaining technology enhanced classrooms, seventeen at main campus and six at the Anna Extension Center, have all of the SMART classroom components except for a SmartBoard or Symposium.

Shawnee Community College continues to [upgrade internet connections](#) at both the main campus and all the extension centers. The main campus increased bandwidth from 100Mbps to 250Mbps; the Anna campus increased bandwidth from 10Mbps to 100Mbps; Metropolis campus increased bandwidth from 50 Mbps to 100 Mbps.

Palo Alto [firewall](#) appliances connect all four campuses together through a VPN connection. In addition, the institution provides [open wireless Internet access](#) at the main campus, Anna campus, and Metropolis campus. The increased bandwidth has allowed the College to upgrade the tracking system for the College's two fitness centers. The fitness centers at the main campus and Anna campus are now part of a shared database system (Red Canyon) allowing students to utilize either center while faculty have the tools necessary to log and track student usage time accurately and efficiently.

Main Campus, Metropolis Extension Center, and Anna Extension Center have security cameras. As of 2018, SCC has added four new security cameras at the Anna Extension Center. There are plans to increase security cameras at the other extension center as priority in the budget.

SCC utilizes the web-based Gmail for email services for faculty, staff, and students. [Moodle](#), an e-learning platform hosted by Remote Learning, creates less overhead for the institution to maintain the server hardware necessary for the system. The institution also implemented a web-accessible database system that houses a campus-wide help desk system and integrates with client and asset management information for all computer systems.

5.A.2. – Resource Allocation Process

SCC takes great pride in the fact that resource allocation and budget planning are both institution-wide initiatives. Annual resource allocation begins each year during the [budget planning process](#) in the fall for the following fiscal year. The Business Office initiates the budget process by opening the new budget year in Colleague. Once this is complete, Business Office staff notifies the budget officers that the process is open with applicable training dates, times and deadlines. When the budget officers have completed all budget requests and justifications in Colleague, the approval moves to the area Vice Presidents.

Budget officers submit their budget requests to their Vice President for review and approval. The requests are then submitted to the Fiscal Planning Committee, which consists of representatives from all areas of the College. The committee reviews the requests and verifies that each request is tied to the College's Strategic Plan. The committee approves, denies or holds each request based on the College mission and the current Strategic Plan. The committee then [prioritizes the requests](#) and forwards them to the Vice President of Financial and Campus Operations. The Vice President of Financial and Campus Operations then meets with the Vice Presidents and President to review the requests. During budget development each year, the President approves requests based on available resources. This process ensures that all departments have equal opportunity to make requests for needed funds.

The Vice President of Financial and Campus Operations finalizes the detailed annual budget, and the tentative legal budget is submitted to the Board of Trustees for approval. Public notice is given via an

advertisement in the local paper advising that the budget is available for public inspection for a 30-day period. Notice is given on the date and time of the July public hearing in the same advertisement. The public hearing is held on the legal budget before the regular board meeting in July, and the final legal budget is submitted to the Board of Trustees for approval. Upon their final approval, a copy of the legal budget is sent to the Illinois Community College Board (ICCB).

In FY18, the College moved to a zero-based budgeting model. This approach requires each department to closely examine its budgetary needs and write a justification for their budget allocation requests. Resource allocation and budget decisions reflect the strategic plan, the economic condition of the college and community, enrollment estimates, projected state funding, and the needs of the students and the community.

5.A.3. – Alignment of Organizational Structure, Resources and Opportunities with Mission

The SCC mission statement reflects the priorities identified during the strategic planning process. In reviewing the strategic goals, the College takes into consideration the organization, resources, and opportunities.

The [2014-2019 Strategic Plan](#) was developed through the collaborative efforts of the Institutional Effectiveness Committee and the administration. The College mission guided the development of the strategic plan goals. Strategic planning goals include:

1. Identify and develop programs that meet the educational needs of our community college district and region.
2. Create an environment that promotes diversity, student success and completion.
3. Measure institutional effectiveness through data-based evaluation and planning.
4. Maintain a quality institutional workforce.
5. Foster community partnerships to promote growth of the institution and the community.
6. Maintain the financial integrity of the institution.

In June 2017, the Board of Trustees adopted Board and President Goals. These goals were aligned with the new [Strategic Plan 2019-2023](#). During a yearlong process, the Strategic Planning Committee worked to update the plan, re-affirm the student, staff, faculty, community, and external college community (businesses/academic partners') needs. Goals were aligned with timelines, responsible parties, and performance measures. In December 2017, a [Strategic Plan Progress Report](#) was presented to the Board of Trustees with updates. The Board approved the newly revised Strategic Plan on September 4, 2018.

5.A.4. – Appropriately Qualified and Trained Staff

SCC's staff is appropriately qualified and trained in all areas in the institution. [Policy](#) states that a search/screening committee will be utilized for filling all full-time positions. The committee's purpose is to screen, interview and recommend the top three candidates to the President for employment consideration. Only applicants that meet the minimum qualifications are submitted to the search committee for interviews. The interview and appraisal process is objective, focused on the applicant's professional background as it relates to the job qualifications. Evaluation procedures include a ranking system for all candidates, based upon objective judgments about the applicant's professional

qualifications in relation to those specified in the job description. The SCC [Employee Orientation Manual](#) is given to each new employee. As stated on page three (3) in the manual, each new employee will learn the skills necessary to become an efficient and valuable member of the new employee's department team. It is also stated through the process of working and learning, the new employee will become proficient in his or her job. The goal of the College's administration is to provide employees with the tools needed to meet the challenges of his or her job.

Faculty transcripts are evaluated for teaching positions using the [Transcript Evaluation Form](#). The Director of Human Resources, the Division Chair, the Dean of Academic Affairs, and the Vice President of Academic Affairs each review the faculty member's transcript to ensure that the individual is qualified to teach in their respective discipline. Each graduate course is assessed to confirm that 18 credit hours have been completed in the discipline that the faculty member is scheduled to teach. This past year during an evaluation of transcripts, several faculty members did not have the proper credentials to teach certain courses. The College and faculty worked with the Illinois Community College Board (ICCB), educational plans were submitted, faculty who were not eligible to teach in certain areas were removed from the teaching schedule, and returned to college to take the necessary courses to meet the ICCB qualifications to teach. This audit included dual credit, adjunct faculty, and full-time faculty. ICCB conducted workshops for the College in Fall 2017 to address the credential matter. The College is proud of this corrective action to ensure student courses will transfer seamlessly to other colleges and universities.

For other areas requiring certification, such as the requirement that truck driving instructors hold a Commercial Driver's License (CDL), the Director of Human Resources verifies that these requirements are met. The Director of Human Resources also ensures that staff meet the minimum qualifications outlined in their job descriptions. SCC takes pride in the qualifications of its faculty and staff. Twenty-six (26) percent of staff, and forty-eight (48) percent of faculty hold master's degrees, and ten (10) percent of staff and five (5) percent of faculty hold doctorate degrees. The number of individuals holding doctorates from Fall 2017 to Fall 2018 has doubled.

Full-time Employee Credentials

Classification	Doctorate	Masters	Bachelors	Associate	Certificate/High School Diploma
Administration	8	10	4	0	1
Faculty	3	28	2	1	1
Professional/Managerial	0	8	17	1	2
Classified/Operational	0	2	2	12	1

Source: SCC Human Resources Office as of 8/27/2018

Employee Tuition Waivers

SCC encourages the advancement of higher education by offering [tuition waivers](#) for SCC classes to full-time employees and SURS qualified retirees and members of their immediate family. Members of

immediate family shall be defined as the spouse and dependents of full-time employees who are under 24 years of age, not married, and currently reside in-district with either one or both parents, one of which is a full-time employee. Currently employed adjunct faculty who have taught at SCC for a minimum of five years, are eligible for up to four credit hours of waived tuition for themselves, their spouse and dependent children.

Advancing Shawnee

In 2008, the [Advancing Shawnee](#) program was implemented to reward employees who go above and beyond to advance the work of SCC or who have made the sacrifice to complete a higher education degree. With on-going budget concerns, the awards for those who go above and beyond were discontinued in Spring 2009; however, financial incentives for those seeking higher degrees is still in place. To encourage educational advancement, those employees who earn a masters degree receive \$2,000, and \$3,000 is given for an earned doctorate degree.

Professional Development

SCC supports faculty and staff in their professional development by funding professional development activities, providing incentives for completing [professional development courses](#), and offering professional development activities. The [Professional Development Committee](#) is charged with recommending, developing, and assisting with the implementation and promotion of professional development activities. In FY17, the committee [surveyed](#) employees for input on professional development offerings. The results were used to develop future activities sponsored by the committee. Recently, the committee explored the opportunity to establish a master's degree in higher education cohort with Southern Illinois University Carbondale for those wanting to further their education. In FY18, fifty-six employees participated in a host of [professional development activities](#) in the forms of conferences, workshops, seminars, and tutorials.

Training

SCC ensures staff and faculty are appropriately trained. During the implementation of the new ERP system, employees completed 7,952 hours of [training](#) on the new system. Annual Title IX and FERPA trainings are completed by all employees. Maintenance, coaching, and laboratory staff are also required to complete annual Bloodborne Pathogen Training. The New Hire Orientation also covers training on computer usage, emergency procedures, sexual harassment, mandated reporting, identity protection, active shooter situations, and performance reviews.

5.A.5. – Process for Budgeting and Monitoring Expenses

The College has an open [budget process](#) with input from all areas of the College. The annual budget process is driven by state regulations, board policy and the needs of the various areas of the College. As outlined in 5.A.2, the Vice President of Financial and Campus Operations is responsible for leading the annual budget process but relies heavily on the input from the Fiscal Planning Committee and the full administrative team, who assists with prioritization of needs.

Annually directors and department chairs submit their budget requests, via Colleague to the Vice President of Financial and Campus Operations. These requests are reviewed and consolidated. Then reports are prepared for the Fiscal Planning Committee. During the review by the Fiscal Planning Committee, directors or department chairs may be asked for additional information or to make a

presentation on budget requests. The process is designed to allow all areas of the institution to have a voice. Feedback and open discussion are encouraged at all levels.

Once the Fiscal Planning Committee has all needs [prioritized](#), the needs are reviewed by the President and Vice-Presidents. Once the budget has been developed, the Vice President of Financial and Campus Operations forwards the budget to the President for final review and approval. After the President has reviewed and approved the budget, it is forwarded to the Board of Trustees for review. The budget is then posted for public display for no less than thirty days. After thirty days, a public hearing is held before the board can take any final action at the next scheduled Board meeting.

SCC utilizes MySCC, a real time web-based tool, for tracking financial information. MySCC is available to all budget officers to monitor budgets and expenditures. All supervisors are encouraged to use this tool to track budgets. If an expenditure is submitted and funds are not available in the budget, the request will be returned to that department by the Business Office.

Sources

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- 5.A.1 Grant Listing
- 5.A.1 LRC Electronic Resources
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- 5.A.1 State Funding Comparison FY07-FY18
- 5.A.1 State Funding Comparison FY07-FY18
- 5.A.1 Technology Enhanced Classrooms
- 5.A.1 Technology Plan.pdf
- 5.A.1 Technology Plan.pdf (page number 2)
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- 5.A.1 Technology Plan.pdf (page number 25)
- 5.A.1 Tuition Rates FY2014-FY2018
- 5.A.1. Operating Fund Expenditures by Program
- 5.A.2 Budgeting Guide
- 5.A.2 Fiscal Planning Committee Ranked Requests
- 5.A.3 Strategic Plan Progress Report
- 5.A.4 Advancing Shawnee Program
- 5.A.4 Ellucian Colleague Training by Employee
- 5.A.4 Employee Orientation Manual
- 5.A.4 Employee Tuition Waiver Request Form
- 5.A.4 Professional Development Survey Results
- 5.A.4 Professional Development Tracking
- 5.A.4 Transcript Evaluation Form
- 5.A.5 Budgeting Guide
- 5.C.5 Facilities Master Plan (draft)
- 5.D.1 Audit Report FY2014

- 5.D.1 Audit Report FY2015
- 5.D.1 Audit Report FY2016
- 5.D.1 Audit Report FY2017
- SCC budget change justification form .pdf
- SCC STRATEGIC PLAN
- SCC_Strategic_Plan_2014-2019.pdf

5.B - Core Component 5.B

The institution's governance and administrative structures promote effective leadership and support collaborative processes that enable the institution to fulfill its mission.

1. The governing board is knowledgeable about the institution; it provides oversight of the institution's financial and academic policies and practices and meets its legal and fiduciary responsibilities.
2. The institution has and employs policies and procedures to engage its internal constituencies—including its governing board, administration, faculty, staff, and students—in the institution's governance.
3. Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

Argument

SCC is dedicated to providing quality, cost-effective, comprehensive programs to all individuals within the district and the region. The College strives to fulfill its mission through comprehensive planning and responsible resource management. The governance and [administrative structures](#) of SCC are designed to provide the greatest oversight and support for the programs and services offered at SCC.

5.B.1. – Governing Board Responsibilities

The SCC Board of Trustees is a seven-member Board elected by the residents of the district. A student trustee is elected by the student body. The non-voting student member has all of the privileges of membership, including the right to make and second motions and to attend executive session, other than the right to vote. The Board provides oversight for the financial and academic policies and practices through the policy manual and through participation in decision-making. Legal counsel is present at each meeting to ensure the Board is meeting its legal and fiduciary responsibilities. The College [policy manual](#) identifies and defines duties, responsibilities, and more for the Board of Trustees, committees, and other organizations of the College. As stated in the policy manual, the duties of the Board of Trustees are:

- Maintain records to substantiate all claims for state apportionment and retain such records for three years.
- Cause a fiscal and management audit to be made at the end of each fiscal year by a certified public accountant.
- Publish annually a financial statement of the College.
- Provide for the revenue necessary to maintain the College.
- Designate the treasurer to receive the taxes of the district.
- Appoint legal counsel.
- Authorize elections.
- Adopt and enforce all necessary policies for the governance of the College.
- Appoint and fix the salaries of a president and all other personnel.
- Operate the college in accordance with all legal provisions

- Have all other powers and perform all other duties as may be required by law
- Authorize application to the Illinois Community College Board (ICCB) for the approval of new units of instruction, research, or public service.
- Pay no orders except for teachers' salaries unless there are sufficient funds in the hands of the treasurer, except as otherwise provided by law.
- Let all contracts for supplies, materials, or work involving a cost in excess of \$25,000 to the lowest responsible bidder.
- Participate in joint purchase by governmental units as deemed in the best interest of the College.
- Adopt regulations for admissions of students which do not conflict with statutory requirements.
- Indemnify and protect board members and employees against death, bodily injury, and property damage claims, including defense thereof, when damages are sought for alleged negligent or wrongful acts while acting within the scope of employment and under the board's direction.

Board of Trustee meetings are documented and recorded by the Board Secretary. The Board Secretary, who is a member of the Board, is responsible for all duties of this office. Meeting minutes are available for [public inspection within seven \(7\) days](#) of approval. One copy is kept in the administrative office of the district, and one copy is kept in a secure location. As indicated in Board Policy Manual, per Subsection 2.06(b) of the Open Meetings Act, the minutes of open meeting are available for public inspection within 10 days of approval by posting the open meeting minutes on the College website. Minutes are posted for at least 60 days. Closed meeting minutes are available to the public following a majority vote by the Board of Trustees.

The Illinois Community College Trustees Association (ICCTA) developed a [code of ethics](#) as a guide for establishing sound board/president relationships to help maintain an environment of trust and mutual support. The SCC Board of Trustees adopts this code as its credo.

The President in dealing with the Board of Trustees should:

- Keep board members informed fully regarding the state of the institution--its strengths, opportunities for improvement, and progress toward achieving its objectives.
- Recommend to the Board for its consideration and approval of those policies or policy changes considered important for effective operation of the College.
- Provide the Board with careful study and advice regarding all policy proposals initiated by the Board.
- Provide the Board with a professional and objective assessment of any opportunities noted to improve its operation and general functioning.

The Board is committed to the [development of trusteeship](#) through the continuing development and education of each Trustee. Each Trustee is encouraged to attend the annual Board of Trustees Retreat and a minimum of at least one Southeast Regional Trustees Association meeting and one Illinois Community College Trustees Association Seminar annually. If a Trustee is unable to attend the annual retreat, the minimum requirements may be satisfied by attending one additional regional meeting or state seminar.

All members of the Board of Trustees are required to adhere to the [Conflict of Interest policy](#). This policy prohibits Trustees and officers appointed by the Board from having any interest, either directly or indirectly, in any contract with the Board of Trustees, or in the performance of any work on its behalf, where such person may be called upon to act or vote in the making of such contract or the letting of such work.

5.B.2. – Engagement of Internal and External Constituents in College Governance

Shawnee Community College, District 531, represents residents in Alexander, Pulaski, Union, Massac, and parts of Johnson and Jackson counties in southernmost Illinois. The Board of Trustees is granted governance authority by the Illinois Community College Board (ICCB), the statewide governing board of the forty-eight community colleges in Illinois. The Board follows State of Illinois and ICCB policies and procedures.

The regular meeting of the SCC Board of Trustees is held on the first Monday of the month at 5:30 p.m. on the main campus of SCC. [Meeting agendas](#) are posted on the College website as public information. However, if received after the deadline, the Chairman may present any emergency business matter for inclusion on the agenda. The opportunity for public comment is a standing agenda item.

The Assistant to the President compiles a [synopsis](#) of monthly board meeting highlights and emails faculty and staff College-wide following each meeting. Two months' of approved board meeting minutes are available to the public on the College's website. Historical minutes are available by request through the President's office. The Board maintains an Illinois Community College Trustee Association (ICCTA) representative to represent the College at the state level in business and political endeavors.

Any business matter or correspondence must be received by the College President or the Chairman of the Board by noon, seven workdays before the meeting in order to be included on the [agenda](#). However, the Chairman may present a matter of emergency business received after the deadline for inclusion on the agenda.

Policy Manual

The [policy manual](#) guides the direction of the College. The most current, up-to-date copy is available on the employee resources section of the College's website. New employees are given direction on how to access the manual and acknowledge that it is their responsibility to read and become familiar with the policy manual. If there are changes, faculty and staff are notified by the Human Resources department and a memo with a description of the changes made is placed in mailboxes. The [faculty handbook](#) is reviewed and updated annually. The [student handbook](#) is reviewed and updated annually. The student handbook is then reviewed by the College's legal counsel, and made available in print and online to all students.

Shared Governance

The College's [committee structure](#) was developed to support the on-going strategic planning activities. Each [standing committee reports](#) monthly to the SCC College Council, which includes all full-time employees. All recommendations of this body are advisory to the President.

In addition to the committee structure, the current President has established regular meetings of various employees to maximize the exchange of information. The President's Cabinet is made up of vice-presidents and other key personnel. The President's Extended Cabinet is composed the executive administrative staff, directors and deans.

Collective Bargaining

The SCC Board of Trustees and Shawnee College Education Association (SCEA) enter into a [collective bargaining agreement](#) for all full-time faculty. The current contract is in effect until Fall 2019.

5.B.3. – Collaborative Processes for Academic Policy Development and Related Matters

The SCC Policy Manual states clearly how policies for the College are to be created, as shown below. The manual also indicates [committee structures and responsibilities](#).

Formulation of Policy

The [formation and adoption of written policy](#) shall be the basic method by which the Board will exercise its leadership in the operation of the College. The board recognizes the principle that individuals affected by policy decisions should have a part in formulating policy. The Board believes in the importance of involving other individuals and groups in the policy development process and will strive to provide opportunities for this participation.

Administrative Participation

[Recommendations for policies](#) will usually come from the President. These recommendations should be based on the best information and judgment that he/she and other staff members can provide. The Board will strive in adopting written policies to give the administrative staff both guidance and flexibility.

Faculty/Support Staff Participation

The Board recognizes the importance of faculty [participation in the development of policy](#). The College uses a dual track system for formal faculty involvement that combines collective bargaining and the concept of collegiality. The participation of employees classified as support staff will be recognized as an important element of college operation and the various categories of this staff will be consulted in the policy development process.

Additions and [changes to the instructional program](#) at SCC may be suggested by any person associated with the College, including individual citizens or advisory groups in the district. Additions or changes will fall into one of four categories: baccalaureate and career and technical program development, baccalaureate and career and technical course development, and program and course development for adult and continuing education and related areas. Primary responsibility for developing new programs within the areas of baccalaureate and career and technical education will be with the Vice President of Academic Affairs and Student Learning. These program proposals should be submitted through the appropriate channels for approval: Curriculum and Instruction Committee, Dean of Academic Affairs and Student Learning, Vice President of Academic Affairs and Student Learning, the President, and the Board of Trustees. Final approval by the Illinois Community College Board (ICCB), Illinois Board of Higher Education (IBHE), and the Higher Learning Commission (HLC) may be required pursuant to state law.

Primary responsibility for the development of new adult, continuing education, public service, special short-term training courses and programs, seminars and workshops is the primary responsibility of the appropriate director and the Vice President of Academic Affairs and Student Learning. These proposals require approval by the College President and, if approved, ICCB, IBHE, and HLC.

[College Council](#) is an organization of all full-time employees. This body meets once per month, during the academic year, to receive standing committee reports and to serve as a forum for reports and discussions of relevant issues. The President presents a monthly report and responds to questions and suggestions. All recommendations of this body are advisory to the President. This body is chaired by a member elected annually by the members present at the April meeting.

Student Participation

Students, individually and collectively, are free to express their [views on issues](#) of institutional policy and on other matters of interest to the student body. The students participate in the policy development process through the student senate and the representation of the student board member.

The [Student Senate](#) is primarily responsible for promoting the welfare of the student body and the development and guidance of student [social](#) and [cultural activities](#). This organization is made up of eleven students elected by campus-wide referendum. Four sophomores are elected annually during the spring semester and four freshmen are elected at the beginning of the fall semester. The Anna and Metropolis Extension centers have at least one representative on the student senate. The student trustee is a member of the Student Senate as well as the Shawnee Community College Board of Trustees. In FY 2018, Student Senate [surveyed](#) students to determine activity interest.

Sources

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- 5.A.1 Policy Manual.pdf (page number 35)
- 5.A.1 Policy Manual.pdf (page number 169)
- 5.B.2 Collective Bargaining Agreement
- 5.B.2 Faculty Handbook
- 5.B.2 SCC Board of Trustees Meeting Agenda
- 5.B.2 Student Handbook
- 5.B.2 Unofficial Board Notes _ Reports
- 5.B.3 College Council Meeting Minutes
- 5.B.3 Student Interest Survey of Campus Activities
- 5.B.3 Student Senate Activities
- 5.B.3 Student Senate Breast Cancer Research Fundraiser
- INTERNAL ORG CHARTS REV3 COMBINED

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

1. The institution allocates its resources in alignment with its mission and priorities.
2. The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.
3. The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.
4. The institution plans on the basis of a sound understanding of its current capacity. Institutional plans anticipate the possible impact of fluctuations in the institution's sources of revenue, such as enrollment, the economy, and state support.
5. Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

Argument

5.C.1. – Resource Allocation Alignment with Mission and Priorities

To ensure allocation of resources are in alignment with SCC's mission, departmental goals must be connected to the Strategic Plan. From these goals, [expenditure requests](#) are made for the next budget year.

A [list of budget requests](#) from all departments is compiled for review by the Fiscal Planning Committee. The committee first ensures all requests are in alignment with the strategic plan goals, asking for clarification from the requester if necessary. The committee then ranks all the requests and forwards them to the President and Vice President of Financial and Campus Operations for approval or disapproval.

The current Strategic Plan is due to expire in 2019; thus to date, [community forums](#) have been held in four of the district's counties. Community members, business leaders, alumni, and retired SCC employees attended these forums. Staff, faculty, and current students were given on-campus opportunities to provide input for what they would like to see in the services provided at SCC. The new [Strategic Plan for 2019-2023](#) was approved by the Board of Trustees at the September 4, 2018 meeting.

5.C.2. – Linkage of Processes: Student Learning Assessment, Operational Evaluation, Planning, and Budgeting

The mission and strategic plan guides all facets of College operations including assessment of student learning, evaluation of operations, planning and budgeting. Institutional goals are aligned with SCC's mission statement, program goals, and course objectives. [CQI forms](#) provide the framework to facilitate the process of continuous improvement and budget justification. CQI forms are used by some departments to determine budgetary needs for submission to the Fiscal Planning Committee. All budget requests are required to be aligned with the strategic plan. The President's Cabinet meets on a regular basis to discuss items related to strategic planning which helps identify budgetary allocation

needs. The President, Vice President of Academic Affairs and Student Learning, and the Vice President of Student Success and Services evaluate completed CQI forms to process and inform institutional budgetary requests and needs. The College recognizes the need to utilize CQI forms more consistently campus-wide and to request more detailed information.

The Student Academic Assessment Plan outlines the processes and procedures of student assessment at the college. The Student Academic Assessment Committee drives the assessment process by monitoring and reviewing the assessment plan. The core competencies identified to measure student learning outcomes align directly with the institutional goals. An [assessment timeline](#) was created to support the implementation of procedures that result in an efficient data collection process used to measure student learning. [Curriculum maps](#) provide an overall picture of how collective expectations of student learning match instructional offerings. Assessment outcomes are used to modify programs and promote the continuous quality improvement of the services offered to students.

The program review process ensures that SCC is offering academic programs that are needed in the district and surrounding areas and that those resources are sufficient for those programs. For example, the Early Childhood Education program was [reviewed and placed on inactive status](#) due to low enrollment, difficulty in fulfilling articulation agreements, decreased labor market demand, and program expenses outweighing revenues. Program-specific advisory committees review data to determine occupational needs, program quality, and cost effectiveness. In the case of the Early Childhood Education program, the [advisory committee](#) included members of area childcare centers, representatives from DCFS and the local health department, a student, and a Murray State University representative. The results of the review are used in campus planning initiatives, quality improvement efforts, and budget allocation decisions.

Institutional goals are aligned with SCC's mission statement, program goals, and course objectives. CQI forms provide the framework to facilitate the process of continuous improvement and budget justification. CQI forms are used by some departments to determine budgetary needs for submission to the Fiscal Planning Committee. All budget requests are required to be connected to the Strategic Plan.

College operations are measured against the strategic plan. The [Strategic Plan Progress Report](#), completed in FY18, documents the College's performance in accomplishing its strategic goals. For example, it was indicated in the review that the College was 93 percent complete in meeting its objectives to measure institutional effectiveness through data based evaluation and planning.

Surveys are also used to further assess operations. For example, students enrolled in at least one online course were [surveyed](#) to understand their experiences and concerns. Survey findings were reported across the institution. Areas needing improvement were identified and recommendations for improvement were also reported. The Teaching and Learning Center used the [Institutional Effectiveness Report Tracking Form](#) to monitor the implementation of the changes recommended in the findings.

5.C.3. – Planning and Consideration of Internal and External Constituents' Perspectives

Internal planning is continuous through Administration and the Board of Trustees. Fiscal planning and budgeting begins at the departmental level, and therefore each employee has input into the planning and development. The Institutional Effectiveness Committee contributed to the development and review of the existing Strategic Plan that is set to expire in 2019. In 2018, many campus committees

were created and revised to include the current [Strategic Planning Committee](#) with campus-wide representation. The revised Strategic Plan includes [measurable performance indicators and responsible parties](#). Annual planning is driven by the Strategic Plan with input from internal and external constituents. Community forums and the college's multicultural diversity are representative of our district's populace.

SCC continues to plan for the future of the college by utilizing recommendations from multiple sources. Academic programs utilize input from [career technical education advisory committees](#). [Community forums](#), business and industry, and other constituents provide input into the services it provides. SCC sponsors a high school counselor retreats each fall, which allows counselors to provide input and recommendations on programs, including dual credit and other services. Partnerships with the Regional Vocational System and SICCM provide an avenue for career technology program evaluation and implementation.

Direct assessment of student learning is measured by [common student outcome rubrics](#). The College recognized the need for indirect measurement of student learning. During commencement practice, students were asked to complete a self-report survey aligned to student learning outcomes. This survey was designed to indirectly measure student learning.

5.C.4. – Institutional Capacity Considerations and Planning

Planning at SCC is based on the needs of the student and the community first and foremost. SCC continually monitors state and local sources of revenue and high school graduation rates and utilizes past enrollment history to make sound decisions.

The population of the SCC district continues to decline, mostly in part due to a decrease in employment opportunities in the region. Since the 2010 Census, the SCC district has seen a [population decrease](#) of 3,686, which is a 6.1% decrease. The decrease in population also brings a decrease in the enrollment at district high schools. In the past ten years, area high school enrollment has decreased 13.3% percent.

Shawnee has taken steps to increase the number of high school students choosing SCC for their higher education needs. To increase visibility, an advisor has been assigned to each of the district high schools, FAFSA awareness nights are hosted in the schools to encourage students to apply early for financial aid, and scholarship opportunities for students have been increased. In addition, the President engaged in a listening tour and visited the area Superintendents to determine their needs and wants.

As addressed in 5.A.1., the College anticipated and planned for a drop in enrollment and reductions and delays in funding from the State of Illinois. Through a dedicated planning process, SCC has been able to maintain the services provided to students and the community. The establishment of the Cairo Center and the Vienna Extension Center demonstrates the College's commitment to the expansion of education opportunities throughout the community. The College demonstrates this by the re-establishment of the Cosmetology Program and the varied Massage Therapy classes to attract more students.

5.C.5. – Anticipation of Emerging Factors in Institutional Planning

SCC stays abreast of emerging factors that could impact the institution, including technology, demographic shifts and globalization. As recommended in the 2014 SCC HLC visit, “Shawnee Community College is encouraged to embrace ‘strategic’ planning that will ensure that its planning process is more dynamic and more able to respond to changes in the external environment.” Since 2014, the college has maintained a continuous quality improvement (CQI) process to facilitate assessment and strategic planning. The process was designed to encourage departmental-level and College-wide planning tied to the overall strategic goals set by the President and the Board of Trustees.

The development of [the 2014-2019 Strategic Plan](#) was a collaboration between the Institutional Effectiveness Committee and the administration. The College mission guided the development of the strategic plan goals. Each of the following functional plans demonstrate that SCC takes into account historical and current contexts in combination with emerging factors as part of its institutional planning processes. The new [Strategic Plan 2019-2023](#) incorporated community forums, listening tours, and informational data to set goals.

Campus Safety Plan

The [Campus Safety Plan](#) provides SCC’s faculty, staff, and students with a management system to respond to major disturbances affecting the campus. All personnel assigned to carry out specific responsibilities are expected to know SCC’s policies and procedures. The campus safety plan was created to meet the Illinois Campus Security Enhancement Act of 2008(110 ILCS 12/).

SCC has adopted the National Incident Management System (NIMS) concept of emergency planning and incident command system (ICS). It is SCC’s policy to train campus officials to be responsible for campus emergency management and partner with other emergency agencies in the district (local, state, federal) and in particular the Pulaski County Emergency Management Committee.

In 2013, SCC participated an active shooter drill. The drill was for the benefit of administrators, faculty, staff, and students. The drill provided insight as to how SCC could strengthen its Campus Safety Plan. SCC has proposed plans for such drills to be held each fall semester. Summer 2018 and Fall 2018, members of the Illinois State Police held active shooter training for college employees. In addition, SCC requires each faculty member to place the following URL in their syllabus. <http://security.boisestate.edu/active-shooter-videos/>. Also, the College conducted an assessment of its facilities to determine any needs for safety improvement.

Information Technology Plan

The College’s 2016-2019 Information [Technology Plan](#), as addressed in 5.A.1., assesses the College’s current technology environment and budget constraints and utilizes that information to plan for future information technology needs. It encompasses the areas of instructional technology, infrastructure planning, information systems, technology user support, and web technology. It is designed to promote and support the institution’s mission, goals, and purposes. In FY18, the conversion of the College’s [document management system](#) from Fortis to eTrieve by Softdocs was completed as outlined in the plan. In addition, the College set aside bond funds in July 2017, to update the computers from 2005 to 2019 college-wide.

Student Academic Assessment Plan

The College strives for continuous improvement through the evaluation of programs, assessment of student academic achievement, and review of institutional goals. SCC’s [Student Academic](#)

[Assessment Plan](#) provides a comprehensive outline of the College assessment process and procedures. The Student Academic Assessment Committee (SAAC) is responsible for overseeing the assessment process, ensuring deadlines are met, verifying changes to implementation, and communicating outcomes, both challenges and successes, to all institutional stakeholders. In the [FY17 Closing the Loop Report](#), the Business, Occupational and Technical division indicates individual programs in that division increased presentations by the SCC librarian to assist students with learning how to research and use correct writing resources. This intervention resulted in increased student success with the knowledge and access of an additional resource.

Enrollment Management Plan

In November 2017, the College began the task of developing a comprehensive enrollment management plan. The Institution is committed to providing services that will meet the needs of SCC's students and communities. The [Enrollment Management Plan](#) is aligned with the College strategic plan which provides opportunities to support and fulfill the mission and vision of SCC. The plan gives direction to the enrollment efforts of the institution and is designed to deliver a comprehensive program of services that will complement and encourage a holistic approach to higher education. The plan is student centered and provides an infrastructure that supports the College's strong commitment to student success, persistence, retention and completion and serving students and community.

Facility Master Plan

The [2018-2026 Facility Master Plan](#) identifies existing and future facility needs that are prioritized with an estimated dollar amount assigned to each item for future use and planning. The master plan is updated annually and is used for ongoing evaluation and planning for facility needs. The overall plan was updated Spring 2018.

Fiscal Planning

The [FY19-FY21 Fiscal Plan](#), developed in 2018, represents a three-year financial plan to ensure resources are available to meet the strategic planning objectives. The plan uses historical and current institutional data to make financial projections for the future. The plan documents revenue and expenditure assumptions used in the financial projections. As addressed in 5A, the College utilizes a College-wide fiscal planning process that is aligned directly to strategic planning goals and objectives.

Sources

- 4.B.1_SCC_Core Competency Rubrics
- 5.A.1 Technology Plan.pdf
- 5.A.1 Technology Plan.pdf (page number 24)
- 5.A.3 2014-2019 Strategic Plan
- 5.A.3 Strategic Plan Progress Report
- 5.C.1 Continuous Quality Improvement Planning Form
- 5.C.1 Fiscal Planning Committee Budget Change Justification Listing
- 5.C.2 Online Student Satisfaction Survey Report
- 5.C.2 Early Childhood Education Program Advisory Committee Meeting Minutes
- 5.C.2 Early Childhood Education Program Review
- 5.C.2 Institutional Effectiveness Report Tracking Form
- 5.C.2 Student Academic Assessment Plan.pdf

- 5.C.2 Student Academic Assessment Plan.pdf (page number 10)
- 5.C.2 Student Academic Assessment Plan.pdf (page number 12)
- 5.C.2 Student Academic Assessment Plan.pdf (page number 15)
- 5.C.2 Student Academic Assessment Plan.pdf (page number 34)
- 5.C.3 President's Board Report
- 5.C.3 President's Board Report (page number 9)
- 5.C.5 Campus Safety Plan
- 5.C.5 Enrollment Management Plan
- 5.C.5 Enrollment Management Plan (page number 25)
- 5.C.5 Facilities Master Plan (draft)
- 5.C.5 Fiscal Plan
- 5.D.1 Community Forum Notes
- 5.D.1 Program Review FY2017 (5 year)
- Accounting_&_Fin_Aid_CQI FY16&17
- ECE Documents
- FY18-20 Committee Listing
- SCC budget change justification form .pdf
- SCC STRATEGIC PLAN
- SCC STRATEGIC PLAN (page number 11)
- SCC_CQI_Form_2018
- Strat Enroll Plan New

5.D - Core Component 5.D

The institution works systematically to improve its performance.

1. The institution develops and documents evidence of performance in its operations.
2. The institution learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts.

Argument

SCC is engaged in a variety of assessment and evaluation processes that focus on continuous improvement and student success. The College uses resources such as student assessment data, community census information, and student surveys to support an ongoing process of data collection and provide for informed decisions at the planning levels of the College. To maintain focus on improving performance for students and the community, the CQI process is integrated in SCC's strategic planning.

5.D.1. – Evidence of Operational Performance

The Shawnee Community College Strategic Plan serves as a guide for how the College will achieve its goals. A review of the Shawnee Community College Strategic Plan was conducted in FY18 to reaffirm the goals and strategies to which the College is committed, to modify those strategies to meet current context or to better clarify original intent, and to provide an outlook on the progress of accomplishing its strategic goals. The [strategic plan progress report](#) documents the College's performance in its operations by evaluating the progress of completing each performance objective in the strategic plan.

SCC schedules [program reviews](#) annually with each program being reviewed on a five-year rotation as required by ICCB. Career technology programs, academic programs, student and academic support services, and cross-disciplinary instructional programs are all part of the program review process to determine effectiveness. The use of assessment data to close the loop in program review has been noticeably absent in past reviews. SCC has identified this as a target area of improvement in the assessment and program review process. Beginning with the FY19 program review, SCC will begin implementing a team approach in program improvement. Cost versus revenue, enrollment versus completion, and job market data will be provided to all programs on an annual basis by the Director of Institutional Research. The Dean of Academic Affairs and Student Learning and the Vice President of Academic Affairs and Student Learning will review this data annually with Division Chairs and target program goals in accordance with assessment and IR data from the annual report.

Retention, completion, and graduation rates are critical measures of student success. These rates are captured and [reported annually](#) and [measure](#) the effectiveness and overall success of academic, financial, and student support programs.

Forums and [surveys](#) are used to gain valuable feedback from the community, students, and employees. [Community forums](#) are held to encourage input from district residents. The [Graduate Exit survey](#) tracks student plans after graduation, such as plans to transfer to area four-year universities.

The Professional Development Committee [surveys](#) employees to measure the professional development needs of faculty and staff.

[Staff evaluations](#) are completed annually to improve skills and provide a basis for retention. Faculty are [evaluated](#) regularly through a variety of assessment tools including student assessments, self-assessments completed every three years, and administrative assessments completed every three years. Student course evaluations have not been conducted each semester due to the change in technology systems. The College will have an a student course evaluation in place by the conclusion of Fall 2018.

Financial performance is measured using several methods, including [the annual external audits](#) and the AIDU Financial Ratios Report.

5.D.2. – Application of Operational Experience and Outcomes as Basis for Improvement

Shawnee Community College acknowledged the need for increased data-based decision-making and planning by including it as a goal in the Shawnee Community College Strategic Plan. The Institutional Research (IR) office established formal protocols for collecting, evaluating, and disseminating data and updated the [college's survey policy](#). To facilitate the measurement of institutional effectiveness through data-based evaluation and planning, the [Institutional Research Director](#) position was revised in 2018 to include a title change and additional duties regarding institutional effectiveness and planning. The Director of Institutional Research, Effectiveness, and Planning works closely with the IT department in conducting in-depth analysis of institutional data, for accurate internal and external reporting.

Retention, persistence and completion data led to increased goals as outlined in the [Enrollment Management Plan](#). In response to the challenges in accomplishing this goal, the College became a member of the Higher Learning Commission's Student and Persistence Academy cohort in Fall 2014, and as a result, has begun practicing population targeting intervention techniques to improve student retention and completion.

The [2016-2019 Technology Plan](#) outlines the collection of data institution-wide for the development of a plan for replacements and purchases. SCC will have to monitor closely due to the state budget and make adjustments as needed.

In addition, in an effort to assure quality-based data, SCC's new ERP system, Ellucian Colleague, assists in reporting Institutional Research's centralized projects, integrating data and budget with program reviews, and in aligning financial audits with the strategic plan.

The College recognizes the need to "close the loop" between assessment of student learning outcomes, institutional planning, as well as, course and program improvements.

Sources

- 5.A.1 Policy Manual.pdf
- 5.A.1 Policy Manual.pdf (page number 39)
- 5.A.1 Technology Plan.pdf
- 5.A.3 Strategic Plan Progress Report
- 5.C.5 Enrollment Management Plan
- 5.D.1 Audit Report FY2014

- 5.D.1 Audit Report FY2015
- 5.D.1 Audit Report FY2016
- 5.D.1 Audit Report FY2017
- 5.D.1 Community Forum Notes
- 5.D.1 Exempt Staff Evaluation
- 5.D.1 Faculty Evaluation Form
- 5.D.1 Graduate Exit Survey 2017
- 5.D.1 IPEDS Graduation Rates
- 5.D.1 IPEDS Outcome Measures
- 5.D.1 Non-Exempt Staff Evaluation
- 5.D.1 Professional Development Committee Survey
- 5.D.1 Program Review FY2017 (5 year)
- 5.D.1 SCC Data Book
- 5.D.1 Student Survey
- 5.D.2 Director of Institutional Research, Effectiveness _ Planning Job Description
- 5.D.2 IR Survey Policy
- Strat Enroll Plan New

5.S - Criterion 5 - Summary

The institution's resources, structures, and processes are sufficient to fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities. The institution plans for the future.

Summary

Strengths of Shawnee Community College

One of the strengths of Shawnee Community College is that budgeting processes and priorities align with strategic planning to ensure proper allocation of resources. SCC prepared for changes in operating revenue sources and delays in state payments by taking measures to increase revenues and decrease expenditures. SCC's resource allocation and budget planning are institution-wide initiatives. As a result, planning processes throughout the college have strengthened and will continue to guide the college in the future. SCC uses a zero-based budget to ensure resources are allocated to the most needed area(s). For example, SCC recognized the need to increase revenue by the securement of grants, therefore, the College set aside funds to hire a [full-time grant writer](#). SCC is continuously planning for the future and has developed a fiscal plan to project for the future.

Opportunities for Future Growth at Shawnee Community College

One of the opportunities for growth is that Shawnee Community College should utilize the resources of the grant writer and actively seek additional funding opportunities through federal and state grant resources. SCC should continue the development of the Office of Institutional Research, which will improve the College's ability to have consistent, reliable data to use in decision-making processes.

Sources

- Director of Grants