# Shawnee Community College

**HLC ID 1154**

**STANDARD PATHWAY: Mid-Cycle Review**

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
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<tbody>
<tr>
<td>Dr. Peggy Bradford</td>
<td>President</td>
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<tr>
<td>Gigi Fansler</td>
<td>HLC Liaison</td>
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<tr>
<td>Bill Lamb</td>
<td>Review Team Chair</td>
</tr>
<tr>
<td>Tim Detwiler</td>
<td>Federal Compliance Reviewer</td>
</tr>
<tr>
<td>Michael Anthony</td>
<td>Team Member</td>
</tr>
<tr>
<td>Linda Lujan</td>
<td>Team Member</td>
</tr>
<tr>
<td>Amy Stein</td>
<td>Team Member</td>
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Context and Nature of Review

Visit Date

10/29/2018

Mid-Cycle Reviews include:

- The Year 4 Review in the Open and Standard Pathways
- The Biennial Review for Applying institutions

Reaffirmation Reviews include:

- The Year 10 Review in the Open and Standard Pathways
- The Review for Initial Candidacy for Applying institutions
- The Review for Initial Accreditation for Applying institutions
- The Year 4 Review for Standard Pathway institutions that are in their first accreditation cycle after attaining initial accreditation

Scope of Review

- Mid-Cycle Review
- Federal Compliance
- On-site Visit

- Federal Compliance
- Federal Compliance 2018
- CQR Quality Highlights Report

Institutional Context

Established in 1967, Shawnee Community College is located in a rural part of southern Illinois and serves roughly 4500 students each year. The college sits on 152 acres of land with well-kept buildings and landscapes. The college was authorized by the Illinois General Assembly in 1961, and the legislation enacted created the Illinois Board of Higher Education. The initial Board of Trustees was selected in December of 1967, and the college officially opened in September of 1969. The official name was affirmed in 1987. The college district serves Alexander, Massac, Pulaski, Union and parts of Johnson and Jackson counties.

SCC has several buildings on the main campus with the first built in 1969. The main campus buildings were built in 1976 with additions added in 1989 and 2000. The college has three extension centers to serve the smaller communities in the college district. In general, the college has maintained buildings and added space as necessary to provide quality programs for students.

In 2017, the current president, Dr. Peggy Bradford, assumed her duties and immediately went to work to right-size the college budget. As the state of Illinois experienced significant budget issues, the college was forced to delay many needed upgrades to technology, limit professional development activities, and close the Cairo Center. Under Dr. Bradford's leadership, the college has regained financial stability, including the reopening of the Cairo Center. SCC has also established an active foundation to solicit dollars to support campus programs and to provide student
scholarships. The endowment is currently around one million dollars, as reported during the review team site visit. SCC serves many low income residents throughout the region, and in order to meet their needs, the college has worked to develop partnerships with business and industry in the area. With declining enrollment, the college developed a comprehensive Strategic Enrollment Plan. With the culmination of the current Strategic Plan, the college revised and added new goals to develop a new plan to lead the college through 2023.

The college has several university partners including Southern Illinois University and Western Illinois University among the most active. The current leadership has a goal to increase the number of articulation opportunities for students by developing additional partnerships and expanding on those currently in place. SCC offers certificates, diplomas, and associates degrees which prepare students for either work or transfer to a baccalaureate institution. To benefit the low skills community members, the college has most recently adopted some apprenticeship degree programs that combine work with college courses.

SCC was last reaffirmed by the Higher Learning Commission in 2014 with the next reaffirmation report and visit due in 2024. As a standard pathway school, the 2018 site visit was a year four comprehensive with the addition of a Federal Compliance review.

**Interactions with Constituencies**

- **Open Faculty Session**
  - Faculty Division chair
  - CTE Faculty
  - PTK advisor and Science Instructor
  - CTE Faculty Agribusiness
  - Faculty Division Chair
  - Faculty Division Chair
  - Faculty association president

- **Focus Forum--Shared Governance**
  - Faculty Math Science
  - Faculty Math Science
  - Faculty Math Science
  - Faculty Humanities
  - Faculty English
  - Faculty Science
  - Faculty Education
  - Faculty Business
  - Faculty Humanities
  - Faculty Math Science
  - Faculty Humanities
  - Faculty Agriculture
  - Faculty Computers Math
  - Faculty Humanities
Student Government--9 students attending

**Outcomes Assessment**

Faculty Chair  
Career/Transfer Advisor  
Registrar  
Dean of Academic Affairs and Student Learning  
Director of Nursing  
Faculty Chair, HSS  
Faculty Chair, BOT  
Faculty, History and Government

**Criteria 1 & 2**

Director of Business Services  
Director of Human Resources  
Dean of Student Success and Services  
Dean of Academic Affairs and Student Learning  
Retention Specialist  
Career/Transfer Advisor  
Payroll Specialist  
IT--student email and staff passwords  
Career Services Coordinator  
IT Support Specialist  
Network Administrator  
Director of IT and Campus Security  
Computer Services Specialist  
VP, Financial and Campus Operations  
Adult Education  
Student Information System Specialist  
Director of SBDC  
Student Center

**Criteria 3 and 4**

Director of Business Services  
Payroll Specialist  
Director of SBDC  
Testing Technician  
Career/Transfer Advisor  
Retention Specialist  
Faculty, Occupational  
Director Student Support Services  
Director of Learning Resources  
VP-Academic Affairs  
VP--Student Success and Services  
Administrative Assistant
Criterion 5

Financial Aid Specialist
Director of IT and Campus Security
VP--Student Success and Services
Director of LRIT
VP--Financial and Campus Operations
Director of Business Services
Payroll Specialist
Faculty, English and Literature
Director of Facilities
Director of IR
President
Dean of Academic Affairs and Student Learning

Board of Trustees (7 attending)

General Meetings

Faculty, Astronomy
Faculty, Math/Science (3)
Faculty, BOT
Faculty, Cosmetology
Faculty, Psychology
Faculty, English/Literature
Faculty, Early Childhood Education
Adjunct Faculty
Faculty, Science
Men's Basketball Coach and AD
Faculty, Occupational

VP, Academic Affairs
Director, Anna Ext Center
Dean of Student Success and Services
Director of Financial Aid, Veterans Coordinator
Interim Director, Cairo Ext Center
Dean of Academic Affairs and Student Learning
Faculty, Science and SCEA President

Director of SBDC
Business and Health Coordinator
VP, Student Success and Services
Director of IT and Campus Security
Director of Learning Resources and IT
VP, Financial and Campus Operations
Director of Business Services
Director of Facilities
Director of Metro Extension Center
Director of Student Support Services
Faculty, English/Literature

Additional Documents

Fall 2015-17 Written Communication Data Collection and Analysis

Full-time Employee Policy Manual

SCEA Collective Bargaining Agreement

Strategic Planning minutes and artifacts

2019-2023 Strategic Plan

College Council minutes

2012-18 Employee Demographics and Classification Data

Student Handbook

College Newsletter

Updated College Fact Book

College Catalog

2017 and 2018 Board Agendas and Minutes

2015-18 Complaint Logs

2015-18 Student Conduct and Academic Integrity Violation Logs

Fall 2018 Faculty Credential Logs

Curriculum Committee Minutes

Spring 2018 Data Sheet
Email Correspondence between faculty association and administration

Faculty letters to college president and SCC Board

Undated Vote of No Confidence document

Undated Faculty letter to the Board requesting review of the President

Undated copy of faculty comments to Board citing issues related to money, Board policy and actions, and work environment

SCC President's Contract and Goals from the Board

Letter from SCEA refusing to participate in HLC Criterion 5 meeting

Confidential information related to employee issues managed by the president and board.

Emails between administration regarding issues between faculty and the president

Verification of costs of items, including furniture for college and the president's podium

Minutes from Assessment Committee meetings

Duel Enrollment Spreadsheet
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.)

Rating

Met

Evidence

The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board.

There was no evidence presented in the assurance argument which demonstrates the mission statement at SCC was developed through a process suited to the current nature or culture of the community or institution as the Mission has remained constant for close to twenty years. SCC offers as evidence a 1991 revision process but has no recent documentation showing how its mission is periodically reviewed and revised. However, upon discussion with the administration, faculty and staff, the review team did confirm that the mission is discussed periodically and the internal and external communities believe the mission and supporting documents reflect the tradition and spirit of the institution. Although several interviewed noted that the mission is somewhat long, the spirit and value are meaningful and the language does reflect the dedication to students and the community.

The institution’s academic programs, student support services, and enrollment profile are consistent with its stated mission.

A review of the evidence provided in the assurance argument and supplemented by the website and catalog substantiate the claim that SCC operates as a comprehensive community college and delivers a range of educational programs including transfer, career and technical education degrees as well as adult basic and continuing education opportunities that meet the needs of the communities served. Although providing courses at several sites and through a variety of delivery methods, the academic programs are consistent with the stated mission.

SCC offers evidence that the support services match its comprehensive mission and provide students
with a full range of services throughout the recruitment, enrollment, and completion process. These services include advisement, financial aid, career services, veterans' services, tutoring, counseling, and disability support services as well as programs for special populations funded through Federal grants such as the TRiO program. Community services include the Small Business Development Center (SBDC), an office of Workforce Investment and Opportunity Act (WIO-A), GED, ABE, and ASE services. The college also provides evidence of co-curricular programs such as athletics and student clubs. The college maintains transfer agreements with local four year universities for its academic programs and is working to expand these opportunities for students.

**The institution’s planning and budgeting priorities align with and support the mission.**

SCC aligns the mission with the planning process as demonstrated through its 2019-2023 Strategic Plan newly completed. The college annually reviews its budget and resource allocations to ensure congruity with its mission. Through the use of a Fiscal Planning Committee, the college engages stakeholders in the annual budget development process. The college offers as evidence the process by which departments can seek additional funds for activities that match the college's mission and strategic planning goals and objectives.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

The institution clearly articulates its mission through one or more public documents, such as statements of purpose, vision, values, goals, plans, or institutional priorities.

Documentation provided within the assurance system, supplemented by the SCC website and published materials made available throughout the main campus provides evidence that the mission statement and accompanying vision and values statements are readily available in a variety of formats to students, faculty and staff, and the community. The long stability of the mission statement ensures that the college purpose is widely known within the region and state.

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.

The college mission and supporting purpose statements are readily available to constituents through a variety of publications. Although the mission, values, and purpose statements remain constant to the institution, the 2019-2023 Strategic Plan identified current or newly identified goals. These goals were created through a comprehensive process which included both internal and external constituencies. The plan defines the college focus for the next six years and presents a framework to guide the successful completion of goals related to community involvement and student success.

The mission document or documents identify the nature, scope, and intended constituents of the higher education programs and services the institution provides.

The mission identifies the type and scope of programs offered at SCC, and the value of the relationships with its students, staff and faculty, and its communities. As stated: "Shawnee Community College’s mission is to serve the needs of the student and our diverse community by providing quality higher education, community education, training, and services that are accessible,
affordable, and promote life-long learning." Core to the mission is the recognition of the changing diversity of the community and student population as well as the importance of keeping tuition and fees reasonable to ensure open access. SCC provides the educational opportunities and services expected from an Illinois State Community College.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

The institution addresses its role in a multicultural society.

The demographic composition of a region’s community is not reflective of the contemporary multicultural society. Developments in transportation and communication technologies require at minimum an awareness of cultural diversity to succeed in a career or university program. The need to address educational opportunities in diversity is acknowledged in Value 4 of the College Mission Statement and Goal 2.6 of the current Strategic Plan. Recent developments in the General Education Core Curriculum include learning outcomes relevant to diversity and inclusion which are integrated into courses across the disciplines. Further, specific courses currently exist and others continue to be developed to increase educational opportunities to enhance multicultural awareness.

The institution’s processes and activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves.

A review of the demographics of the student body indicates that SCC remains predominately white majority, (83% of the students) a reflection of the population of rural, southeastern Illinois. SCC claims intentional work in academic programs to serve its diverse populations, but there is little evidence academic programs have been designed with cultural diversity and inclusion in mind. SCC provides evidence that the curriculum and student events are addressing human diversity in a variety of ways, even with the lack of a diverse student body. Several addition strategies have been implemented in the last few years, including the Diversity and Inclusion Committee's events and activities, six courses that focus on diversity and cultural inclusion, and the federally-funded Student Support Services grant for under-served student populations.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
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.

Rating

Met

Evidence

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.

Within the Illinois Community College Board (ICCB) system, SCC was established as a Class I community college in September of 1967, created to serve Southern Illinois and its people. The college district covers all of Alexander, Massac, Pulaski, Union and parts of Johnson and Jackson counties, SCC functions as a public institution with its governing board, mission, and strategic plan focusing the institution on serving the public good within its service area. As noted in several interviews during the site visit, the college faculty, staff, and administration share a commitment to serving students and the community. Board members affirmed that the college is integral to the economy and workforce development within the region as well as the traditional opportunities provided for higher education.

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.

As a public institution within the ICCB system, SCC has a responsibility to serve the educational interests of the broader service area and is accountable to the people within the region. The college has no external investors or parent organization, and as an open door community college, the focus is on providing a benefit to the students and communities throughout the region.

The institution engages with its identified external constituencies and communities of interest and responds to their needs as its mission and capacity allow.

During the course of developing the 2019-2023 Strategic Plan, college administration, faculty and staff held public forums through which they ascertained the educational interests and workforce needs of their service area. SCC offers a comprehensive list and documented evidence of a broad array of College-sponsored community and public events as well as community partnership events as evidence
of the way the college engages with external constituents and communities of interest. Evidence provided during the site visit confirmed the "listening forums" were community based and consistent. The students also affirmed that the college works to provide educational opportunities well beyond the central campus.

**Interim Monitoring (if applicable)**

_No Interim Monitoring Recommended._
1.S - Criterion 1 - Summary

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

Evidence

The mission, philosophy, purpose, and values remain a constant for the communities SCC serves. As a public institution, SCC's mission statement guides its operations and planning, and the mission is reflected in the types of programs and services provided throughout the region. The college's current strategic plan is further evidence of its adherence to the college mission. At the college's multiple locations, SCC provides an array of credit and non-credit programs to its constituents as well as a variety of services, events, and activities to support students and enrich its communities.

Although the college student population and region served are primarily Caucasian, the area is experiencing a decline in population and growth in underrepresented populations. Recognizing this change in demographic, SCC has developed programs and services to meet the needs of students and community members. The college clearly recognizes that their students live in a multicultural world, and activities and courses that help students prepare for work in a diverse society are a benefit and work to fulfill the broader mission of the college. Clearly, the mission is a public commitment to provide services needed, and the mission, vision, and values guide the college operations.
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.

Rating

Met

Evidence

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.

SCC operates as part of the Illinois Community College Board (ICCB) System and is guided by System policies and procedures as well as those policies and procedures promulgated by the college’s elected Board of Trustees related to its financial, academic, personnel, and auxiliary functions. Several documents outline the role of the ICCB System and the Board of Trustees in guiding the operation of SCC. The college also relies on their mission statement, philosophy, values, and purpose to guide day-to-day operations. Evidence presented included SCC’s organizational structure, which is not available on the public website and appears to be a source of contention among faculty and staff. Having the chart shared with the team available via the college website would be beneficial and appropriate.

The conduct of the Board of Trustees is governed by its own internal policies as well as legislation and ICCB policies. A review of these policies reveals the guidelines for eliminating any potential conflict of interest or other unethical behaviors are clearly outlined. The review team confirmed the Trustees adhere to the guidelines.

A review of the SCC materials related to finance included ethical practices, financial operations, and audit policies; job description of VP of Financial and Campus Operations; most-recent audit findings; public disclosures; budget approval process; and conflict of interest policy provides evidence of processes and systems in place to ensure integrity in college financial operations. As noted elsewhere in the college Assurance Argument, SCC uses an internal finance committee, comprised of college stakeholders, to encourage participation in the budget process and to ensure expenditures and allocations fit within SCC’s strategic priorities. During the site visit, members of the review team learned about some past financial improprieties that were discovered by the new president, who promptly notified the Board and appropriately handled each issue. Clearly, the examples provided are
legal and personnel matters that could not be shared publicly. When dealing with matters of integrity that can be shared, college leadership is encouraged to be open, transparent, and communicative as they continue to uphold standards and expectations of the Board.

SCC’s Vice President of Academic Affairs and Student Learning has broad oversight of all academic policies. A review of materials related to admission policies, placement practices, course and program approval, program reviews in accordance with ICCB guidelines, common course syllabi, grading policies, course repeat policies, and other academic policies provides evidence of clear processes and systems in place relevant to integrity in academic operations.

SCC’s Vice President of Student Success & Services has broad oversight of all student affairs policies. A review of materials related to student policies and procedures provides evidence of processes and systems that ensure integrity in student affairs operations as well. Of concern to faculty is the strong perception that the process for student grievances and complaints (policy 8600) is not being appropriately followed to include faculty in the process when required. The concern expressed is related to process rather than ethical practice.

SCC provided materials related to personnel policies and practices as evidence that the college operates with integrity. Policies and processes include EEO, Title IX, ethics, hiring process, employee evaluation, professional development, the Shawnee College Education Association (SCEA) contract, employee grievance process, and economic interest. The college notes a commitment to focus on increasing faculty and staff diversity in the future, and diversity training is planned to be implemented in FY19 for students, faculty, and staff. As noted in Criterion 5, particularly Core Component 5.B. which was met with concerns, SCC administration, faculty, and staff have an opportunity to improve the current climate, which is perceived by some as not operating with consistency, by focusing on a review and revision of college policies and procedures and then consistency following them.

SCC provides evidence of integrity in its auxiliary functions as the argument describes processes for managing the college-run bookstore. As a member of the National Junior College Athletic Association (NJCAA), SCC follows all applicable policies related to student eligibility and scholarships. Responsibility for monitoring the integrity of processes related to athletics falls to the SCC Athletic Director.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

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.

A review of a variety of SCC documents and virtual materials, including the SCC college website, social media, the course catalog, student handbook, articulation agreements, recruitment materials, program documents, admission requirements, tuition and fees, faculty and staff directory, scholarship opportunities, authority and responsibility of the Board of Trustees, accreditation, and consortium agreements, provides evidence that the college presents itself clearly and completely to students, the communities served, and the general public. Degrees and certificates, services to students, application and enrollment information, and financial information are all clearly articulated to potential students. Through several attempts to find information, the team confirmed that the website is relatively easy to navigate and up-to-date. Historic information about previous Board of Trustees meetings and actions are not as readily available in part because of adherence to a two-month viewing window per Illinois Freedom of Information Act guidelines. Although an organization chart was not found on the college website, the team was provided a paper copy upon request. A number of articulation agreements are also available through the website, and the college clearly intends this medium to be the main interaction venue with constituents.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
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.

Rating

Met

Evidence

The governing board’s deliberations reflect priorities to preserve and enhance the institution.

As evidenced through Board policies and minutes and affirmed during the review team’s visit, SCC’s Board of Trustees operates at the policy level and delegates day-to-day management of the institution to the president and her administration with an expectation that faculty will oversee academic matters.

SCC is governed by the locally-elected Shawnee Community College Board of Trustees and is a member of the Illinois Community College Board (ICCB) System, which is the coordinating board for community colleges in Illinois and administers the Public Community College Act (110 ILCS 805/). SCC is further governed by the Illinois Board of Higher Education, which oversees all of higher education in Illinois. SCC Board members are elected by voters within SCC’s district for six-year terms with a student trustee elected annually by the student body. The ICCB is responsible for determining standards for community colleges related to instruction and teaching, curriculum, library, operation, maintenance, administration, and supervision as well as approving or disapproving new units of instruction, research, and public service. Statutory duties and powers of a local community college board of trustees are stated in the Illinois Public Community College Act (110 ILCS 805/1-1 et. seq.). The duties and responsibilities of the Board of Trustees may be broadly summarized as follows: (1) to appoint the president, other administrative personnel, and all teachers; (2) to fix the principal objectives and policies of the institution; (3) to hold, preserve, and invest the assets of the district; and (4) to represent the institution to the public.

As evidence of deliberations that reflect priorities to preserve and enhance the institution, SCC describes the key functions of the Board of Trustees and offers examples of the Board using the strategic plan to make decisions in line with its priorities – specifically the authorization to purchase an enterprise resource planning system and to authorize the issuance of general obligation bonds to renovate and open a new center in Cairo.
The governing board reviews and considers the reasonable and relevant interests of the institution’s internal and external constituencies during its decision-making deliberations.

The Board of Trustees has one employee, the College President, and allows her to use college-defined policies and processes to identify interests and issues to bring to the Board. Board meetings are the primary venue for considering relevant topics and the Board uses their meeting template to organize agenda topics. In addition to established topics for review and consideration, the Board provides an opportunity for public comment during their open meetings. In some cases, as evidenced by the community forums during the most-recent presidential search, the Board seeks additional external input from the community served. During the team meeting with the board, the team affirmed the Board’s interest in listening to internal and external constituents and heard board members discuss how carefully and thoughtfully they consider alternative perspectives even when they cannot respond because the comments are made during the “Public Comment” portion of board meetings. The Board indicated a natural level of frustration with the current issues between administration and faculty at SCC and discussed some of the strategies they have used to try to help all parties come together to reach resolution, including bringing in an outside consultant. The Board clearly places the interests of students and the community first and is focused on guiding the institution through much-needed change in order to preserve the fiscal stability of SCC.

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.

A review of the documentation, including Illinois State Officials and Employee Ethics Act, Illinois Revised Statue Chapter 122. Section 103-48, SB Policy 2174, the Economic Interest Statement, and Board training and retreat information provides evidence that the Board of Trustees operates in the interest of the college, its students, and the public and without undue influence from others.

The governing board delegates day-to-day management of the institution to the administration and expects the faculty to oversee academic matters.

As evidenced in Board policy and affirmed during the review team’s visit, the Board’s sole employee is the college president to whom day-to-day operations are delegated. There is evidence of processes and committee structures that enable administrative oversight of the college as well. Faculty rights and responsibilities are codified in the handbook and collective bargaining agreement, placing responsibility for curriculum, instruction, and assessment of student learning with the faculty. As documented in its minutes, the Board receives a monthly report from the faculty.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.D - Core Component 2.D

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

Rating

Met

Evidence

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

A review of the relevant policies, including Employee and Student Handbooks, SCC Board of Trustees policy, college catalog, and the collective bargaining agreement between the College’s Board of Trustees and the Shawnee College Education Association (SCEA) provides evidence of SCC’s commitment to freedom of expression and the pursuit of truth in teaching and learning. While some employees expressed fears about their ability to express dissatisfaction with college leadership, there does not appear to be any attempt by the Board or college leadership to impinge on faculty academic freedom. During their visit with the review team, students expressed satisfaction in being able to share divergent perspectives and to engage in freedom of expression. As SCC embarks on a review and revision of college policies and procedures, collaborating with faculty, staff, and students to ensure this standard is upheld is important and should be affirmed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
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.

Rating

Met

Evidence

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

SCC’s primary focus is on teaching and learning; however, the college has policies and procedures that also safeguard the integrity of its academic and research activities. Evidence includes handbooks, policy manuals, information on its website, and the mySCC portal. Through professional development, classroom instruction, support services, and co-curricular events and activities, both employees and students are regularly reminded of responsible acquisition, discovery, and application of knowledge.

The institution provides effective oversight and support services to ensure the integrity of research and scholarly practice conducted by its faculty, staff, and students.

In a review of SCC’s policies and practices, evidence was provided that demonstrates both students and employees are provided with guidance in appropriate research and scholarly practices that ensure integrity. The student handbook makes clear reference to academic dishonesty/plagiarism and the sanctions for such; the Syllabus Supplement for each class includes reference to academic integrity; and the College uses the tool Turnitin extensively, including at its dual credit high schools. Faculty members are provided with information and training on the standards for online courses (academic integrity, code of conduct, student identity, and copyright and fair use laws). The Office of Institutional Research has formal protocols for the use of surveys and other research practices. SCC makes use of surveys to learn more from its employees and students in order to guide college planning and decisions.

Students are offered guidance in the ethical use of information resources.

In a review of the college website section dedicated to the library, and in reviewing the student handbook, evidence was provided that demonstrates how students are provided guidance in the ethical use of information. The library provides training on academic honesty and plagiarism and offers remediation training for students who have submitted plagiarized assignments. In discussing academic honesty with students, several discussed how instructors guided their integrity and helped them learn
how to write papers correctly, giving credit to external sources as appropriate.

The institution has and enforces policies on academic honesty and integrity.

SCC provides evidence of having, and communicating, policies and processes related to academic honesty and integrity. Evidence was identified through the faculty orientation manual, student handbook, student orientation sessions, course syllabi, student success and library instruction courses, and the TRiO student planner. In discussing these policies with students, faculty, and other employees, the review team learned there is general satisfaction with the academic honesty policies and processes; however, faculty also expressed their interest in ensuring that these policies and processes are consistently followed.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
2.S - Criterion 2 - Summary

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

Evidence

SCC operates as a public community college district governed by the laws of the State of Illinois and the Illinois Community College Board (ICCB) system, which falls within the larger cluster of higher education entities governed by the Illinois Board of Higher Education (IBHE). The college locally-elected Board of Trustees provides oversight that is guided by policies and procedures related to its financial, academic, personnel, and auxiliary functions. Academic programs are developed by faculty in cooperation with SCC administration and are ultimately approved by the Board of Trustees.

The SCC's Board of Trustees is responsible for ensuring the ethics and integrity of the institution and is required to operate within the standards and guidelines of the State of Illinois and the ICCB. Orientation for new members and general operations are defined in the Board manual, including the student trustee's training and inclusion.

Internally, the College has standards and policies for employees and students and uses strategies to ensure their conduct meets the standards. The review team confirmed with SCC employees at all levels pride themselves on their ethics and integrity as they serve the needs of students and community members in their region. As noted in Criterion 5, college leadership intends to review and revise SCC policies and procedures. In doing so, the administration should seek and ensure broad input into defining and revising standards of integrity and ethical practice.

In meeting with trustees, the review team affirmed that they are qualified, have received training in ethics, and hold the Board to high standards. The reviewers were surprised to find so little public information regarding the Board of Trustees available on the college website. In contrast, other Illinois community colleges provided photos, bios, board policies, and historical archives of agendas, minutes, public comments, and board actions. As the college as a whole navigates the current issues and opportunities surrounding college leadership, the SCC Board of Trustees could increase transparency by having more materials publicly available.
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).

Rating

Met

Evidence

Courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded.

SCC’s courses and programs are current and require levels of performance by students appropriate to the degree or certificate awarded. The ICCB recognition/compliance report supports the assertion that the programs are appropriate. The Assessment Plan, core competency rubrics, curriculum maps, improvement forms, course outlines/curriculum, syllabi, and degree program requirements were provided to illustrate that the courses and programs are current and require a level of performance appropriate at the college level.

The Student Academic Assessment Plan clearly identifies the Core Competencies and required learning for SCC students, regardless of their academic goals (e.g., transfer, completion of a degree or certificate for employment, or continuing education). The SAAP creates a regular bi-annual or annual cycle through which the college reviews the program and course outcomes as well as student performance across program objectives and institutional competencies.

The institution articulates and differentiates learning goals for undergraduate, graduate, post-baccalaureate, post-graduate, and certificate programs.

The college articulates and differentiates learning goals for associate degree, diploma, and certificate programs through the regular review of core competencies which serve as the general education objectives for the college. These competencies were developed by the Student Academic Assessment Committee, which is composed of students, faculty, staff, and administration. The evidence provided
shows that the core competencies are linked to program and course-level objectives as well as outcomes that are articulated in the Student Academic Assessment Plan. A common core competency rubric is utilized across transfer and career and technical programs, a curriculum mapping procedure has been implemented to demonstrate mastery of the competencies, and the core competencies are articulated in the common syllabus for use in all courses. Results are summarized and reported for course and program improvement using the core competency assessment form.

The institution’s program quality and learning goals are consistent across all modes of delivery and all locations.

Faculty teaching in dual credit programs at all 12 district high schools are required to meet credential requirements as articulated by the HLC and the Illinois Community College Board. The faculty utilize a standard syllabus template for each course that reflects the core competencies and other learning objectives. The curriculum, syllabi, assessment tools, and artifacts are collected and reviewed by full-time, tenure track faculty leads, ensuring both consistency and quality across the various locations and modalities where students are taught. Faculty leads, division chairs, and/or extension center directors regularly observe and evaluate dual credit instructors to ensure consistent quality and college course rigor.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

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.

Rating

Met

Evidence

The general education program is appropriate to the mission, educational offerings, and degree levels of the institution.

The General Education Core Curriculum at SCC aligns with the Illinois Articulation Initiative, allowing for seamless transfer to participating public Illinois universities. SCC espouses its values, philosophy, and mission statement through board policy which is publicly stated on the college website. These documents serve as the foundation for core competencies developed by a committee of students, faculty, staff, and administrators. These core competencies serve as the general education outcomes for SCC students. This information is articulated to students through the college catalog, both in print and electronic formats, and via the website. The core competencies are also shared with students through the standard course syllabus and are assessed at the program, course, and institutional level.

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.

The general education requirements are articulated on the college’s website and are derived from and
are consistent with the college’s philosophy, values and mission. The core competencies of SCC include: written and oral communication, problem solving, research and information literacy, personal growth and responsibility, and global and cultural awareness. Associate degree general education requirements are published in the college catalog. Advisors work directly with students to place them in the appropriate courses based on their academic goals. Data collected by the college demonstrates that 83% of the students who see an academic advisor state that the advisor helped them identify courses they needed to take.

The recently amended/composed General Education competencies articulate the intended learning outcomes for the community college programs. These objectives are broad and support the philosophy of the institution.

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.

SCC engages students in the collecting, analyzing, and communication of information in its programs. For example, in the Nursing program course descriptions, students are expected to learn how to effectively communicate in writing and orally, and how to make decisions during care of patients. The Assessment Committee collects artifacts for review by faculty to identify student learning as related to course and program competencies. The faculty discuss by discipline the results of the review which in turn informs curriculum revision and changes to instructional methods. As noted during the team interviews, faculty are committed to general education assessment as well as program assessment with the goal to enhance the student experience and to measure student learning. Faculty designed rubrics for the general education learning outcomes are consistent across disciplines and designed to yield tangible results.

The education offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

SCC states that the college has a strong commitment to human and cultural diversity which is clearly stated in the college mission, values, and purpose statements. The college identifies seven courses that specifically address human and cultural diversity and has formed a Diversity and Inclusion Council to promote educational and social events for the campus community. The college presented minutes from two meetings of this Council, both in fall 2017. The work of the Diversity and Inclusion Council was also discussed during the team's visit. The college hosts several student clubs and organizations that relate to diversity, and faculty and staff discussed student trips off campus to explore different cultures during the team visit. SCC offers a range of programs that support diverse students, including the Perkins Grant, students with disabilities via the Resource and Accessibility Office, and students who are low-income or first generation through the Student Support Services Program and Educational Talent Search.

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.

SCC is a community college and while not primarily focused on research, the college does encourage and support faculty in professional development growth through research and inquiry. Many of the strategies used at this small college are intended to encourage faculty conversations about discipline issues and student learning. Faculty noted that students contribute examples of their work through annual art exhibits, course activities (e.g., cosmetology, painting, ceramics), theatrical performances once to twice a year, and through fall musical productions. The review team was able to review a
publication from September 2018, the *Shawnee Signal*, wherein various community, student, and employee news and contributions were highlighted. At the time of the visit, the college was preparing for the fall musical which would be presented at the end of the week. The faculty member directing the play noted the diversity of students involved and the value of these experiences in developing student perspectives on a global society.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

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.

Faculty play a central role in the curriculum review and approval process, as outlined through board policy 4210, and through the faculty’s involvement in both the Curriculum committee and the Student Academic Assessment Committee. Through the Student Academic Assessment Plan, faculty are active in the assessment cycle from year-to-year with a focus on course, program, and general education student learning outcomes assessment.

The college materials have slightly conflicting information on the number of full time faculty tenured at SCC. There are currently 32 faculty members identified on the college’s faculty web pages; the most recent institutional update submitted to HLC indicates 33. The evidence provided in the assurance argument (3C) states there are 33 full-time faculty and generally 90 adjunct faculty. Core Component 5A identifies "34 full-time faculty, 84 adjunct faculty, 62 full-time staff, and 24 part-time staff." There is a discrepancy between the assurance argument number and the institutional update. The evidence provided again identifies 123 part time faculty and staff which creates further confusion. Although the site team did not identify issues with faculty reporting that their numbers were not appropriate for the courses and programs offered, clarification of this information on the
next Institutional Update Report is encouraged.

While the faculty Collective Bargaining Unit stipulates that faculty notify the HR director of committees they wish to serve on, there is a perception by faculty that the membership of the curriculum committee and assessment committee has been determined by administration. In addition, the committee membership lists include a high percentage of staff and administrators. Further, it is unclear if the divisions or disciplines are equitably represented. As noted in 5B, communication issues between the administration and the faculty may be reflected in the apparent lack of involvement of faculty on committees; however, as reported during the site visit, faculty and staff are expected to serve on two committees, and may choose to serve on more, as a part of their job descriptions. In meeting with the faculty to review the processes for student learning outcomes assessment, it appeared that, most recently, the process had been driven completely by faculty and without administrative review or involvement due to the departure of the past vice president for academic affairs and student learning. SCC is encouraged to review, discuss, and collaboratively establish the composition of committees which directly affect student instruction and student success to reflect faculty oversight and program equity.

All instructors are appropriately qualified, including those in dual credit, contractual, and consortia programs.

SCC board policy 6340 outlines the credentials a faculty member must possess based on teaching transfer courses or career and technical courses. This policy requires faculty to hold a master’s degree with eighteen graduate hours appropriate to the academic field of study or discipline in which they are teaching for baccalaureate courses and a bachelor’s degree with preparation in a specific career field and a minimum of 2,000 hours of work experience for career and technical courses. These requirements meet those set by the Illinois Community College Board and the HLC. Faculty credentials are recorded and tracked through the Human Resources office.

During the site team visit, two notebooks with faculty credentials were shared for review, one for full-time faculty and one for adjunct faculty. The college has a defined process that includes review of transcripts, certifications, and work experience, as relevant to the positions. The form is signed off by the HR director, department chair, appropriate dean and vice president. In the team review, many forms were missing the department chair signature. In addition, there was no evidence provided to substantiate faculty oversight of academic credentials.

Current faculty are clearly qualified for their respective programs. The lack of division chair signatures on a number of credentialing forms suggests there may not be appropriate faculty expertise or participation in the evaluation of qualifications. Faculty governance is encouraged to establish SCC specific guidelines for faculty credentials as relevant to their courses and programs.

Instructors are evaluated regularly in accordance with established institutional policies and procedures.

SCC employs student-faculty evaluations, faculty self-evaluations, and administration-faculty evaluations to provide feedback to instructors annually. As a small college, faculty noted that they receive constant feedback from students and use that information to design learning experiences or to provide remediation. Students reported that faculty are very engaging and often seek out students who may be struggling with a particular course concept so as to provide additional support.

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.
SCC provides professional development courses each academic year per the collective bargaining agreement section 10.9. Section 6.5 of the contract outlines use of professional development days. As professional development funds were cut in the past as a result of the decline in state funding, the president noted her intent to rebuild the professional development budget now that finances are more stable. Examples provided included the team attending the HLC conference and other local meetings, but clearly faculty and staff development opportunities have been limited for some time.

The Teaching and Learning Center offers professional development opportunities for all faculty, which includes assistance from an educational technology specialist. The college provides no evidence on the utilization of this Center; however, the director noted that he meets often individually with faculty and he provides small group sessions in the library where the Center is located. The college also has a Professional Development committee covered in board policy 4220, but no membership list or meeting minutes for this committee were provided. There is no evidence that professional development is a part of the annual performance review of faculty or any employee. As shared during meetings with faculty, several shared recent and individual activities sponsored by the college that related to their individual professional development. The faculty noted that funding had been cut when the state appropriations were held, and they also noted the president's message to bring back professional development funding for faculty and staff.

**Instructors are accessible for student inquiry.**

The faculty contract section 6.7 outlines required office hours for faculty members, including face-to-face and virtual interactions. The last SENSE survey data from 2014-2015 showed that 86% of students reported that they knew how to contact faculty out of the classroom. The college utilizes an early alert system to allow faculty to alert student advisors to concerns about students. This program has been redesigned under the college’s new CRM and was launched again in fall 2018.

Although faculty contracts and guidelines indicate a required number of office hours for full time faculty members, there is no actual evidence to demonstrate how students are made aware of faculty availability. Faculty shared during the campus visit that students are informed the first week of each semester when faculty are available, and students reported that faculty are very accessible.

During the visit, the team heard clearly from students that the people (faculty and staff) at SCC were the most important asset to them. Each of the students in attendance gave testimony of how the faculty and staff check on them and make sure they are doing well, provide them additional learning opportunities, and are resources to students, whether or not they are in a particular class or discipline.

**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.**

Staff members providing student support are appropriately qualified and trained to do their work, and many serve multiple functions in the service of students. Staff members can utilize the Teaching and Learning Center and other on-campus supports/resources for professional development needs. Staff are also able to request professional development funds through the annual budgeting process. Requests must be connected to the Strategic Plan. During the visit, several employees commented that the President was interested in reinvesting in professional development following reductions that were made due to the state budget shortfalls in recent years.
Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
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.

Rating

Met

Evidence

The institution provides student support services suited to the needs of its student populations.

SCC provides a range of student support services for its student populations. These include curricular, co-curricular, and extra-curricular services such as: Student Support Services, Early Alert System, student clubs and organizations, career services, writing lab, and transportation services for those who live in the southernmost counties. Given the demographic make-up of the student body and the number of rural counties in the service area, these appear to be appropriate supports for the student body. Data presented to the team during the site visit demonstrates the success of the TRIO Student Support Services program. The employees of the college expressed to the team many times the challenges related to the poverty faced by many members of the community in the SCC service area, and the college is well aware of the challenges working with low income individuals poses to a student's academic success. During the visit the team learned about student emergency grants for students who have short term financial needs and that the college is considering adding a food pantry to benefit students in need.

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.

SCC has a Student Success Center that provides a tutoring lab, writing lab, electronic tutoring, and testing lab staffed five days a week, and these services are free to students. The testing lab provides over 3,700 exams each year, and these exams help ensure the proper placement of students into the appropriate math, reading, and writing courses. The college offers an accelerated one semester course to complete both developmental English and college level writing. SCC faculty and advisors ensure
students are placed into the right courses upon admission to the college based on the testing results. Faculty also created a 3-hour study skills class to support students in preparing for success in their first semester. The college has a Learning Resource and Instructional Technology Center to provide academic support and information literacy training.

**The institution provides academic advising suited to its programs and the needs of its students.**

Each SCC student is assigned a program specific advisor upon enrollment. This advisor meets with students to conduct regular degree plan audits and to track their progress. Grant programs, such as Perkins and TRIO, have specialized staff who support students in selected courses and help to navigate the program requirements. SCC’s university partners provide advising to students as well through the University Transfer Center, located on the main campus. Students can access degree audits online and through O*Net at any time.

**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).**

SCC continues to expand its reach through the Extension Centers located across their district. A new extension site has been approved, and existing sites are undergoing renovations during the fall 2018 semester. In meeting with department chairs during the site visit, those present stated that they ensured consistency across modalities and locations. Existing resources include an IT department that maintains hundreds of computers, 27 computer labs, and 63 SMART classrooms. There is evidence that the campus is well connected through networked printers and classrooms. The Library has 34,000 books and other materials and is also linked to ten million items through the Illinois Heartland Library System. Career and technical programs each have labs to support student learning and quality instruction. This includes Welding, HVAC/Sheet Metal, Basic Electricity, Automotive, Cosmetology, Truck Driving, and a host of Allied Health program labs and simulators. There are co-curricular student spaces that community members and students utilize, including museum collections displayed on campus, an educational center that seats 492 people, and two fitness centers.

**The institution provides to students guidance in the effective use of research and information resources.**

According to the student academic assessment plan, SCC identifies research and information literacy as one of its core competencies and assesses this competency at the course and program level. The college presents a number of courses that integrate a library research component into the syllabus and the sample of an ENG 112 writing course syllabus serves as evidence of this required research component. The college library teaches a library skills course and does classroom presentations on research skills and academic integrity. The team learned during the visit that the faculty utilize Turnitin for academic integrity purposes, and students have used the software as a proper research and documentation practice.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met

Evidence

Co-curricular programs are suited to the institution’s mission and contribute to the educational experience of its students.

The college asserts that extra-curricular activities “provide students with opportunities to enhance their educational experiences, make new friends, learn new skills, develop lifelong interest, and learn through practical experiences.” The college just submitted its most recent SENSE survey data to be analyzed. This survey, in addition to the Student Satisfaction Survey that will be administered in fall 2018, provides regular feedback as to the SCC student experience. Student Service program reviews are also planned to take place in November 2018. SCC is encouraged to develop learning outcomes related to out of class student involvement, and ensure satisfaction, utilization, and links to persistence and retention remain a part of the college's planning processes.

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.

The college provides evidence of the existence of community engagement activities, such as a Center for Community and Economic Development, the Illinois Small Business Development Center, and the Career Services Departments. The core competencies are referenced on the Career Services Department webpage. Students reported during the visit that they are very happy with their faculty and student support staff, and the employees of SCC help them achieve their goals. The SCC campus and extension facilities are also utilized by members of the community in myriad ways.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
3.S - Criterion 3 - Summary

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

Evidence

The Assurance Argument and supplemental meetings on campus with administration, faculty, and staff provided evidence to support the claim that SCC provides high quality education to the diverse members of their community.

The degree programs and curriculum at SCC are appropriate for community college offerings, and the curriculum demonstrates appropriate rigor for degrees awarded in Associate of Applied Science and Associate Arts or Science Degrees. In concert with the state community college board and the four year institutions with whom they maintain articulation agreements, courses and programs are appropriate for transfer degrees. Applied Science or Career and Technical Education programs meet the workforce demands and industry standards. Innovation at the college continues as the apprenticeship programs in construction science are developed and implemented. Curriculum, instruction, and assessment support the college rigor and standards noted throughout their offerings. This is insured through faculty leadership and oversight, as well as the involvement of active advisory committees and graduate surveys.

Since their last HLC report, the faculty reviewed and reconstructed General Education learning outcomes which are introduced and assessed throughout the curriculum to ensure students are challenged and acquire the broad range of learning objectives relevant to a liberal arts education and one that supports lifelong learning. These learning objectives include but are not limited to successful problem solving and communication, as well as personal and global awareness.

SCC retains a community of qualified faculty who are dedicated to their students and provide leadership in curriculum development, classroom instruction and student learning outcomes assessment. Comments provided by students during the campus visit indicate a supportive and responsible relationship between faculty and students. Although stifled by budgetary restraints in the past, the faculty are interested and ready for professional growth opportunities.

The Student Development/Success division is as fiercely invested in the students at SCC as are the faculty. The college continues to build systems and opportunities to improve persistence, retention, and successful completion. This department provides not only academic advising but supplemental instruction through a variety of resources such as on site tutoring labs and grant funded programs. The extension centers in Cairo, Metropolis, and Anna offer opportunities for courses and instructional support. The college library is intrinsic to the General Education Core Curriculum. Hands-on instructional opportunities and support in information and research literacy are provided to students and supported in a variety of ways.

SCC functions as one of the regions' key centers for lifelong and cultural education. The college fulfills its commitment by providing not only adult basic and continuing education programs but also providing a home for the Small Business Development Center and venue for a variety of cultural events.

The team learned much about the college programs, faculty commitment, student support systems,
and overall operations during the site visit; however, little evidence related to these initiatives was presented in the college assurance argument. The college leadership needs to ensure that the argument presented is a comprehensive and complete picture of the college, with evidence to support these contentions. The lack of evidence forced the team to spend much time questioning and evaluating materials while on site.
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).

Rating

Met

Evidence

The institution maintains a practice of regular program reviews.

SCC follows the Illinois Community College Board Program Review process and evaluates programs on a five-year rotation. Program review is used to inform program improvement while evaluating the viability of courses and programs relevant to the communities served. For example, the Early Childhood Education program has been placed on an inactive status based on the lack of jobs and low pay for graduates, data points reviewed during the Program Review process. In addition, Program Review is used to support growing programs and areas in need of additional resources, like the new drone program in agriculture. The Program Review process, defined by state guidelines, works well
to inform faculty and administration as to program and course viability. With regular review, systematic changes can be made and planned for in the future.

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.

SCC has college policies and practices used to define the process for awarding credit, and the policies are available through the website and college catalog. The admissions policy provides guidelines for accepting credit from transfer institutions, and the process is overseen by the Registrar. Services, including ACE, are used for earning credit derived from military experiences. In addition, students have options for experiential credit like CLEP or articulated experiential learning, as defined in the college catalog and on the website. Credit determinations align with the college definition and state articulation practices.

The institution has policies that assure the quality of the credit it accepts in transfer.

SCC only accepts credit from colleges that are accredited by a regionally recognized agency. The Registrar is responsible for evaluating transfer credit and for aligning student transcripts with credit courses available at the college. When in doubt, the Registrar seeks feedback from discipline faculty and administrators. Credit from non-accredited colleges may be considered with documentation appropriate to the corresponding course student leaning outcomes, but transfer of this type of credit is not guaranteed, per policy.

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.

Faculty are responsible for the curriculum and the identification of course prerequisites that provide skills and knowledge necessary to advance through course sequences. The faculty reported during the site visit that they have discipline meetings and conduct student surveys to gain feedback on the quality of the courses and programs offered at SCC. Collaboratively sharing these surveys with college Institutional Research and academic leadership would be important to ensure effective communication of results. All courses must follow the same syllabus template with clearly defined student learning outcomes and the expected level of course rigor. Full time faculty and department chairs work with adjunct faculty and dual enrollment faculty to ensure consistency in instructional applications as well as the assessment of student learning outcomes. All students have access to the same learning resources, regardless of location or instructional modality.

The institution maintains specialized accreditation for its programs as appropriate to its educational purposes.

SCC maintains several specific specialized accreditations through a statewide consortium. Programs including surgical technology, occupational technology assistant, and medical laboratory technology have accreditation by third party entities. Other programs within the CTE area are eligible to apply for accreditation which is appropriate to a comprehensive community college.

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.

Advisory committees meet with program faculty and department chairs to determine the success of graduates and the relevance of the curriculum. In addition, the program review process evaluates the validity of individual programs based on factors such as employability and a livable wage upon completion of a program of study. SCC solicits feedback from graduates and current students to assess the quality of programs and the appropriateness of graduate level skillsets upon employment.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*

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.

Rating

Met With Concerns

Evidence

The institution has clearly stated goals for student learning and effective processes for assessment of student learning and achievement of learning goals.

The 2014 HLC comprehensive evaluation team identified the need to address the student learning outcomes and assessment process at SCC as a crucial concern. In response to that review, this year four Comprehensive Evaluation team was to "include an emphasis on assessment and student learning outcomes." The 2014 team monitoring report was embedded in this 2018 site visit. Based on the findings of the 2014 site visit report and the evidence in the 2018 assurance argument, the visiting team focused on reviewing and validating evidence that SCC is meeting core component 4B. While the college provided narrative and links in the assurance argument, the evidence was not sufficient. Team conversations with faculty and access to documentation during the site visit demonstrates and earnest interest and substantial commitment by faculty working to address this criterion. Although the processes are relatively new, faculty provided detailed evidence related to curriculum mapping, general education metrics, general education review, assessment rubric development, and a committed faculty learning outcomes review. The faculty committee working on assessment agreed that they have moved beyond the process development stage, and they are committed to the sustainability of the current activities because they see value in their work.

The assurance argument was not specific in terms of assessment practices and no real evidence was provided in the narrative. The broken lines of communication described in 5B.2 no doubt have inhibited the awareness, collection, and presentation of assessment evidence in the assurance argument system. In addition, the current process--now four years in development--has still not closed the loop on assessment, and data collected is not being used to inform strategic planning or resource allocations, a clear expectation in the 2014 monitoring report.

During meetings with the faculty that were scheduled to address Shared Governance, Student Learning Outcomes Assessment, Criterion 3 and 4, and during the open faculty discussion meetings,
the composition of general education outcomes, the development of an organized process to collect assessment data, and a plan to improve program quality with that data was discussed and clarified. Based on the team findings, supported through the interviews and evidence provided, SCC has made substantial progress in the "development of methods for directly measuring the Core Competencies" and faculty have developed processes to use assessment data to improve curriculum and the overall student learning experience. However, the process is still not mature, and the college has not completed a full cycle where assessment results are shared broadly and used to inform planning and resource allocations.

Evidence collected in the form of College Council minutes as well as Curriculum and Assessment Committee meeting minutes demonstrates advancement in the area of student learning outcomes assessment. Further, documents which illustrate the completion and publication of core competencies, their respective rubrics, the curriculum maps, and the creation of syllabus templates and samples to align the core competencies with course competencies were shared. Faculty met and worked diligently to address this initial requirement. Active participation in HLC training (the Assessment Academy), along with independent research, were included in the development of the revised Core Competencies. Faculty worked collectively to identify appropriate core curriculum outcomes and measurement activities by department or discipline.

Collection of student learning outcomes assessment data began with one core competency, Oral and Written communication, in Fall 2015. Additional competencies were added in subsequent semesters. Faculty and administration admit that they are progressing, and processes will be in place to analyze the data and “close the loop” to improve instruction and student learning. In addition to the General Education Core Curriculum, adult, career and technical education programs have identified program outcomes published in the College Catalog. Student learning outcomes assessment data collection in these areas is in the early development process.

The institution assesses achievement of the learning outcomes that it claims for its curricular and co-curricular programs.

Understandably, no outcomes or objectives were composed or provided for co-curricular or extra curricular activities as the primary focus for the faculty has been the composition of the Core Curriculum and the establishment of an academic artifact collection system. It is apparent from evidence presented that SCC promotes and provides extensive opportunities for co-curricular and extra curricular activities; however, these are not a part of the assessment process. Once academic programs have systems established for assessment and evaluation processes, SCC will commence assessment data collection and improvement plans for supplemental programs, including co-curricular programs. At the time of the site visit, this process improvement was only a discussion point with much work yet to be done to be completely met.

The institution uses the information gained from assessment to improve student learning.

General Education outcomes were just recently composed and set in place. Information gained from assessment collection in this area is soon to be reviewed and utilized by faculty for cross disciplinary improvement; however, the process is not mature enough to inform strategic planning and resource allocations. Individual faculty and programs did report planned changes as derived from outcomes assessment, although benefits derived from this assessment process are still quite limited at this point in time. SCC does include graduation and student satisfaction survey materials to supplement assessment data and student assessment of student learning objectives.

The institution’s processes and methodologies to assess student learning reflect good practice,
including the substantial participation of faculty and other instructional staff members.

As evidenced through the meetings with faculty during the site visit, the team concurred that virtually all full-time faculty across disciplines are involved in the student learning outcomes assessment process. Although it was noted that all adjunct faculty and concurrent enrollment faculty have been engaged, their participation has been limited. Once the system is functioning and the process well defined, the goal is to include all faculty in the process. The sharing of data and the interpretation of findings will be an important next step as faculty work to bring new administrators into the process. In turn, the information may then be used effectively to inform institutional improvement plans and thus close the loop. The 2014 report clearly stated that the college should be beyond its current state by this point in time, which justifies the need for further monitoring through a focused visit.

**Interim Monitoring (if applicable)**

As noted in the 2014 site visit team report, the team had clearly defined expectations for significant progress related to student learning outcomes assessment. As noted, the college should have an "evaluation of a comprehensive assessment plan and the identification of specific and measurable learning outcomes at the course and program levels. Additionally, the visit should confirm progress on the development of methods for directly measuring the Core Competencies or any current change in same and subsequent collection and analysis of data to guide action plans for improvement. By the time of the visit, SCC should have completed a full cycle of assessment for most programs.” Although much progress has been made, the college has not completed a full cycle of assessment for most programs. Data collected has not been used in the decision making processes, and co-curricular activities have not been included in the assessment process.

The team is requiring a **focused visit** to be completed no later that November 30, 2019. The visit will review the institution's processes and methodologies to assess student learning, especially the involvement of faculty and administration jointly in the process. The college should demonstrate a complete cycle has been completed and information gained has been used to inform college planning and resource allocations. The team should also concur that co-curricular assessment is in progress with clearly defined strategies and committed faculty and staff.
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.)

Rating

Met

Evidence

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.

Although this was an area of concern noted in the 2014 team review, the college has worked to address this area by developing a Strategic Enrollment Management Plan which is aligned with the college mission and strategic plan. The plan as defined targets for retention and completion with a three year target date. To facilitate this goal, the college has revamped the Early Alert system, and in spring of 2015, additional staff were added to follow up with students and faculty after initial referrals, thus closing the communication loop. Recognizing at the last assurance argument process that persistence and retention were issues, the college leadership enrolled in the HLC Persistence and Completion Academy in the spring of 2014. The college noted in the current assurance argument that they are experiencing a decline in retention as well as a decline in overall enrollment, and the college leadership have identified this as an area for close review throughout the next strategic plan.

The institution collects and analyzes information on student retention, persistence, and completion of its programs.

The college collects and reviews information provided through IR related to retention, persistence, and completion. As noted, the new Strategic Enrollment Plan identifies specific targets related to completion and retention. SCC has implemented a personalized approach to work with students on financial aid and on academic probation. The methods were intrusive with regular contacts and
follow-up on academic progress. As noted, there was some minor success with this effort which encouraged the leadership to expand the contact method to all students on academic probation, not just those receiving financial aid.

**The institution uses information on student retention, persistence, and completion of programs to make improvements as warranted by the data.**

Examples provided previously confirm that the college is working to make changes based on retention data in particular. The focus on working with students on probation has helped to identify intrusive measures that can be applied early in the term, when grade issues are first recognized. These measures can inform the student and guide him/her to services provided, like free tutoring. Where grades suffer due to life issues rather than academic problems, SCC has implemented a number of services to advise and guide students through difficult and challenging times while keeping them enrolled in credit courses.

Sharing widely information related to retention, persistence, and completion in a planned and meaningful manner throughout the institution will benefit planning. Using disaggregated data will also help the college identify sub-sets of students who may not be performing successfully. These processes can work to move the numbers related to retention, persistence and completion in a positive direction.

**The institution's processes and methodologies for collecting and analyzing information on student retention, persistence, and completion of programs reflect good practice.**

With the change in leadership with the IR department, the college has an opportunity to review current practices for collecting, analyzing, and sharing this information. The newly approved Strategic Enrollment Plan will only work with clearly defined and accurate data on students, especially sub-sets of students who may be experiencing more challenges and need more assistance that other groups. Working the plan seriously and engaging both faculty and staff in the process will benefit students and help to encourage progress toward and completion of a degree, diploma or certificate.

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**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Evidence

As noted throughout the assurance argument and the site team review, the college has taken significant strides in terms of student learning outcomes assessment, program review, and the implementation of services to benefit students with a focus on student success. Although these strategies are clearly defined in past and future strategic plans, the processes in place need continued oversight and faculty/administrator commitment if the college is to move to a more stable level of maturity that is relevant to the evaluation and improvement of teaching and learning. Closing the loop by working together as faculty and administration professionals to identify strategies that review assessment data regularly will enhance the current process that is clearly missing administrative involvement.

The materials shared by the faculty during the site visit demonstrate a commitment to general education assessment that has advanced significantly from the 2014 site visit report. The current culture which has isolated the process from administrative oversight must not continue; otherwise, the process will lose momentum and relevance to continuous quality improvement that benefits student experiences. The communication between faculty and administration must be transparent and open, and with such dialogue, resources and support systems can be implemented throughout the college that will "close the loop" on the assessment process. In addition, these activities can generate positive results to help create an inclusive shared governance model. (See 5B.2)

Although resources have been limited in the past due to state funding issues, the college is now financially stable, and some resources should be allocated to support professional development for faculty and staff. The teaching and learning director is helping faculty and staff at many levels, but his work cannot mirror discipline learning that comes from interaction with other faculty from across the state or nation. These activities not only benefit the morale of the college, but they further innovation and shared best practices.

Finally, the Strategic Enrollment Management Plan has all the necessary components to further the strategic plan at the college and to improve student retention, persistence, and completion. However, without quality data provided regularly by IR, the faculty and staff can only "guess" at what should be done. Setting targets for retention and completion is a necessity, but reaching those targets requires a focused and dedicated commitment by all to the mission of the college.
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.

Rating

Met

Evidence

The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

Shawnee Community College and its Board of Trustees follow the standards, policies, and practices of the State of Illinois, the Illinois Board of Higher Education, and the Illinois Community College Board. The college provides evidence its revenue base has been affected by the declining support from the State of Illinois, with the most critical dip in funding coming in FY16. Local property tax revenue has remained relatively constant. As a result, student tuition has increased significantly since 2014. In response, the college provided evidence of strategies used to increase revenue and decrease expenditures including issuing G.O. bonds, grant-writing, fundraising, reducing staff size, and optimizing the course schedule. The percentage of expenditures by category is generally reasonable, although the percentage expended in the category of academic support seems somewhat smaller than comparable institutions.

SCC demonstrates a sufficient number of human resources despite staffing declines caused in part by funding and enrollment declines. SCC has sufficient fiscal, human, facilities, and technological
resources to meet the college performance goals. As the review team learned during its visit, faculty and staff at SCC wear many hats and often engage in activities beyond their primary job description. Individuals interviewed seemed to recognize that their extra responsibilities are all a part of being at a small college.

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

All evidence shows the College focus is on its primary educational mission and no revenue is disbursed to a subordinate entity. The review team verified SCC has processes in place to ensure that its educational purposes are not adversely affected. Examples of those processes are Board policies, financial metrics, purchasing guidelines, CFO and Business Officer oversight of the zero-based budgeting process, and regular financial audits. Members of the review team were also provided evidence where the current president learned of some resource allocation irregularities, which were promptly reported to the Board of Trustees and rectified. Because most of these issues were of a personnel or legal nature, they cannot be broadly shared across the college.

The goals incorporated into mission statements or elaborations of mission statements are realistic in light of the institution’s organization, resources, and opportunities.

SCC offered a realistic assessment of its capacity and opportunities, both in the Assurance Argument and during the team’s visit to the institution. Given its community demographics and its own resource base, the college’s strategic plan provides ambitious but doable goals that should help the institution move forward as it serves the regional constituents. The faculty, staff, and administration were unanimous in their interest in advancing SCC in order to better serve students and their communities. By working collaboratively to improve the climate, faculty, staff, and administration have the opportunity to focus on their ambitious goals.

The institution’s staff in all areas are appropriately qualified and trained.

SCC describes the process for hiring qualified faculty and staff and provides evidence of the policies and templates used to validate qualifications for faculty. Job descriptions provide detail about minimum qualifications for a number of positions. The Employee Orientation Manual gives new employees information to help with on-boarding. During the site visit, the college provided a comprehensive personnel analysis, including demographics of each employee group. A review of SCC professional development options provides evidence of relevant systems and processes for ensuring employees have access to development and training. In meeting with faculty and staff, the review team learned of the creative and low-cost ways employees seek to increase their professional knowledge. There appears to be an interest by all parties to increase the resources allocated to professional development. To improve trust and transparency, involving faculty and staff in funding decisions around professional development could be helpful.

The institution has a well-developed process in place for budgeting and for monitoring expense.

The college's budget process is guided by state and Board policy with emphasis on the needs of the college as articulated in program and department goals, strategic planning goals, and budget requests. The Fiscal Planning Committee and the administrative team prioritize funding after a bottom-up call for requests, and they recommend a budget to the president who recommends the budget to the Board. This year the College is using a zero-based budgeting process. SCC offers clear evidence of the linkage between the college budget development process and the strategic plan, which is guided by
the mission statement. The MySCC system provides budget managers a tool for tracking expenses. While the process is sound, the review team suggests broader communication to internal constituents throughout the process in order to increase transparency and improve trust.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Rating

Met With Concerns

Evidence

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.

The Illinois Board of Higher Education (IBHE) serves as a coordinating board for public and private higher education in the State of Illinois. The Illinois Community College Board (ICCB) oversees the Illinois Community College System, which has broad oversight. The ICCB website states, “Within this structure locally elected boards of trustees set policies that guide their colleges in achieving local and statewide goals. Within the System, organized groups represent students, faculty, trustees, staff, administrators, and college presidents, and all of these groups are actively involved in the decision-making process for the System. Colleges meet both local and statewide needs for education and workforce development through high-quality, affordable, accessible, and cost-effective programs and services.” As such SCC’s locally-elected Board of Trustees, which includes a non-voting student member, has policy responsibility for financial, legal, and academic policies. A review of several Board documents confirms the Board provides autonomy while holding the college accountable for college-specific decisions. The college provided evidence relevant to defining the structure and operational processes of the Board, and during the team meeting with Board members, the policies and processes were affirmed.

The Board follows the Illinois Community College Trustees Association (ICCTA) code of ethics and the Board members participate in professional development to improve their effectiveness. The Board meets regularly, has standing policy subcommittees, and hires the president, to whom the College executive staff reports. The Board is knowledgeable and aware of individual college performance measures through a variety of reports and outcome documents such as financial conditions, performance metrics, and facility reports. The Board is appropriately aware of the current faculty and administrative concerns at SCC and has taken action to bring in a consultant to mediate concerns.
The Board provides oversight and sets clear expectations for the college president while allowing members of the college and community to offer opinions during the public comment portion of Board meetings. As noted during the visit, the Board was aware Dr. Bradford was not the faculty's first choice at the time she was hired, but the Board believed, and continues to believe, she has the ability to lead the necessary changes at SCC.

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.

While the college president and executive team are ultimately responsible for decisions, SCC describes a governance and decision-making process, guided in part by union contracts, that includes internal and external voices. The college's collaborative governance, along with its organizational structure, seeks to engage administration, faculty, staff, and students in providing input into decisions through both formal and informal structures. While this is the stated goal, evidence during the site visit suggested not all parties believe the college has effective governance processes in place nor do they believe all SCC policies and procedures are being followed. SCC faculty cited specific policy violations in their April 2018 vote of no confidence in the college president and the Board of Trustees. Additionally, all parties expressed frustration at the perceived inability to effectively communicate and openly discuss issues facing both parties. As a result, SCC intends to engage in a comprehensive review of policies and procedures to ensure they are up-to-date; meet IBHE, ICCB, and SCC Board standards; reflect the best interests of the students and communities the College serves; be reflective of best-practices in higher education; conform to union contracts; enhance communication; and engage administration, faculty, and staff in the review and revision of policies and procedures. This process of reviewing and revising policies and procedures could help SCC rebuild trust, improve its effectiveness, and ensure the institution continues to meet its goals and mission. The review team believes this opportunity could bring parties together and help everyone move forward to do the important work of fulfilling SCC’s mission; however, the current state makes this sub-component met with concerns.

Administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort.

The college detailed existing structures and processes for setting local academic and student affairs policies and procedures. As evidence, SCC provided committee structures and responsibilities; minutes of the College Council; the processes for recommending, formulating, adopting, and implementing Board policies; the role of faculty in governance; college policies and procedures; and the strategies used to engage students in the decision making process. During the visit, the review team learned of ongoing issues between college leadership and faculty that appear to hamper the effectiveness of the existing structures. While students described that their experience was unaffected by the disputes, the discussions made it evident that college employees at all levels and the Board of Trustees are aware of the issues and all wish to improve SCC’s climate in order to better meet the college mission. All parties interviewed by review team members during the visit stated the same shared interests: putting students first, advancing the economic vitality of the region, improving internal communication and transparency in sharing data and fiscal information, mutual respect, an appropriate voice in decision-making, consistency and predictability in governance, and policies and procedures that effectively guide the collaborative governance of SCC. As noted previously, collaboratively working together to review and revise SCC policies and procedures may provide a strong opportunity to meet the interests of all parties. Doing so would assist the college in fully meeting the standards of Core Component 5.B.
Interim Monitoring (if applicable)

While SCC has Board policies; written policies and procedures for faculty, staff, and students; an established committee structure; a College Council; union contracts; and other evidence of governance processes, the college does not provide sufficient evidence that all parties effectively use these documents, systems, and processes to collaboratively govern the institution. Nor is it evident the fault lies with one individual, employee group, or faction of the institution. Rather, responsibility for the current state of the college culture must be assumed by all parties.

SCC leadership indicates that they plan to review all internal policies with the goal of making appropriate revisions in collaboration with faculty, staff, and students. Doing so could provide opportunity for everyone at the College to engage in meaningful work as each constituent group provides appropriate voice on policy matters affecting them. Policy review can be slow and tedious at times, but often provides a mechanism for robust dialogue about what matters most. Given SCC’s strong focus on putting students first and the college pride in being important to the economic vitality of the region, every employee should likely find common ground as each moves forward together to improve not only policy and procedures, but governance, communication, and trust - and ultimately student success because the institution will be able to spend its time and focus on working together to continue the change and improvement the Board of Trustees is seeking.

Because of this, the review team is interested in helping SCC become better at institutional governance at all levels of the organization and recommends a focused visit during which the College can document and provide evidence of the processes used to improve policies, procedures, communication, and trust in the governance of SCC. To be specific:

No later than November, 2019, a focused visit will occur on site to affirm that:

1. Administration and faculty have jointly reviewed policies and procedures to ensure that both parties understand the intent and adhere to the purpose of each.

2. Faculty union leadership and the college president (and cabinet if appropriate) will identify no less than one meeting per month to discuss issues and focus on resolutions. These meetings will be recorded in the form of meeting minutes and shared monthly with the Board of Trustees.

3. Faculty will share with administration in Academic Affairs all results from student learning outcomes assessment activities. These results may be used to inform strategic planning decisions and will be made available in a transparent manner to the college population as a whole.
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.

Rating

Met

Evidence

The institution allocates its resources in alignment with its mission and priorities.

SCC provides evidence of the process for linking department goals to current Strategic Planning Goals. This drives bottom-up expenditure requests, and the college process for advancing these requests through the Fiscal Planning Committee and the administrative team, prior to seeking approval from the president and Board, is well documented. As the college's current plan expires, the new plan development has collected broad input from stakeholders, both internal and external, and together, the 2019-2023 Strategic Plan is in alignment with the college mission which guides SCC’s priorities.

The institution links its processes for assessment of student learning, evaluation of operations, planning, and budgeting.

While materials provided made review difficult to ascertain how SCC links processes for assessment of student learning, evaluation of operations, planning, and budgeting solely from the evidence provided in the Assurance Argument. The review team spent considerable time during the site visit learning more about how SCC evaluates student learning and overall operations. The use of data and metrics has greatly improved since the 2014 visit, and faculty spoke knowledgeably about their processes for linking assessment of student learning to department plans and offered paper-based evidence to affirm their work. Administrators and staff members offered evidence of the linkage of discrete plans, such as SCC’s safety plan, technology plan, facilities plan, and fiscal plan to SCC’s planning and resource allocation process as well. In addition, the planning and zero-based budgeting process links to Board goals and is mission-driven. Although the team noted that this sub-component is met, there is much opportunity for collaboration and joining forces to be transparent to the community across all areas of assessment, planning, and budgeting.
The planning process encompasses the institution as a whole and considers the perspectives of internal and external constituent groups.

The Assurance Argument described a strategic planning process that encompassed the institution as a whole and included internal and external groups, including students. During the visit, members of the cabinet who had been at the institution for some time affirmed a similar process had been followed for the previous strategic plan and stated SCC is getting better at establishing planning goals and using data and developing metrics around the plan. Minutes of the Strategic Planning Committee affirmed the inclusive process SCC used for the 2019-2023 Strategic Plan. Now that the plan development is complete, the review team recommends broad and frequent communication to all constituents during the implementation of SCC’s strategic plan in order to increase awareness, understanding, and trust among the employees and community members.

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.

SCC’s two most-recent strategic planning processes considered a variety of factors, both internal and external. As evidenced in the Assurance Argument, additional documents reviewed during the visit, and explanations by employees during the visit, the college used internal and external data related to revenue, enrollment projections, workforce trends, local and state economy, population shifts, high school enrollments, and other factors to inform its most-recent planning process. The previous and current Institutional Research leaders clearly provided solid data and information to help inform the decision making processes.

Institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization.

As evidenced by minutes and artifacts of the most-recent strategic planning process as well as the program review documents, SCC considers and anticipates emerging factors including state funding, changing workforce needs, demographic shifts, K-12 enrollments, university transfer trends, social issues affecting students, external resource opportunities, and emerging technology in its institutional planning. The college is working to become more systematic and data driven in all decision making practices.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.
**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.

**Rating**

Met

**Evidence**

**The institution develops and documents evidence of performance in its operations.**

SCC relies on the Strategic Plan to guide the college planning and goal setting process as related to evidence of the quality of its operations. As the current 2014-2019 plan comes to an end, SCC has already engaged in the next planning cycle for 2019-2023. Both the old and new plan make use of data and metrics to help members of the college and its Board know if SCC is meeting the defined goals and related metrics. The new strategic plan improved the metrics used to help the college identify progress toward goals. As additional evidence, SCC cites its use of Program Review data, including some new program metrics, to better evaluate program health; retention, completion, and graduation rates; and community, student, and employee surveys, including community forums; and staff evaluations as evidence of documenting performance in its operations. These appear to provide useful information to the college as it strives to serve students and the region in the most effective manner possible, even within the constraints of funding and enrollment challenges. As the review team affirmed during the site visit, the institution speaks knowledgeably about how the college develops and documents evidence of performance in its operations; however, communication on progress could be more frequent and more broadly shared across the college and throughout the community in order to improve transparency and inclusion.

**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.**

The performance results described in the Assurance Argument informed changes in SCC’s data-based decision making and institutional research processes, including staff changes; additional goals in the college’s Enrollment Management Plan; the Technology Plan; and the new enterprise Ellucian Colleague system. SCC notes that there is still work to do in “closing the loop” with student learning outcomes assessment and in using the results to inform institutional planning and priorities. The review team agrees with SCC’s self-assessment in this area. During the visit, members of the college community shared additional examples of how SCC is applying what it has learned from operational experience. Examples included development of more cultural events, improved articulation agreements, identification of additional external funding and grants, improved knowledge of student sub-populations, and linkage of supplemental programs (such as SBDC) to workforce needs. There was broad agreement throughout the team interviews that the college is better positioned to move
forward and grow, and all employees are focused on students and their success. This learning should be broadly communicated, celebrated, and widely shared not only internally, but externally.

**Interim Monitoring (if applicable)**

*No Interim Monitoring Recommended.*
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.

Evidence

SCC describes processes, activities, and initiatives that address the Core Components of Criterion Five and provides evidence to support the majority of its assertions. The college's budget processes provide solid fiscal management. The ICCB policies, SCC’s Board of Trustees policies and actions, and SCC's Strategic Plan offer a sound set of standards, goals, and priorities by which to measure progress and improve outcomes. The college's processes for hiring and developing faculty and staff fall within HLC guidelines. Technology and facilities planning is addressed appropriately, and SCC is making progress in fully integrating planning across the discrete areas described, which should improve the institution’s ability to plan for its future challenges and opportunities. The college offers narrative and evidence to support their assertions of meeting Criterion Five, the Core Components and Sub-components. Overall, the college offers adequate evidence of meeting most of Criterion Five, but should also be focused on explaining what, as a result of student learning outcomes assessment, the college is learning about its courses and programs in relation to implementing improvements, allocating resources, and planning for the future at the institutional level. As a gentle caution, while employing a grant writer can strengthen resource opportunities, over-reliance on grant funds can lead to resource challenges at a later point.

As noted, the review team identified 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.” as met with concerns primarily because of the current climate at SCC and the questions raised by both faculty and administration about effectively following policy and procedure. This assessment is not given lightly. The review team struggled to make sense of the “he said; she said” arguments often provided during the visit and the team believes all parties have work to do to improve the culture and to build a climate of trust at SCC. The team also believes each of the individuals with whom the team met also long for an improved climate, effective leadership at all levels, and collaborative processes that enable SCC to fulfill its mission in a climate of responsibility and mutual respect.

The Board of Trustees is deeply committed to SCC and the success of all students as well as being acutely aware of the critical importance of the college in fostering economic vitality in a region that is economically challenged. Board members are well-qualified and well-trained in the policy role of a governing board. During the meeting with members of the Board, the review team learned SCC’s Board of Trustees had been very aware, as they embarked on the search for the new president, of the need to make dramatic leadership changes in order to protect and preserve the fiscal and educational stability of the college. The individual hired was not the first choice of the SCC faculty and the Board knew of that during the search process, yet they believed they hired the right person to lead the college through the difficult but necessary changes. The new president, Dr. Bradford, is qualified and talented and doing the job the Board hired her to do. During meetings with the review team, she conveyed the sense of urgency and accountability the Board established in her performance goals. In addition to decisions she has made that are widely known, the president shared with the review
team evidence of decisions and actions taken that cannot be publicly shared with faculty, staff, or community members. The Board is aware of those decisions and continues to support the president despite strong pressure from a number of college and community groups. Additionally, the Board is holding the president accountable by evaluating her performance against these goals they set, and they indicated they have set expectations regarding her relationship with faculty.

The review team was very aware that the relationship between college administration (especially the president) and college employees (especially faculty) is strained. Despite this challenge, the team could also cite evidence that every single employee at SCC cares deeply about students and the communities the college serves, and each is very proud of the work they do. The team found no evidence that the internal disputes are affecting students, although students were certainly aware of the issues between faculty and administration. The fact that the work environment is likely not comfortable for faculty, staff, or administration was evident, and this climate of distrust also hampers the college's effectiveness in fully meeting Core Component 5.B. While the purpose of the HLC review team visit is not to mediate disputes, the team does recommend that college leadership focus on improving communication, especially with change management processes, in order to rebuild trust and help the institution move forward. The college cabinet has a mix of long-standing and new leaders, and they are working to come together as a team. The review team notes the qualifications of this leadership team and believes they have strong potential to provide needed leadership through the current issues as they focus on improving processes and collaborating with faculty and staff on the important work of revisiting and revising college policies and procedures. For the shared governance at the college to work, faculty and staff must give this leadership team, including the president, a fair chance to do their work and accomplish the goals set forth by the Board of Trustees. There is also a strong perception by some employees, as evidenced by their public comments to the Board, some of the current policies are not being followed. While the team found no direct evidence that policies are not being followed, the team was also unable to fully verify that they are being followed, and the issue of ensuring students and all employees follow appropriate policy and procedures is one that was identified by employee groups, especially faculty, of being at the crux of the current dispute at SCC. College leadership and employees have the opportunity to improve the culture and develop improved governance processes by being open, transparent, collaborative, trusting, and communicative with each other. Working together on a comprehensive review of policies and procedures could provide that opportunity.
## Review Dashboard

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Review Summary

Focused Visit(s)

Due Date
11/29/2019

Visit Focus
Because of this, the review team is interested in helping SCC become better at institutional governance at all levels of the organization and recommends a focused visit during which the College can document and provide evidence of the processes used to improve policies, procedures, communication, and trust in the governance of SCC. To be specific:

No later than November, 2019, a focused visit will occur on site to affirm that:

1. Administration and faculty have jointly reviewed policies and procedures to ensure that both parties understand the intent and adhere to the purpose of each.

2. Faculty union leadership and the college president (and cabinet if appropriate) will identify no less that one meeting per month to discuss issues and focus on resolutions. These meetings will be recorded in the form of meeting minutes and shared monthly with the Board of Trustees.

3. Faculty will share with administration in Academic Affairs all results from student learning outcomes assessment activities. These results may be used to inform strategic planning decisions and will be made available in a transparent manner to the college population as a whole.

Due Date
11/29/2019

Visit Focus
As noted in the 2014 site visit team report, the team had clearly defined expectations for significant progress related to student learning outcomes assessment. As noted, the college should have an "evaluation of a comprehensive assessment plan and the identification of specific and measurable learning outcomes at the course and program levels. Additionally, the visit should confirm progress on the development of methods for directly measuring the Core Competencies or any current change in same and subsequent collection and analysis of data to guide action plans for improvement. By the time of the visit, SCC should have completed a full cycle of assessment for most programs.” Although much progress has been made, the college has not completed a full cycle of assessment for most programs, data has not been used in the decision making processes, and co-curricular activities have not been included in the assessment process.

The team is requiring a focused visit to be completed no later that November 30, 2019. The visit will review the institution's processes and methodologies to assess student learning, especially the involvement of faculty and administration in the process. The college should demonstrate a complete cycle has been completed and information gained has been used to inform college planning and resource allocations. The team should also concur that co-curricular assessment is in progress with clearly defined strategies and committed faculty and staff.
Conclusion

SCC has clearly progressed in several ways since the 2014 reaffirmation visit; however, the college has experienced some challenges as well. The new president has made many changes to benefit the college, especially in terms of financial stability. However, current relationships between faculty and administration are strained and cannot continue without negatively impacting college operations and student learning. The Focused Visit should find improved processes and communication between faculty and administration open and transparent.

Overall Recommendations

Criteria For Accreditation
Met With Concerns

Sanctions Recommendation
No Sanction

Pathways Recommendation
Not Applicable to This Review
Federal Compliance Worksheet for Evaluation Teams

**Evaluation of Federal Compliance Components**

This worksheet is to be completed by a Federal Compliance reviewer or by the peer review team that conduct the on-site visit. If a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials in advance of the visit and refer any issues to the team for further exploration and confirmation. The team chair will confirm that the team has reviewed the Federal Compliance reviewer’s findings, make any necessary adjustments to the worksheet following the on-site visit, and submit the worksheet as part of the team’s final report.

The Federal Compliance reviewer or the team should review each item identified in the *Federal Compliance Filing by Institutions* (FCFI) and document their findings in the appropriate spaces below. Peer reviewers are expected to supply a rationale for each section of the Federal Compliance Evaluation. Refer to the *Federal Compliance Overview* for information about applicable HLC policies and explanations of each requirement.

Generally, if the team finds in the course of this review that there are substantive issues related to the institution’s ability to fulfill the Criteria for Accreditation, such issues should be raised in the appropriate parts of the team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below and added to the appropriate section of the team report.

**Submission Instructions**

**Federal Compliance reviewer:** Email this worksheet and the *Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours* in an editable format to the team chair. The team chair’s email address is provided in the Assurance System.

**Team chair:** Send the draft of this worksheet and the *Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours* to the HLC staff liaison for review and then to the institution for corrections of errors of fact. Submit the final worksheets to HLC at finalreports@hlcommission.org.

Institution under review: Shawnee Community College

Please indicate who completed this worksheet:

- [] Evaluation team
  - [x] Federal Compliance reviewer
To be completed by the evaluation team chair if a Federal Compliance reviewer conducted this part of the evaluation:

Name: Bill Lamb

☑ I confirm that the evaluation team reviewed the findings provided in this worksheet.

Assignment of Credits, Program Length and Tuition
(See FCFI Questions 1–3 and Appendix A)

1. Complete the Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours. Submit the completed worksheet with this form.
   - Identify the institution’s principal degree levels and the number of credit hours for degrees at each level (see the institution’s Appendix A if necessary). The following minimum number of credit hours should apply at a semester institution:
     - Associate’s degrees = 60 hours
     - Bachelor’s degrees = 120 hours
     - Master’s or other degrees beyond the bachelor’s = At least 30 hours beyond the bachelor’s degree
   - Note that 1 quarter hour = 0.67 semester hour.
   - Any exceptions to this requirement must be explained and justified.
   - Review any differences in tuition reported for different programs and the rationale provided for such differences.

2. Check the response that reflects the evaluation team or Federal Compliance reviewer’s conclusions after reviewing this component of Federal Compliance:
   - ☑ The institution meets HLC’s requirements.
   - ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.
   - ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Shawnee Community College (SCC) is in compliance as it assigns credit, determines program length and applies tuition costs to the education it offers students. SCC meets the requirements of the Federal government, the State of Illinois, program specific accreditors and the Higher Learning Commission. The college acts reasonably in meeting expectations and in adhering to normal industry standards in the creation of and implementation of policy and practices related to this aspect of accreditation.
Institutional Records of Student Complaints  
(See FCFI Questions 4–7 and Appendixes B and C)

1. Verify that the institution has documented a process for addressing student complaints and appears to by systematically processing such complaints, as evidenced by the data on student complaints since the last comprehensive evaluation.
   - Review the process that the institution uses to manage complaints, its complaints policy and procedure, and the history of complaints received and resolved since the last comprehensive evaluation by HLC.
   - Determine whether the institution has a process to review and resolve complaints in a timely manner.
   - Verify that the evidence shows that the institution can, and does, follow this process and that it is able to integrate any relevant findings from this process into improvements in services or in teaching and learning.
   - Advise the institution of any improvements that might be appropriate.
   - Consider whether the record of student complaints indicates any pattern of complaints or otherwise raises concerns about the institution’s compliance with the Criteria for Accreditation or Assumed Practices.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:
   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

SCC provides a structural mechanism by which students are able to file a formal complaint. This process is codified in policy statements (#8600) and is posted publicly in the Student Handbook, the Academic Catalog and on the College website. The policy clearly outlines submission, tracking and resolution processes. A complaint log is maintained in the Vice President of Student and Administrative Service Office in coordination with the Human Resources Director/Affirmative Action Office. A distinct process is available for any online student who has a complaint with a professor, a course or any college system.
Of the complaints received in the past five years, the following themes emerged: academic concerns, student to student relationships, class disruptions and various legal concerns. As reported by the college, all complaints have been addressed with resolutions reached.

Additional monitoring, if any:

Publication of Transfer Policies
(See FCFI Questions 8–10 and Appendixes D–F)

1. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public. Policies should contain information about the criteria the institution uses to make transfer decisions.

   • Review the institution’s transfer policies.

   • Review any articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

   • Consider where the institution discloses these policies (e.g., in its catalog, on its website) and how easily current and prospective students can access that information.

   • Determine whether the disclosed information clearly explains any articulation arrangements the institution has with other institutions. The information the institution provides to students should explain any program-specific articulation agreements in place and should clearly identify program-specific articulation agreements as such. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution (1) accepts credits from the other institution(s) in the articulation agreement; (2) sends credits to the other institution(s) in the articulation agreements; (3) both offers and accepts credits with the institution(s) in the articulation agreement; and (4) what specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.). Note that the institution need not make public the entire articulation agreement, but it needs to make public to students relevant information about these agreements so that they can better plan their education.

   • Verify that the institution has an appropriate process to align the disclosed transfer policies with the criteria and procedures used by the institution in making transfer decisions.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate
Rationale:

SCC cares for the transfer needs of its students (64% of students transfer to other community colleges or to 4-year institutions) being guided by appropriate policies, processes and personnel.

The transfer policies (#8150) are made known in the Student Handbook, the College Catalog and are posted on the College’s website.

The college has articulation agreements with other institutions (SIU Carbondale, SE Missouri State University and Murray State University) where students routinely transfer to complete a degree. In addition, a statewide agreement (Illinois Articulation Initiative) provides a pathway for students to transfer between institutions in Illinois.

Additional monitoring, if any:

Practices for Verification of Student Identity
(See FCFI Questions 11–16 and Appendix G)

1. Confirm that the institution verifies the identity of students who participate in courses or programs provided through distance or correspondence education. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students’ privacy.
   
   • Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution’s approach respects student privacy.
   
   • Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   ☑ The institution meets HLC’s requirements.

   ☐ The institution meets HLC’s requirements, but additional monitoring is recommended.

   ☐ The institution does not meet HLC’s requirements and additional monitoring is recommended.

   ☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).
Rationale:

A student identification process is in place and guides college operations in guaranteeing appropriate levels of privacy and confidentiality related to student activities for both on-ground and on-line students. Each student is provided with a distinct ID number along with protected password information. An institutional policy (#8430) guides all FERPA issues related to student verification and identity concerns.

As SCC moves forward, the college might consider the following suggestions in making its verification of student identification practices increasingly secure:

- Updating policy statements
- Providing additional levels of identity security given the available means of technology

Additional monitoring, if any:

Title IV Program Responsibilities
(See FCFI Questions 17–24 and Appendixes H–Q)

1. This requirement has several components the institution must address.
   - The team should verify that the following requirements are met:
     - General Program Requirements. The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities.
     - Financial Responsibility Requirements. The institution has provided HLC with information about the Department’s review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. (Note that the team should also be commenting under Criterion 5 if an institution has significant issues with financial responsibility as demonstrated through ratios that are below acceptable levels or other financial responsibility findings by its auditor.)
     - Default Rates. The institution has provided HLC with information about its three-year default rate. It has a responsible program to work with students to minimize default rates. It has, as necessary, addressed any issues the Department has raised regarding the institution’s fulfillment of its responsibilities in this area. Note that for 2012 and thereafter, institutions and teams should be using the three-year default rate based on revised default rate data published by the Department in September 2012; if the institution does not provide the default rate for three years leading up to the comprehensive evaluation visit, the team should contact the HLC staff.
     - Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures. The institution has provided HLC with information about its
disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations.

- **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated, and the team has reviewed, the institution’s policies and practices for ensuring compliance with these regulations. The disclosures are accurate and provide appropriate information to students. (Note that the team should also be commenting under Criterion 2, Core Component 2.A if the team determines that the disclosures are not accurate or appropriate.)

- **Satisfactory Academic Progress and Attendance Policies.** The institution has provided HLC with information about its policies and practices for ensuring compliance with these regulations. The institution has demonstrated that the policies and practices meet state or federal requirements and that the institution is appropriately applying these policies and practices to students. In most cases, teams should verify that these policies exist and are available to students, typically in the course catalog or student handbook and online. Note that HLC does not necessarily require that the institution take attendance unless required to do so by state or federal regulations but does anticipate that institutional attendance policies will provide information to students about attendance at the institution.

- **Contractual Relationships.** The institution has presented a list of its contractual relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for contractual relationships. (If the team learns that the institution has a contractual relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the change request form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Contractual Arrangements on HLC’s website for more information.)

- **Consortial Relationships.** The institution has presented a list of its consortial relationships related to its academic programs and evidence of its compliance with HLC policies requiring notification or approval for consortial relationships. (If the team learns that the institution has a consortial relationship that may require HLC approval and has not received HLC approval, the team must require that the institution complete and file the form as soon as possible. The team should direct the institution to review the Substantive Change Application for Programs Offered Through Consortial Arrangements on HLC’s website for more information.)

- Review all of the information that the institution discloses having to do with its Title IV program responsibilities.

- Determine whether the Department has raised any issues related to the institution’s compliance or whether the institution’s auditor has raised any issues in the A-133 about the institution’s compliance, and also look to see how carefully and effectively the institution handles its Title IV responsibilities.

- If the institution has been cited or is not handling these responsibilities effectively, indicate that finding within the Federal Compliance portion of the team report and whether the
institution appears to be moving forward with the corrective action that the Department has determined to be appropriate.

- If issues have been raised concerning the institution’s compliance, decide whether these issues relate to the institution’s ability to satisfy the Criteria for Accreditation, particularly with regard to whether its disclosures to students are candid and complete and demonstrate appropriate integrity (Core Components 2.A and 2.B).

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

SCC meets the basic requirements for its Title IV obligations and is certified until September 30, 2020.

The College’s composite financial index ratios are within an acceptable range.

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Given the institution’s recent history, the Visit Team was asked by the Federal Compliance Reviewer to ask campus leadership about the strategy being used to address the college’s financial stress of the past five years in light of the State of Illinois funding processes for institutions of this type. The team confirmed that the new president implemented a number of cost saving measures, including reductions in workforce, to stabilize the college finances.

The default rate for the last five cohorts is 0% as SCC does not participate in the direct loan program. The Visit Team may verified the accuracy of this information to confirm the Federal Compliance Reviewer’s understanding of the institution’s interpretation of default rate.

The campus crime report is posted on the College’s website and is available for public awareness. There are no alarming data points from the Clery Act Report.

Adequate academic progress policy information is available to the students online and in the Student Handbook.

Information regarding consortium relationships is posted in appropriate places and informs the campus community sufficiently. Important in meeting the needs of its students is the membership of SCC in the Comprehensive Agreement Regarding the Expansion of Educational Resources Agreement and the Southern Illinois Collegiate Common Market as these two arrangements standardize operations for the students.
Required Information for Students and the Public
(See FCFI Questions 25–27 and Appendixes R and S)

1. Verify that the institution publishes accurate, timely and appropriate information on institutional programs, fees, policies and related required information. Verify that the institution provides this required information in the course catalog and student handbook and on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

SCC provides appropriate information regarding programs, fees, policies and other required information to its stakeholder groups through a variety of modalities including: the institutional website, the College catalog, various handbooks and at selected public meetings. The data is current and allows students to make informed decision regarding present and future interactions with the college.

Advertising and Recruitment Materials and Other Public Information
(See FCFI Questions 28–31 and Appendixes T and U)

1. Verify that the institution has documented that it provides accurate, timely and appropriately detailed information to current and prospective students and the public about its accreditation status with HLC and other agencies as well as about its programs, locations and policies.

   - Review the institution’s disclosure about its accreditation status with HLC to determine whether the information it provides is accurate, complete and appropriately formatted and contains HLC’s web address.
• Review the institution's disclosures about its relationship with other accrediting agencies for accuracy and for appropriate consumer information, particularly regarding the link between specialized/professional accreditation and the licensure necessary for employment in many professional or specialized areas.

• Review the institution’s catalog, brochures, recruiting materials, website and information provided by the institution’s advisors or counselors to determine whether the institution provides accurate, timely and appropriate information to current and prospective students about its programs, locations and policies.

• Verify that the institution correctly displays the Mark of Affiliation on its website.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

The college provides links verifying its accreditation with: the Higher Learning Commission, and a variety of professional accrediting bodies (Occupational Therapy Assistant Program – Accreditation Council for Occupational Therapy Education of the American Therapy Association, Commission on Accreditation of Allied Health Education Programs, National Accrediting Agency for Clinical Laboratory Science and the National Certification Board of Therapeutic Massage and Bodywork).

Advertising, recruiting, and public relations material is reasonable and appropriate for like and aspirant institutions. All inspected items related to recruitment efforts appear to offer accurate information regarding cost, program and degree requirements.

Additional monitoring, if any:

**Review of Student Outcome Data**
(See FCFI Questions 32–35 and Appendix V)

1. Review the student outcome data the institution collects to determine whether they are appropriate and sufficient based on the kinds of academic programs the institution offers and the students it serves.
2. Determine whether the institution uses this information effectively to make decisions about planning, academic program review, assessment of student learning, consideration of institutional effectiveness and other topics.

- Review the institution’s explanation of its use of information from the College Scorecard, including student retention and completion and the loan repayment rate.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

SCC provides data indicating student retention, student satisfaction, student learning outcomes and licensure pass rates. It is unclear as to how the data is used in decision-making processes at various levels of the institution.

Specifically, for the assessment of student learning outcome data, the college has a system in place (policy, plans, structure, tools) to assist in this important activity. However, what is not known is how the campus community uses collected data in decision-making. The opportunities section (Criterion 4 Summary) indicates the institution’s awareness of this need and provides its own next steps. The Visit Team explored with a variety of individuals, committees, and offices how student outcome data is used in logistic and strategic planning. Clearly, the current process is overseen by the faculty and the process is still in development. The team noted that the data is currently housed with the faculty and should be more broadly shared, as noted in the team report. The team determined that the college has not closed the loop with their assessment plan and thus data has not been used to inform planning or resource allocations.

The college is in good standing with program specific accreditors and the Illinois Community College Board in this general area. The accreditors and the State government provide evidence of satisfactory performance.

SCC acknowledges its use of the Federal Scorecard data.

Additional monitoring, if any:

The visiting team requests that the Focused visit to be conducted prior to the end of November 2019 review the student learning outcomes assessment process and determine if the college administration and faculty have worked to complete at least one full cycle and if
the information derived from the process has been used to inform relevant decision-making processes. (See team report, section 4B.)

Publication of Student Outcome Data
(See FCFI Questions 36–38)

1. Verify that the institution makes student outcome data available and easily accessible to the public. Data may be provided at the institutional or departmental level or both, but the institution must disclose student outcome data that address the broad variety of its programs.

   - Verify that student outcome data are made available to the public on the institution’s website—for instance, linked to from the institution’s home page, included within the top three levels of the website or easily found through a search of related terms on the website—and are clearly labeled as such.

   - Determine whether the publication of these data accurately reflects the range of programs at the institution.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

SCC presents student outcome data (retention, graduation rates, licensure rates, employment rates) about and to its various constituent groups in a normal and reasonable fashion. The information is distributed through both print and electronic forms.

Additional monitoring, if any:

Standing With State and Other Accrediting Agencies
(See FCFI Questions 39–40 and Appendixes W and X)

1. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.
The team should consider any potential implications for accreditation by HLC of a sanction or loss of status by the institution with any other accrediting agency or of loss of authorization in any state.

**Note:** If the team is recommending initial or continued status, and the institution is now or has been in the past five years under sanction or show-cause with, or has received an adverse action (i.e., withdrawal, suspension, denial or termination) from, any other federally recognized specialized or institutional accreditor or a state entity, then the team must explain the sanction or adverse action of the other agency in the body of the assurance section of the team report and provide its rationale for recommending HLC status in light of this action.

- Review the list of relationships the institution has with all other accreditors and state governing or coordinating bodies, along with the evaluation reports, action letters and interim monitoring plans issued by each accrediting agency.
- Verify that the institution’s standing with state agencies and accrediting bodies is appropriately disclosed to students.
- Determine whether this information provides any indication about the institution’s capacity to meet HLC’s Criteria for Accreditation. Should the team learn that the institution is at risk of losing, or has lost, its degree or program authorization in any state in which it meets state presence requirements, it should contact the HLC staff liaison immediately.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

SCC is in good standing with the Higher Learning Commission, the State of Illinois and the following accrediting agencies: (Occupational Therapy Assistant Program – Accreditation Council for Occupational Therapy Education of the American Therapy Association - 2021, Commission on Accreditation of Allied Health Education Programs - 2020, National Accrediting Agency for Clinical Laboratory Science – 2020, and the National Certification Board of Therapeutic Massage and Bodywork).

The accrediting information is available to the public on the College’s website, the College catalog and relevant marketing/advertising material.

**Additional monitoring, if any:**
1. Verify that the institution has made an appropriate and timely effort to solicit third-party comments. The team should evaluate any comments received and complete any necessary follow-up on issues raised in these comments.

   **Note:** If the team has determined that any issues raised by third-party comments relate to the team’s review of the institution’s compliance with the Criteria for Accreditation, it must discuss this information and its analysis in the appropriate section of its report in the Assurance System.

   - Review information about the public disclosure of the upcoming visit, including copies of the institution’s notices, to determine whether the institution made an appropriate and timely effort to notify the public and seek comments.
   - Evaluate the comments to determine whether the team needs to follow up on any issues through its interviews and review of documentation during the visit process.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

   - The institution meets HLC’s requirements.
   - The institution meets HLC’s requirements, but additional monitoring is recommended.
   - The institution does not meet HLC’s requirements and additional monitoring is recommended.
   - The evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

**Rationale:**

SCC provided opportunity for the public to participate in this accreditation process through the following means: a local newspaper and the campus website.

The Visiting Team reviewed all comments received and discussed the implications with the administration and the Board members.

**Additional monitoring, if any:**

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**Competency-Based Programs Including Direct Assessment Programs/Faculty-Student Engagement**

(See FCFI Questions 44–47)

1. Verify that students and faculty in any direct assessment or competency-based programs offered by the institution have regular and substantive interactions: the faculty and students communicate on some regular basis that is at least equivalent to contact in a traditional classroom, and that in
the tasks mastered to assure competency, faculty and students interact about critical thinking, analytical skills, and written and oral communication abilities, as well as about core ideas, important theories, current knowledge, etc. (Also, confirm that the institution has explained the credit hour equivalencies for these programs in the credit hour sections of the Federal Compliance Filing.)

- Review the list of direct assessment or competency-based programs offered by the institution.
- Determine whether the institution has effective methods for ensuring that faculty in these programs regularly communicate and interact with students about the subject matter of the course.
- Determine whether the institution has effective methods for ensuring that faculty and students in these programs interact about key skills and ideas in the students’ mastery of tasks to assure competency.

2. Check the response that reflects the team’s conclusions after reviewing this component of Federal Compliance:

- The institution meets HLC’s requirements.
- The institution meets HLC’s requirements, but additional monitoring is recommended.
- The institution does not meet HLC’s requirements and additional monitoring is recommended.
- The Federal Compliance reviewer/evaluation team also has comments that relate to the institution’s compliance with the Criteria for Accreditation. See Criterion (insert appropriate reference).

Rationale:

Shawnee Community College does not offer any direct assessment programs nor any competency-based programs.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Academic Catalog 2018-19

Accreditation Reports
- Accreditation Council of Allied Health Education Programs
- American Occupational Therapy Association
- National Accreditation Agency for Clinical Laboratory Sciences
Advertising/Recruiting Material

Articulation Agreements (transfer policies)
  Illinois Articulation Initiative
  Murray State University
  SE Missouri State University
  Southern Illinois University - Carbondale

Board Policy Manual (select policies)

Budget Report 2016
Budget Report 2017

Core Competency Rubrics

Curriculum Mapping Procedures

Dean of Academic Affairs & Student Learning (multiple e-mails regarding information)

Faculty Handbook 2018-19

Federal Compliance Filing by Institutions (Shawnee Community College)
Federal Compliance Worksheet for Evaluating Credit Hours and Clock Hours (Shawnee Community College)
Higher Learning Commission Assurance Argument
Higher Learning Commission Institutional File (select items of documentation and correspondence)

Learning Management System for Online Education (direct inspection)

Public comment invitation material

Shawnee Community College Catalog (2018-19)
Shawnee Community College Data Book (Spring 2018)
Shawnee Community College Student Handbooks (2018-19)

Spring 2018 Academic Schedule

Strategic Enrollment Management Plan
Strategic Plan for SCC

Student Academic Assessment Committee meeting minutes (multiple meetings)
Student Academic Assessment Plan

Student Complaint Policy
Student Complaint File

Student Handbook 2018-19

Shawnee Community College social media
Syllabi from six different programs (five on-ground, one on-line) – as follows:

** A common syllabus template is used for both delivery modalities
** Three of the courses deviated from the template (but contained the essential material for students)
** One course did not contain student learning objectives

**General Studies**
ENG 112
SPC 111
MAT 116
PSY 211
BIO 218

**Medical Lab Technology**
BIO 210
CHE 113
MLT 223
MLT 252
MLT 123

**Business – Accounting**
ACC 111
ACC 219
BUS 210
BUS 215
BUS 225

**Social Work**
SW 121
SOC 215
PHI 218
PSY 216
SOC 122

**Assoc. of Arts**
MUS 118
HIS 121
ECO 212
BIO 216
MAT 113

**Assoc. of Arts (online)**
LIT 210
GOV 117
SOC 217
GEO 215
SEM 111
Team Worksheet for Evaluating an Institution’s Assignment of Credit Hours and Clock Hours

Institution Under Review: Shawnee Community College

Review the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including all supplemental materials. Applicable sections and supplements are referenced in the corresponding sections and questions below.

Part 1. Institutional Calendar, Term Length and Type of Credit

Instructions
Review Section 1 of Appendix A. Verify that the institution has calendar and term lengths within the range of good practice in higher education.

Responses
A. Answer the Following Question

1. Are the institution’s calendar and term lengths, including non-standard terms, within the range of good practice in higher education? Do they contribute to an academic environment in which students receive a rigorous and thorough education?

☐ Yes  ☐ No

Comments:
Shawnee Community College (SCC) builds the campus calendar to reflect a reasonable approach in offering specific courses and programs within the guidelines and expectations of the Higher Learning Commission, program specific accreditors, and the Illinois Community College Board.

Appropriate structures are in place clearly defining calendars and term lengths for appropriate constituent groups. The systems and processes provide a context for the delivery of the planned educational experience. This information is public in both print and electronic forms.
B. Recommend HLC Follow-Up, If Appropriate

Is any HLC follow-up required related to the institution’s calendar and term length practices?

☐ Yes ☑ No

Rationale:
The accreditation standards for institutional calendar, term lengths and type of credit are met.

Identify the type of HLC monitoring required and the due date:

Part 2. Policy and Practices on Assignment of Credit Hours

Instructions
Review Sections 2–4 of the Worksheet for Institutions on the Assignment of Credit Hours and Clock Hours, including supplemental materials as noted below. In assessing the appropriateness of the credit allocations provided by the institution the team should complete the following steps. The outcomes of the team’s review should be reflected in its responses below.

1. Format of Courses and Number of Credits Awarded. Review the Form for Reporting an Overview of Credit Hour Allocations and Instructional Time for Courses (Supplement A1 to the Worksheet for Institutions) completed by the institution, which provides an overview of credit hour assignments across institutional offerings and delivery formats.

2. Scan the course descriptions in the catalog and the number of credit hours assigned for courses in different departments at the institution (see Supplements B1 and B2 to Worksheet for Institutions, as applicable).

- At semester-based institutions courses will be typically be from two to four credit hours (or approximately five quarter hours) and extend approximately 14–16 weeks (or approximately 10 weeks for a quarter). The descriptions in the catalog should reflect courses that are appropriately rigorous and have collegiate expectations for objectives and workload. Identify courses/disciplines that seem to depart markedly from these expectations.

- Institutions may have courses that are in compressed format, self-paced, or otherwise alternatively structured. Credit assignments should be reasonable. (For example, as a full-time load for a traditional semester is typically 15 credits, it might be expected that the norm for a full-time load in a five-week term is 5 credits; therefore, a single five-week course awarding 10 credits would be subject to inquiry and justification.)

- Teams should be sure to scan across disciplines, delivery mode and types of academic activities.
• Federal regulations allow for an institution to have two credit-hour awards: one award for Title IV purposes and following the federal definition and one for the purpose of defining progression in and completion of an academic program at that institution. HLC procedure also permits this approach.

3. Scan course schedules to determine how frequently courses meet each week and what other scheduled activities are required for each course (see Supplement B3 to Worksheet for Institutions). Pay particular attention to alternatively structured or other courses completed in a short period of time or with less frequently scheduled interaction between student and instructor that have particularly high credit hour assignments.

4. Sampling. Teams will need to sample some number of degree programs based on the headcount at the institution and the range of programs it offers.

• For the programs sampled, the team should review syllabi and intended learning outcomes for several courses, identify the contact hours for each course, and review expectations for homework or work outside of instructional time.

• At a minimum, teams should anticipate sampling at least a few programs at each degree level.

• For institutions with several different academic calendars or terms or with a wide range of academic programs, the team should expand the sample size appropriately to ensure that it is paying careful attention to alternative format and compressed and accelerated courses.

• Where the institution offers the same course in more than one format, the team is advised to sample across the various formats to test for consistency.

5. Direct Assessment or Competency-Based Programs. Review the information provided by the institution regarding any direct assessment or competency-based programs that it offers, with regard to the learning objectives, policies and procedures for credit allocation, and processes for review and improvement in these programs.

6. Policy on Credit Hours and Total Credit Hour Generation. With reference to the institutional policies on the assignment of credit provided in Supplement A2 to Worksheet for Institutions, consider the following questions:

• Does the institution’s policy for awarding credit address all the delivery formats employed by the institution?

• Does that policy address the amount of instructional or contact time assigned and homework typically expected of a student with regard to credit hours earned?

• For institutions with courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy also equate credit hours with intended
learning outcomes and student achievement that could be reasonably achieved by a student in the time frame allotted for the course?

- Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

- If so, is the institution’s assignment of credit to courses reflective of its policy on the award of credit?

- Do the number of credits taken by typical undergraduate and graduate students, as well as the number of students earning more than the typical number of credits, fall within the range of good practice in higher education?

7. If the answers to the above questions lead the team to conclude that there may be a problem with the credit hours awarded the team should recommend the following:

- If the problem involves a poor or insufficiently detailed institutional policy, the team should call for a revised policy as soon as possible by requiring a monitoring report within no more than one year that demonstrates the institution has a revised policy and provides evidence of implementation.

- If the team identifies an application problem and that problem is isolated to a few courses or a single department, division or learning format, the team should call for follow-up activities (a monitoring report or focused evaluation) to ensure that the problems are corrected within no more than one year.

- If the team identifies systematic noncompliance across the institution with regard to the award of credit, the team should notify the HLC staff immediately and work with staff members to design appropriate follow-up activities. HLC shall understand systematic noncompliance to mean that the institution lacks any policies to determine the award of academic credit or that there is an inappropriate award of institutional credit not in conformity with the policies established by the institution or with commonly accepted practices in higher education across multiple programs or divisions or affecting significant numbers of students.

**Worksheet on Assignment of Credit Hours**

A. Identify the Sample Courses and Programs Reviewed by the Team

** 5 on-ground programs were examined (25 distinct courses)**
** 1 on-line program was examined (5 distinct courses)**
** all programs are at the Associates degree level**
** the learning management system was reviewed (access to a course)**
General Studies
ENG 112  English Composition II  
SPC 111  Speech  
MAT 116  College Algebra  
PSY 211  Intro. to Psychology  
BIO 218  Intro. to Microbiology  

Medical Lab Technology
BIO 210  Intro. to Human Anatomy  
CHE 113  Inorganic, Organic and Biochemistry II  
MLT 223  Immunohematology  
MLT 252  Clinical Rotation II  
MLT 123  Intro. to Phlebotomy  

Business – Accounting
ACC 111  Financial Accounting  
ACC 219  Quickbooks  
BUS 210  Principles of Management  
BUS 215  Legal and Social Environment of Business  
BUS 225  Business Communication  

Social Work
SW 121  Introduction to Social Work  
SOC 215  Death & Dying  
PHI 218  Intro. to Ethics & Values  
PSY 216  Social Psychology  
SOC 122  Intro. to Social Problems  

Associate of Arts
MUS 118  Survey of Music Literature  
HIS 121  World History – Beginning to 1450  
ECO 212  Micro Economics  
BIO 216  Survey of the Animal Kingdom  
MAT 113  Quantitative Literacy  

Associate of Art (online)
LIT 210  Intro. to Literature  
GOV 117  Intro. to American Government  
SOC 217  Marriage and Family  
GEO 215  Intro. to Environmental Biology  
SEM 111  College Orientation  

B. Answer the Following Questions

1. Institutional Policies on Credit Hours
   
a. Does the institution’s policy for awarding credit address all the delivery formats employed by the institution? (Note that for this question and the questions that follow an institution may have a single comprehensive policy or multiple policies.)
   
   ☑️ Yes ☐ No

   Comments:
   
   SCC has appropriate policy (#4215) in place to guide the institution in the awarding of credits for its two delivery modalities (on-ground and on-line) and its delivery formats (lecture, lab, independent study, clinical and courses ranging from 1-12 credits).

b. Does that policy relate the amount of instructional or contact time provided and homework typically expected of a student to the credit hours awarded for the classes offered in the delivery formats offered by the institution? (Note that an institution's policy must go beyond simply stating that it awards credit solely based on assessment of student learning and should also reference instructional time.)

   ☑️ Yes ☐ No

   Comments:
   
   The College’s policy adequately addresses the key concerns of this aspect of logistical accreditation requirements and supplies the needed information to both faculty and students as to the expectations of academic standards and requirements.

c. For institutions with non-traditional courses in alternative formats or with less instructional and homework time than would be typically expected, does that policy equate credit hours with intended learning outcomes and student achievement that could be reasonably achieved by a student in the time frame and utilizing the activities allotted for the course?

   ☑️ Yes ☐ No

   Comments:
   
   The policy satisfactorily provides guidance for faculty and for students as to how courses are developed to meet best practice standards.

   The on-ground and the on-line courses, by policy, are structured in the same way and (syllabus template, assignments) are built and delivered with similar educational objectives and academic expectations.

d. Is the policy reasonable within the federal definition as well as within the range of good practice in higher education? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)
2. Application of Policies

a. Are the course descriptions and syllabi in the sample academic programs reviewed by the team appropriate and reflective of the institution’s policy on the award of credit? (Note that HLC will expect that credit hour policies at public institutions that meet state regulatory requirements or are dictated by the state will likely meet federal definitions as well.)

☐ Yes    ☐ No

Comments:
The institutional policy regarding credit hours meets the expectations of the Federal government, the State of Illinois, program accreditors and the Higher Learning Commission.

b. Are the learning outcomes in the sample reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit?

☐ Yes    ☐ No

Comments:
The college policy is implemented consistently across the different delivery modalities and from course to course. There is alignment between the policy, the common syllabus template and the learning objectives.

Of the courses reviewed:
- Three of the courses deviated from the template (but contained the essential material)
- One course did not contain student learning objectives

c. If the institution offers any alternative-delivery or compressed-format courses or programs, are the course descriptions and syllabi for those courses appropriate and reflective of the institution’s policy on the award of academic credit?

☐ Yes    ☐ No
Comments:
The course descriptions and syllabi for on-line delivery of courses reflect the same content, policies, and practices of on-ground course delivery. The processes are guided by the same organizational policy and the same syllabus template.

d. If the institution offers alternative-delivery or compressed-format courses or programs, are the learning outcomes reviewed by the team appropriate to the courses and programs reviewed and in keeping with the institution’s policy on the award of credit? Are the learning outcomes reasonable for students to fulfill in the time allocated, such that the allocation of credit is justified?

☐ Yes ☐ No

Comments:
In each of the scenarios described in this question, the learning outcomes are appropriate and are aligned with stated policy, program purposes and course objectives.

e. Is the institution’s actual assignment of credit to courses and programs across the institution reflective of its policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?

☐ Yes ☐ No

Comments:
The designation of credit hours is appropriate and follows institutional policy and the requirements established by the Federal government, the State government, program specific accreditors and the Higher Learning Commission.

C. **Recommend HLC Follow-up, If Appropriate**

Review the responses provided in this worksheet. If the team has responded “no” to any of the questions above, the team will need to assign HLC follow-up to assure that the institution comes into compliance with expectations regarding the assignment of credit hours.

Is any HLC follow-up required related to the institution’s credit hour policies and practices?

☐ Yes ☐ No

Rationale:
All requirements are met for this area of accreditation.

Identify the type of HLC monitoring required and the due date:
D. Systematic Noncompliance in One or More Educational Programs With HLC Policies Regarding the Credit Hour

Did the team find systematic noncompliance in one or more education programs with HLC policies regarding the credit hour?

☐ Yes  ☒ No

Identify the findings:

Rationale:

Part 3. Clock Hours

Instructions

Review Section 5 of Worksheet for Institutions, including Supplements A3–A6. Before completing the worksheet below, answer the following question:

Does the institution offer any degree or certificate programs in clock hours or programs that must be reported to the Department of Education in clock hours for Title IV purposes even though students may earn credit hours for graduation from these programs?

☒ Yes  ☐ No

If the answer is “Yes,” complete the “Worksheet on Clock Hours.”

Note: This worksheet is not intended for teams to evaluate whether an institution has assigned credit hours relative to contact hours in accordance with the Carnegie definition of the credit hour. This worksheet solely addresses those programs reported to the Department of Education in clock hours for Title IV purposes.

Non-degree programs subject to clock hour requirements (for which an institution is required to measure student progress in clock hours for federal or state purposes or for graduates to apply for licensure) are not subject to the credit hour definitions per se but will need to provide conversions to semester or quarter hours for Title IV purposes. Clock hour programs might include teacher education, nursing or other programs in licensed fields.

Federal regulations require that these programs follow the federal formula listed below. If there are no deficiencies identified by the accrediting agency in the institution’s overall policy for awarding semester or quarter credit, the accrediting agency may provide permission for the institution to provide less instruction so long as the student’s work outside class in addition to direct instruction meets the applicable quantitative clock hour requirements noted below.

Federal Formula for Minimum Number of Clock Hours of Instruction (34 CFR §668.8):

1 semester or trimester hour must include at least 37.5 clock hours of instruction
1 quarter hour must include at least 25 clock hours of instruction

Note that the institution may have a lower rate if the institution’s requirement for student work outside of class combined with the actual clock hours of instruction equals the above formula provided that a semester/trimester hour includes at least 30 clock hours of actual instruction and a quarter hour includes at least 20 semester hours.

**Worksheet on Clock Hours**

**A. Answer the Following Questions**

1. Does the institution’s credit-to-clock-hour formula match the federal formula?
   - Yes □ No
   
   Comments:
   Yes, an adequate explanation is provided by the college as to how it implements the formula within the federal requirement.

2. If the credit-to-clock-hour conversion numbers are less than the federal formula, indicate what specific requirements there are, if any, for student work outside of class.
   
   Not applicable as the formula requirements are met.

3. Did the team determine that the institution’s credit hour policies are reasonable within the federal definition as well as within the range of good practice in higher education? (Note that if the team answers “No” to this question, it should recommend follow-up monitoring in section C below.)
   - Yes □ No
   
   Comments:
   The College’s interpretation and implementation of the federal guidelines are normal and reasonable.

4. Did the team determine in reviewing the assignment of credit to courses and programs across the institution that it was reflective of the institution’s policy on the award of credit and reasonable and appropriate within commonly accepted practice in higher education?
   - Yes □ No
   
   Comments:
   Operational practices are guided by Board of Trustee policy as developed within the context of the State of Illinois Community College Board. Campus senior leadership oversees the implementation and is responsible to the Board for such.
B. Does the team approve variations, if any, from the federal formula in the institution’s credit-to-clock-hour conversion?

☐ Yes  ☒ No

C. Recommend HLC Follow-up, If Appropriate

Is any HLC follow-up required related to the institution’s clock hour policies and practices?

☐ Yes  ☒ No

Rationale:

No follow-up is needed as the College meets the federal requirements.

Identify the type of HLC monitoring required and the due date:
# Institutional Status and Requirements Worksheet

**INSTITUTION and STATE:** Shawnee Community College, IL

**TYPE OF REVIEW:** Standard Pathway Comprehensive Evaluation

**DESCRIPTION OF REVIEW:** Year 4 Comprehensive Evaluation will include an emphasis on assessment and student learning outcomes. Comprehensive evaluation includes a Federal Compliance reviewer: Dr. Tim Detwiler.

**DATES OF REVIEW:** 10/29/2018 - 10/30/2018

- [ ] No Change in Institutional Status and Requirements

## Accreditation Status

**Nature of Institution**

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**Recommended Change:** No change.

**Degrees Awarded:** Associates

**Recommended Change:** No change.

**Reaffirmation of Accreditation:**

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<th>2014 - 2015</th>
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<tr>
<td>Year of Next Reaffirmation of Accreditation:</td>
<td>2024 - 2025</td>
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**Recommended Change:** No change.

## Accreditation Stipulations

**General:**

- Prior HLC approval is required for substantive change as stated in HLC policy.

**Recommended Change:** No change.

**Additional Location:**

- Prior HLC approval required.

**Recommended Change:** No change.
Distance and Correspondence Courses and Programs:
Approved for distance education courses and programs. The institution has not been approved for correspondence education.
Recommended Change: No change.

Accreditation Events
Accreditation Pathway Standard Pathway
Recommended Change: No change.

Upcoming Events
Comprehensive Evaluation: 2024 - 2025

Recommended Change:

Monitoring
Upcoming Events
None

Recommended Change: Focused Visit By 11/29/2019
Visit focus #1: Institutional governance and processes used to improve policies, procedures, communication, and trust in the governance of SCC. Specific evidence that the administration and faculty have jointly reviewed policies and procedures, that faculty union leadership and the college president (and cabinet if appropriate) will identify no less that one meeting per month to discuss issues and focus on resolutions; and that the faculty will share with administration in Academic Affairs all results from student learning outcomes assessment activities (5.B).

Visit focus #2: The visit will review the institution's processes and methodologies to assess student learning, especially the involvement of faculty and administration in the process. The college should demonstrate a complete cycle has been completed and information gained has been used to inform college planning and resource allocations. The team should also concur that cocurricular assessment is in progress with clearly defined strategies and committed faculty and staff (4.B).

Institutional Data

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Institutional Status and Requirements Worksheet

**Graduate**

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<td>Doctoral Degrees</td>
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**Extended Operations**

**Branch Campuses**

None

**Recommended Change:** No change.

**Additional Locations**

- Anna Extension Center, 1150 E. Vienna Street, Anna, IL, 62992 - Active
- Metropolis Regional Education and Training Center, 5385 Industrial Park Road, Metropolis, IL, 62960 - Active
- Southern Illinois Collegiate Common Market (SICCM), 3213 South Park Ave., Herrin, IL, 62918 - Active

**Recommended Change:** No change.

**Correspondence Education**

None

**Recommended Change:** No change.

**Distance Delivery**

11.0401 - Information Science/Studies, Certificate, Computer Information Systems Generalist
19.0709 - Child Care Provider/Assistant, Associate, Early Childhood Education
22.0301 - Legal Administrative Assistant/Secretary, Associate, Legal Administrative Assistant
24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, Associate of Arts
43.0106 - Forensic Science and Technology, Associate, Criminal Justice
44.0701 - Social Work, Associate, Social and Human Support Services
51.0707 - Health Information/Medical Records Technology/Technician, Associate, Health Information Technology
51.0708 - Medical Transcription/Transcriptionist, Certificate, Medical Transcription
51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Medical Coder
51.0713 - Medical Insurance Coding Specialist/Coder, Certificate, Medical Coder
51.0714 - Medical Insurance Specialist/Medical Biller, Certificate, Medical Biller
51.0716 - Medical Administrative/Executive Assistant and Medical Secretary, Certificate, Medical Office Assistant
Institutional Status and Requirements Worksheet

51.3801 - Registered Nursing/Registered Nurse, Associate, Online Associate Degree Nursing
52.0201 - Business Administration and Management, General, Associate, Business Management
52.0301 - Accounting, Associate, Accounting
52.0401 - Administrative Assistant and Secretarial Science, General, Certificate, Information Processing
52.0402 - Executive Assistant/Executive Secretary, Associate, Administrative Assistant
52.0407 - Business/Office Automation/Technology/Data Entry, Associate, Information Processing - Technician
52.0701 - Entrepreneurship/Entrepreneurial Studies, Certificate, Basic Introductory Entrepreneurship

Contractual Arrangements

None

Recommended Change: No change.

Consortial Arrangements

51.0803 - Occupational Therapist Assistant - Associate - Associate of Applied Science in Occupational Therapy Assistant - Southern Illinois Collegiate Common Market Consortial Agreement
51.0808 - Veterinary/Animal Health Technology/Technician and Veterinary Assistant - Associate - Associate of Applied Science in Veterinary Technology - Southern Illinois Collegiate Common Market Consortial Agreement
51.1004 - Clinical/Medical Laboratory Technician - Associate - Associate of Applied Science in Medical Laboratory Technology - Southern Illinois Collegiate Common Market Consortial Agreement
52.0203 - Logistics, Materials, and Supply Chain Management - Pre-Associates Certificate - International Logistics (Less-than-one-year certificate) - Shawnee Community College Logistics
52.0203 - Logistics, Materials, and Supply Chain Management - Certificate - Logistics Management - Shawnee Community College Logistics

Recommended Change: No change.