

# Southeastern Community College

HLC ID 1255

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AQIP: AQIP Pathway Systems Appraisal

Visit Date: Not Set

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# 1 - Reflective Overview

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The first section of the System's Appraisal Feedback Report is the Reflective Overview. Here the team provides summary statements that reflect its broad understanding of the institution and the constituents served. This section shows the institution that the team understood the context and priorities of the institution as it completed the review.

In the Reflective Overview, the team considers such factors as:

1. Stage in systems maturity (processes and results).
2. Utilization or deployment of processes.
3. The existence of results, trends and comparative data.
4. The use of results data as feedback.
5. Systematic improvement processes of the activities each AQIP Category covers.

## Instructions for Systems Appraisal Team

During this stage of the Systems Appraisal, provide the team's consensus reflective overview statement, which should be based on the independent reflective overviews written by each team member. The consensus overview statement should communicate the team's understanding of the institution, its mission and the constituents it serves. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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Southeastern Community College is a public open-enrollment institution that provides educational services to all of Des Moines, Henry and Lee counties and part of Louisa County in Iowa. Opened in 1920, Southeastern Community College is committed to providing quality pre-baccalaureate education to students through 24 associate degree options, 12 certificate programs, transfer coursework, adult basic education (ABE) and Adult Education and Literacy (AEL) programs. Southeastern Community College coursework is offered at its campuses in West Burlington and Keokuk, a learning center located in Mt. Pleasant, its Center for Business (CBIZ) and through online delivery. Maintaining a student to faculty ratio of 17:1 Southeastern Community College is committed to providing students the opportunity to engage with faculty. The college hired an Institutional Researcher in 2017.

The institution has experienced reduced funding which has led to a greater reliance on tuition. The open access agenda remains a priority but becomes increasingly difficult as a result of financial constraints.

Since the last portfolio Southeastern Community College has engaged in six AQIP Action Projects as they continue on a journey of Continuous Quality Improvement. Supporting the effort of continuous improvement, voters passed a \$15,000,000 bond referendum supporting facility improvements at the college. This bond, coupled with a successful *Building the Dream* campaign which increased overall Foundation assets to \$24 million, demonstrates an ongoing commitment by key stakeholders.

The institution is pursuing a number of quality initiatives through its action projects and other

priorities. Examples include employee recognition, co-curricular assessment and the development of a new strategic plan. The college participates in the HLC Assessment Academy. It is gathering feedback through “quality standards report cards” and is making a variety of process changes as a result. It is noteworthy that recently the college has been making diversity efforts a priority including the creation of a Diversity, Equity, and Inclusion Council with a commitment with their strategic plan to develop a diversity plan.

While the portfolio lists a number of processes, it is not always clear the underlying steps to the process. Several sections of the portfolio provide only lists of processes rather than including a description of the process or explanation of the identified improvement. Similarly, several areas lack the details connecting the cited improvements to the college processes or results presented. As a result, it is not always clear to the reader how the improvements were identified or prioritized.

#### Category 1:

Southeastern Community College has focused on assessment of student learning and claims to have made progress as a result of participation in the Assessment Academy. It appears that many of its processes for assessment of learning outcomes, academic quality and academic integrity are new or scheduled for implementation in the near future. It appears that assessment processes are overseen by the Assessment Coordinator and Assessment Council.

Southeastern Community College reports that improved assessment of student learning processes has enabled the institution to move forward Academic Program Review (APR). A standard Academic Program Review Matrix template allows all departments to follow the same format. The college is using program review to develop a process to determine program capacity.

Whereas multicultural inclusion and awareness efforts are mentioned in the introduction, it was difficult verifying results and improvements stemming from this category plan. Currently, Southeastern Community College rates itself as primarily systematic. Peer reviewers rated this category as aligned to reactive.

#### Category 2:

Southeastern Community College recently installed Maxient software to improve the student complaint process. Technology mentioned under this category has increased the college’s ability to track student complaints and other success and retention concerns. The institution believes that increases in donor and employee contributions are related to improvements in building and establishing partnerships and collaborations. In addition, Southeastern Community College utilizes mandatory placement testing, participation in academic support programs and academic advising as methods to support student learning. The launch of the first-year experience course, a Retention Oversight council, and Retention Plan are examples of recent initiatives aimed at improving student success. Peer reviewers rated this category as aligned to reactive.

#### Category 3:

In response to the 2013 Systems Appraisal Feedback Report, Southeastern Community College has

implemented processes aimed at improving succession planning including recruiting and hiring process, a standardized evaluation process for all employee groups, and an annual evaluation of all employees.

The institution has responded to employee morale by administering the PACE survey. The employee recognition action plan has also addressed this area.

Budgetary constraints have resulted in several vacant positions and increased workloads, yet the college reports that PACE results are positive. In support of employee professional development, Southeastern Community College commits more than \$65,000 annually for tuition reimbursement. Yet, the quality of how these services are assessed and the value added to the institution is not reported. Peer reviewers rated this category as aligned to reactive.

#### Category 4:

In an effort to instill a culture of continuous quality improvement Southeastern Community College has trained all employees in the CPI process, including ongoing training opportunities. In addition, key leadership positions have been filled, which has improved overall communication and leadership. Southeastern Community College describes a robust committee structure that facilitates inclusive decision making. Described throughout the portfolio are a number of committees; however, clarification as to how the work of each committee in relation to the overall governance structure may benefit the reader in understanding how the work of each benefits the overall institution in fulfillment of the college mission.

The institution reports that planning processes are now aligned. Transparency in decision-making and improvements in communication was addressed through enhancements in technology, changes in organizational structure, and improved processes to measure outcomes. The college's decision-making process is aligned with the planning process, to assure that common quality goals are achieved. The college rates itself as aligned. Peer reviewers rated this category as integrated to reactive.

#### Category 5:

Southeastern Community College was advised during the last review that it needed to refocus from data gathering to data utilization. The college indicates it is now at the systematic level, incorporating data in decision-making and sharing concerns with appropriate committees and councils. Examples of this application of data are present in the portfolio. However, the absence of many internal targets and external benchmarks coincides with limited interpretations and insights in this category.

Goals and strategies are being aligned with resource management. The institution cited a number of program and partnership-related examples whereby data was utilized to make informed decisions. Several examples provided supports that Southeastern Community College has improved transparency of data outcomes. Despite declining resources from the state, Southeastern Community College has demonstrated that resources are managed appropriately, and institutional priorities are still achieved.

Southeastern Community College manages information technology, finance, campus safety, facilities,

and enrollment management risks through careful planning (awareness of market needs and challenges), and through data collection and analysis.

The 2016 PACE survey results specific to the extent of which information is shared within the institution indicated a drop in overall satisfaction from the previous survey. Several improvements have occurred in the area of knowledge management and resource stewardship including the addition of an IR Director (2017), creation of a Data Team and Master Data Schedule (2017-18), online Data Request Form (2017-18), and reorganization of Reporting Services. Southeastern Community College continues in their efforts of improved use of data, information and results. The college rates itself primarily as systematic. Peer reviewers rated this category as integrated to reactive.

#### Category 6:

According to Southeastern Community College, Continuous Process Improvement (CPI) has become a part of the culture of the college. Training of staff began in 2009 as part of implementing Phase I of the process. Integration of CPI (Phase II) continues today with the AQIP Quality Team assuming the responsibility of training all new Action Project committee members on the Plan-Do-Check-Act improvement process. Details of how team members are selected, term of commitment, details of the training, and results on subsequent action projects were not provided to assist reviewers. The college's Strategic Plan for 2017-22 is focused on AQIP categories and its Systems Appraisal feedback. The college rates itself as primarily aligned. Peer reviewers rated this category as integrated to reactive.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2 - Strategic Challenges Analysis

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Strategic Challenges are those most closely related to an institution's ability to succeed in reaching its mission, planning and quality improvement goals. Review teams formulate judgments related to strategic challenges and accreditation issues through careful analysis of the Institutional Overview and through their own feedback provided for each AQIP Pathway Category. These findings offer a framework for future improvement of processes and systems.

### Instructions for Systems Appraisal Team

Strategic Challenges may be identified on the Independent Category worksheets as the review progresses. The team chair will work with the team to develop a consensus Strategic Challenges statement based on their independent reviews. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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Southeastern Community College states it is an institution that is committed to continuous quality improvement. Yet, peer reviewers continually needed more evidence of institutional data to support informed decision making. The College appears to have data but the ability to leverage these data to identify strengths and address deficiencies was not readily apparent in the document submitted. Maximizing data decision making corresponds to setting goals that include internal targets and external benchmarks. The College is encouraged to set benchmarks and develop goals and targets that are aligned to process deployment. This strategic challenge is identified in all system portfolio categories as the maturity level in the result sections throughout the portfolio is primarily systematic and reactive.

Measuring deployed processes effectively requires tools that measure stated goals. Southeastern Community College frequently measures deployed processes through limited use of tools. For example, the college relies on the Quality Report Card as an instrument to measure the voice of internal stakeholders. The college reports a small rate of return. The results of this voluntarily and anonymous tool are then analyzed and used as a representative stakeholder voice in moving forward data-informed change. Moving forward decisions based on a limited tool may prohibit an organization from addressing issues or concerns that limit its ability to fully embrace CQI.

The institution has developed core competencies for student learning. There is a clear and systematic process in place for incorporating core competencies into the curriculum. The alignment of these core competencies to course content statements is not as apparent. Current process suggest that students may not have access to all core competencies after completing the institution's general education curriculum. Mapping degree and diploma programs in relation to common learning outcomes and core competencies would be beneficial. The College has completed what it names mapping at the course level. Reviewers had access to this mapping checklist. Mapping at the degree level is not apparent. Reviewers acknowledge that courses are aligned to core competencies. Students select

courses to fulfill general education program requirements to complete degree requirements. This means students may take a variety of courses. The reviewers were uncertain if students still have access to all core competencies no matter what the course selection to fulfill general education program degree requirements. It is not clear if there is a method of review to ensure all students have access and are advised in general education programming course selection which covers all access to core competences.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

### **3 - Accreditation Evidence Screening Summary**

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Systems Appraisal teams screen the institution's Systems Portfolio evidence in relation to the Criteria for Accreditation and the Core Components. This step is designed to position the institution for success during the subsequent review to reaffirm the institution's accreditation. In order to accomplish this task, HLC has established linkages between various Process and Results questions and the Criteria's Core Components. Systems Appraisal teams have been trained to conduct a "soft review" of the Criteria/Core Components for Systems Portfolios completed in the third year of the AQIP Pathway cycle and a more robust review for Systems Portfolios completed in the seventh year. The formal review of the Criteria and Core Components for purposes of reaffirming the institution's accreditation through the comprehensive evaluation that occurs in the eighth year of the cycle, unless serious problems are identified earlier in the cycle. As part of this Systems Appraisal screening process, teams indicate whether each Core Component is "strong, clear, and well-presented," "adequate but could be improved," or "unclear or incomplete." When the Criteria and Core Components are reviewed formally for reaffirmation of accreditation, peer reviewers must determine whether each is "met", "met with concerns", or "not met".

The full report documents in detail the Appraisal team's best judgment as to the current strength of the institution's evidence for each Core Component and thus for each Criterion. It is structured according to the Criteria for Accreditation and the Systems Appraisal procedural document. Institutions are encouraged to review this report carefully in order to guide improvement work relative to the Criteria and Core Components.

Immediately below the team provides summary statements that convey broadly its observations regarding the institution's present ability to satisfy each Criterion as well as any suggestions for improvement. Again, this feedback is based only upon information contained in the institution's Systems Portfolio and thus may be limited.

#### **Instructions for Systems Appraisal Team**

In this section, the team should create summary statements/suggestions for improvement for each of the Criteria for Accreditation.

### **Evidence**

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#### **Criterion One. Mission:**

Southeastern Community College's mission is both communicated and supported through its programs to students. The review of its mission and its commitment to the entire community region remain clear, particularly as it is striving to serve students of all learning levels.

#### **Criterion Two. Integrity: Ethical and Responsible Conduct:**

Southeastern Community College demonstrates fiscal responsibility by providing clear evidence that supports its financial operations. The evidence for supporting ethical and responsible conduct in its



academic, auxiliary, and personnel functions is also clear. The institution is transparent about its cost and programming. Its governing body operates with integrity by making sure the learning needs of students and the clear pursuit of learning and knowledge are the core of its decision-making processes.

**Criterion Three. Teaching and Learning: Quality, Resources, and Support:**

Southeastern Community College offers degrees appropriate for a 2-year associate degree granting institution. The institution values intellectual inquiry and the acquisition, application, and integration of broad learning and skills into its education programs. Still, it is unclear how students are engaged in this process as students may not have an opportunity to engage in meeting all of the core competencies. (See information included in strategic challenge identified and in Category 1 review.) Also, it is clear that the institution has faculty needed to offer effective, high-quality programs, yet it is not clear if staff are appropriately qualified to offer high-quality in student services.

**Criterion Four. Teaching and Learning: Evaluation and Improvement:**

Teaching and learning may best be demonstrated by evidence of student assessment results beginning at the classroom level and continuing through the program level. It is not clear how a commitment to educational achievement and improvement through ongoing assessment of student learning is deployed at the institution. Also, it is not clear how the institution's processes and methodologies to assess student learning reflect good practice, including the substantial participation of faculty and other instructional staff members. The reviewers found evidence that the school completed the HLC Assessment Academy and Academic Department Improvement Plans. These Academic Improvement Plans serve as one method used by the college to make improvements in teaching and learning in response to assessment results and feedback were available for review. Still, evidence that demonstrates continuous improvement by providing assessment results for all program and degree outcomes is not clear in the portfolio. More specifically, student success is measured through SCC's assessment of institutional Core Competencies (1P1.8), co-curricular assessment (AQIP Action Project 2017-2018), and assessment of the Academic Program Review (1P2.4). Yet, it is not always clear how these process are coordinated evidence of assessment.

**Criterion Five. Resources, Planning, and Institutional Effectiveness:**

The Board of Trustees develops and follows board policy. The institution plans for the future through its strategic plan. The institution's resources and structures are sufficient to fulfill its mission. Still absent is information on the college's risk management processes. The institution has invested in CQI through its work in the AQIP Pathway and the HLC Assessment Academy. Yet, evidence demonstrating this is unclear. For example, using data for improvement is not evident. Aligning results to stated processes is not always clear and using these results to make informed improvements is not always apparent throughout the portfolio.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4 - Quality of Systems Portfolio

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In this System Appraisal, peer review teams should acknowledge any work that the institution has begun toward addressing the Criteria for Accreditation and the Core Components. The more focused analysis remains on the AQIP Categories and the institution's evidence related to the Process (P), Results (R), and Improvement (I) questions. In cases where there was HLC follow-up stemming from the institution's previous reaffirmation review, the institution may request closer scrutiny of those items during this Systems Appraisal.

### **Instructions for Systems Appraisal Team**

Because it stands as a reflection of the institution, the Systems Portfolio should be complete and coherent, and it should provide an open and honest self-analysis on the strengths and challenges facing the institution. In this section, the peer review team provides the institution with constructive feedback on the overall quality of the Systems Portfolio, along with suggestions for improving future Systems Portfolio submissions.

### **Evidence**

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The institution exhibits a commitment to continuous quality improvement. The college provides processes throughout the portfolio. These processes often do not appear to align to results provided. Summaries and interpretations of these results were often vague. At times, HLC reviewers were challenged with having to develop their own interpretations of results. In short, limited interpretation of results made it difficult evaluate the relevancy of stated improvements.

Southeastern Community College is encouraged to adopt a single-voice text when drafting technical reports, such as the AQIP Systems Portfolio. Although input into the Portfolio should be from multiple stakeholders, the information in the final report is best communicated when written through a single-voice text.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5 - AQIP Category Feedback

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The Systems Appraisal Feedback Report addresses each AQIP Category by identifying strengths and opportunities for improvement. Through detailed comments, which are tied to the institution's Systems Portfolio, the team offers in-depth analysis of the institution's processes, results and improvement efforts. These comments should be straightforward and consultative, and should align to the maturity tables. This allows the team to identify areas for improvement and recommend improvement strategies for the institution to consider.

### I - Helping Students Learn

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Focuses on the design, deployment, and effectiveness of teaching-learning processes (and on the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

#### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Common Learning Outcomes, Program Learning Outcomes, Academic Program Design, Academic Program Quality and Academic Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

### Evidence

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#### CATEGORY 1: HELPING STUDENTS LEARN

Category 1 focuses on the design, deployment and effectiveness of teaching-learning processes (and the processes required to support them) that underlie the institution's credit and non-credit programs and courses.

#### 1.1: COMMON LEARNING OUTCOMES

Common Learning Outcomes focuses on the knowledge, skills and abilities expected of graduates from all programs. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

**1P1** Describe the processes for determining, communicating and ensuring the stated common

learning outcomes, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning common outcomes (institutional or general education goals) to the mission, educational offerings and degree levels of the institution (3.B.1, 3.E.2)

**Aligned:** SCC has followed an inclusive process to align its five Core Competencies to the mission, vision, and values. A 6<sup>th</sup> competency was added at a later date but has not been operationalized. General education requirements meet the requirements set forth by the HLC, Iowa Department of Education and other accreditation standards for a two-year institution. College goals pertaining to student learning outcomes are explicit and shared among institutional stakeholders, departments and students. As the college seeks to advance to a higher level of maturity they may wish to address those components of the vision and values that are not yet reflected in the core competencies such as lifelong learning, integrity, stewardship, and teamwork.

- Determining common outcomes (3.B.2, 4.B.4)

**Systematic:** The Iowa Department of Education, HLC standards and other accrediting bodies guided the SCC process for determining core competencies in relationship to SCC's mission. As a result of a series of meetings with different stakeholder groups (faculty, staff and program advisory councils), core competencies pertaining to knowledge, skills, and attitudes necessary in the workplace were identified. A faculty-led Academic Assessment Council further developed these competencies into SCC's common student learning outcomes. While SCC inclusive process is noted, missing in the narrative are the processes for continued review and revising of the core competencies since 2011.

- Articulating the purposes, content and level of achievement of the outcomes (3.B.2, 4.B.1)

**Systematic:** Students and other key stakeholders are informed of the purpose, content, and level of achievement of general education learning outcomes through the SCC Course Catalog, course syllabi, as part of The College Experience course, and the Assessment Handbook. SCC utilizes detailed rubrics to measure the expected levels of achievement. It is unclear how the processes for articulating the program's content and level of achievement are reviewed and evaluated for effectiveness.

- Incorporating into the curriculum opportunities for all students to achieve the outcomes (3.B.3, 3.B.5)

**Systematic:** Whereas, there is a clear and systematic process in place for incorporating core competencies into the curriculum, alignment of these core competencies to course content statements is not as apparent. Further, SCC does not show how all students are ensured of the opportunity to achieve those outcomes regardless of the individual plan of study. Perhaps mapping degree and diploma programs in relation to the common learning outcomes would be beneficial. It is not clear if there is a method of review to ensure that as courses are added/deleted from curriculum or modified that opportunity to achieve these outcomes remains for each student.

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

**Aligned:** SCC's core competencies are reviewed annually by the Academic Assessment Council. The process serves as a conduit for reviewing and coordinating input from faculty, staff, departments and Program Advisory Councils as well as aligning assessment efforts with processes such as Academic Program Review to ensure alignment with stakeholder and societal needs. Through the college's

*Quality Faculty Plan*, instructors are encouraged to engage in professional development to stay current within their field to be able to share current knowledge with students.

The College may wish to clarify the next step(s) should the Academic Assessment Council determine a disconnect exist between the current outcomes and the needs of students, workplace or societal needs.

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

**Aligned:** The college has a defined process for developing and carrying out cocurricular activities that support student learning. The College is currently engaging in a Co-Curricular Action Project which requires co-curricular activities to align with Core Competencies and develop assessment plans. Assessment of co-curricular activities is scheduled to begin Fall 2018. SCC's 2017-2022 Strategic Plan set forth an initiative to align and subsequently assess Co-Curricular Activities with the Core Competencies.

- Selecting the tools, methods and instruments used to assess attainment of common learning outcomes (4.B.2)

**Systematic:** The College reports using Core Competency rubrics as tools. Data collected are then analyzed and reviewed by the Academic Assessment Council, the academic department, and as part of the tri-annual Academic Program Review. Other information, that is not clearly articulated in the report, is reviewed by the assessment council and faculty through the program review process.

Clarification of the tools, methods, and instruments used for Program Review is not reported.

- Assessing common learning outcomes (4.B.1, 4.B.2, 4.B.4)

**Aligned:** Through involvement with HLC's Assessment Academy as well as other training events, SCC's Academic Assessment Committee (later in 2016 transforming into the Academic Assessment Council) developed SCC's current assessment process. SCC uses the Plan-Do-Check-Act method of continuous improvement. The use of both an Assessment Rotation Schedule and curriculum maps assist faculty in systematically assessing core competencies embedded within a course using a standard rubric specifically designed to correspond with its core competencies. The results are forwarded to Institutional Research for further analysis. Academic departments then review and make improvements as appropriate.

**IR1** What are the results for determining if students possess the knowledge, skills and abilities that are expected at each degree level? The results presented should be for the processes identified in 1P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Aligned:** SCC utilizes a combination of CCSSE results, scoring rubrics and employer survey results to determine if students possess the knowledge, skills and abilities at each degree level. While they are at differing levels of comprehensiveness and ability to consider trends, data are produced and analyzed for each of the five Core Competencies. SCC recognizes there is opportunity to close the gap between degree-level students and diploma-level students in specific areas.

- Comparison of results with internal targets and external benchmarks

**Reacting** While SCC presents results for each of the five core competencies, missing from the narrative is the internal target and external comparisons done over time. Developing such indicators will help to identify trends and anomalies and make more informed changes to the general education core. Further, SCC uses CCSSE data as benchmarks for its CLOs; however, they appear to measure different competencies.

- Interpretation of results and insights gained

**Reacting:** Within the narrative the college provides interpretation

of results and insights gained such as the recognition that additional training was needed on how to use the critical thinking rubric. However, it is not always clear from the information contained how the institution gleaned a stated conclusion, how the data are interpreted, and how the results lead to change in curriculum design or teaching.

**III** Based on 1R1, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

SCC continues their efforts to build a culture of assessment, including continuing to work on best practices learned from the College's participation in the HLC Assessment Academy. Further illustrating their commitment to assessment include: intentional discussion of assessment during each academic department meeting, review of assessment results as part of Academic Program Review, reconfiguration of the college Academic Assessment Committee, faculty release time to serve as the Assessment Coordinator, inclusion of assessment within the College's Strategic Plan, and the intentional use of assessment results and feedback to improve teaching and learning. SCC identified a number of improvements centered on both faculty and the College engaging in analysis discussions. As the college seeks to achieve a higher level of maturity there needs to be greater consistency across the CLOs and how these are measured, evaluated, and used to make improvements. More emphasis needs to be directed to "closing the loop."

## 1.2: PROGRAM LEARNING OUTCOMES

Program Learning Outcomes focuses on the knowledge, skills and abilities graduates from particular programs are expected to possess. The institution should provide evidence for Core Components 3.B., 3.E. and 4.B. in this section.

**1P2** Describe the processes for determining, communicating and ensuring the stated program learning outcomes and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Aligning learning outcomes for programs (e.g., nursing, business administration, elementary teaching, etc.) to the mission, educational offerings and degree levels of the institution (3.E.2)

**Systematic:** SCC utilizes program-level accreditation standards found in many of the Career Technical and Health Education (CTHE) programs when establishing program learning outcomes. Faculty must complete curriculum maps showing how the outcomes align with the Core Competencies and the established program outcomes. Every three years the Academic Program Review process assesses the program level student learning outcomes as well as the curriculum maps. It is less clear from the information presented the college process utilized to align non-CTHE program

learning outcomes to the mission, educational offerings, and degree of the institution.

- Determining program outcomes (4.B.4)

**Systematic:** SCC's process for determining program outcomes demonstrates its commitment to inclusivity and clear alignment between industry demands and educational course content. Evidence of this is the cyclical review and feedback structure in place that aligns internal and external stakeholders' input and other college processes designed to update curriculum and continuously review its programs. The college describes a program outcomes approval process consisting of proposals being vetted through the appropriate dean, the Program Advisory Council, and faculty. New curriculum guidelines, in place in 2018-19, will require program outcomes to be submitted with new program requests. The college has a detailed process for the development of program outcomes; however, it is unclear how many programs actually have them in place. Additionally, there is no indication that student feedback is considered in determining program outcomes.

- Articulating the purposes, content and level of achievement of the outcomes (4.B.1)

**Reacting:** Although the Course Catalog, website, Program Summary sheets, and program handbooks describe the purposes of the program and the course requirements, they do not describe the program learning outcomes. It is unclear whether students have access to the CTE and Health Program outcomes maps that identify program learning outcomes. No evidence of the level of student achievement of the outcomes was included in the College's response to this question. The narrative identifies College documents such as the College Catalog and the course syllabi; however, neither appear to include program outcomes or student achievement outcomes.

- Ensuring the outcomes remain relevant and aligned with student, workplace and societal needs (3.B.4)

**Systematic:** Program-level accreditation, Program Advisory Councils, and curriculum mapping each help to ensure program outcomes remain relevant and aligned with student, workplace and societal needs. Following a three-year cycle, all CTHE programs participate in the defined Academic Program Review process. This process includes faculty, administrator stakeholders and includes qualitative and quantitative data. With results of APR being used for a number of key institution-wide decisions the college has taken steps to extend APR to include the Arts and Sciences (transfer area). This was an area of concern in the 2013 systems portfolio review.

- Designing, aligning and delivering cocurricular activities to support learning (3.E.1, 4.B.2)

**Systematic:** SCC provides evidence of intentional efforts to link co-curricular activities and student organizations to its program learning outcomes and general learning outcomes. A current AQIP Action Project focusing on co-curricular assessment has potential to increase the level of maturity once fully operationalized.

- Selecting the tools, methods and instruments used to assess attainment of program learning outcomes (4.B.2)

**Aligned:** The College describes a 6-step method that is completed with the inclusion of Institutional Research. This method includes established tools, frequency, result recipients, and communication tool used to publish results. To strengthen this response the college may wish to clarify the process of periodic evaluation.



- Assessing program learning outcomes (4.B.1, 4.B.2, 4.B.4)

**Reacting** SCC states that PLO's are evaluated during the Academic Program Review but the APR Process Matrix has no measurement or review of program learning outcomes other than an employer survey question and a student satisfaction question. The report does not clearly state how skills needed for each program are assessed.

**1R2** What are the results for determining if students possess the knowledge, skills and abilities that are expected in programs? The results presented should be for the processes identified in 1P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Overall levels of deployment of the program assessment processes within the institution (i.e., how many programs are/not assessing program goals)

**Reacting:** The college assesses Perkins data across 35 programs and has established standard levels of accomplishment. Current efforts are now focusing on strengthening assessment within co-curricular activities across the college. SCC acknowledges there remains a need to include transfer program assessments.

Missing from the narrative is reference to direct assessment of student learning at the student learning/program learning outcome level. Although graduate reports and employer surveys are included, there is no direct link to the Program Learning Outcomes.

- Summary results of assessments (include tables and figures when possible)

**Systematic** SCC provides comprehensive results through a variety of mechanisms including Perkins data, program review, graduate and employer surveys, and other standard reporting mechanisms. Data provided varies based upon category, with several areas providing up to 7 years of data and others providing one year. The college has demonstrated that over time many programs' performance consistently exceeded external benchmarks. The college has also demonstrated outcomes that have resulted in program improvement. In selected areas action plans to improve performance are noted.

Clarity of sample size and how this information is made available to college employees was not always clear in the information provided. Further, missing from the narrative is reference to a summary report of direct student achievement of program level assessment results.

- Comparison of results with internal targets and external benchmarks

**Systematic:** SCC understands and evaluates the success of its programs through trends stemming from benchmark measures internal and external to the college. From the information presented, the Program Learning Outcomes are not directly assessed or compared to internal targets or external benchmarks in the APR process. The college may consider clearly connecting APR with established benchmarks and metrics.

- Interpretation of assessment results and insights gained

**Systematic:** The College provides explanations of the data sets it reports and its states conclusions concerning student knowledge, skills, and abilities. Although SCC is collecting data on student success in many ways, it fails to collect data on the identical program learning outcomes and has no direct comparisons.

**1I2** Based on 1R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.B.3)

The College provides a narrative list of program improvements that have been initiated since 2013, including emphasis on the assessment of student learning in CTHE programs, the Academic Program Review Process and in the use of data in decision making. A noted opportunity exists to target assessment of student learning in transfer programs. SCC has begun to lay the foundation for assessing liberal education outcomes pending decision from the state to recognize majors. (“Iowa does not yet recognize degrees in specific subdiscipline A&S areas”). SCC lists a number of academic programs that have undergone improvements as part of the Academic Program Review Process. Further, SCC has expanded the PRP to include additional focus on selected KPI’s. Opportunity exists at SCC to develop better measures to assess its program learning outcomes in addition to those measures it now uses to accurately assess the effectiveness of its academic programs.

### 1.3: ACADEMIC PROGRAM DESIGN

Academic Program Design focuses on developing and revising programs to meet stakeholders’ needs. The institution should provide evidence for Core Components 1.C. and 4.A. in this section.

**1P3** Describe the processes for ensuring new and current programs meet the needs of the institution and its diverse stakeholders. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying student stakeholder groups and determining their educational needs (1.C.1, 1.C.2)

**Systematic:** SCC identifies student population and cites examples of activities and initiatives that the college believes assist them with better understanding student needs. The activities and initiatives linked to program review, student complaints, the core components and surveys appear to be in place to assist the college with determining and responding to student needs. However, it is difficult to determine how many of the programs presented in the portfolio represents an actual process due to lack of details.

These processes seem explicit and repeatable, but it is difficult to determine a timeline or how the information is used by the institution, or whether the processes are evaluated for improvement.

- Identifying other key stakeholder groups and determining their needs (1.C.1, 1.C.2)

**Reacting** SCC has provided a list of activities that are part of a process to identify student markets. One initiative in particular, the Diversity Equity and Inclusion Council appears to focus both on the needs of its diversity subgroups and on preparing all stakeholders to embrace diversity. Missing from the list are external groups that may be involved with academic program design. Although links are provided to contracts and web pages, SCC does not explicitly identify how it determines the needs of each group.

Employee feedback and needs are captured through both committees and surveys. Information gathered is then used to discuss opportunities for improvement. Feedback from both has synthesized and become elements of the college's Strategic Plan.

As the college seeks a higher level of maturity, they may wish to explore how they identify and determine the needs of key stakeholders of the college (i.e., workforce partners, educational partners, etc.).

- Developing and improving responsive programming to meet all stakeholders' needs (1.C.1, 1.C.2)

**Systematic** Following a defined process, SCC faculty advance ideas intended to either develop or improve programming to meet all stakeholder needs. **The Academic Program Reviews are cited again as a mechanism by which programs are reviewed and updated as appropriate.** SCC may wish to clarify the process used by other key stakeholder groups seeking to bring forward program feedback or new program ideas.

Examples illustrating SCC's commitment to be responsive to the changing needs of stakeholder needs include flexibility in both the time and modality of course offerings, availability of concurrent enrollment for high school students, ESL coursework, and a required first-year college experience course.

SCC has a process in place for new program development and updating; however, there appears to remain an opportunity for the College to clarify how they use knowledge of stakeholder groups to craft changes and add new programs/services.

- Selecting the tools, methods and instruments used to assess the currency and effectiveness of academic programs

**Systematic:** SCC cites a multitude of tools used to assess and review programs including benchmark comparisons with other peer state institutions, surveys (graduate and employer), retention/graduation rates, and placement rates which are regularly reviewed by those tasked to oversee instructional quality at SCC.

The state requires all of its colleges and universities to use CurricUNET to submit and monitor its curriculum. In addition to the management of curriculum, SCC has multiple measures in place to provide additional insight on the effectiveness of its academic programs in preparing students for careers and advance degrees.

- Reviewing the viability of courses and programs and changing or discontinuing when necessary (4.A.1)

**Systematic:** SCC relies upon the program review process and their involvement in the statewide Liaison Advisory Committee on Transfer to assess and update courses and programs. SCC has multiple measures in place to provide additional insight on the effectiveness of its academic programs

in preparing students for careers and advance degrees. Systematic benchmarks and standard data point comparisons would facilitate a strong process for changing and discontinuing a program.

**1R3** What are the results for determining if programs are current and meet the needs of the institution's diverse stakeholders? The results presented should be for the processes identified in 1P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

**Systematic:** SCC gathers and reviews data on a number of programs that require external reporting such as ESL, TRIO, Perkins and others. CCSSE results are also utilized to assess student progress. The direct connection between these reports and stated processes is not easily discovered. Setting key indicators and performance benchmarks might help the institution to manage a large amount of data and assure changes are made in a timely manner.

- Comparison of results with internal targets and external benchmarks

**Reacting:** Comparisons of required statewide data are completed as well as in other areas such as licensure or national reporting. The College included multiple tables and reports, yet internal targets and benchmarks are not easily discovered for all data reported. External benchmarks are referenced as part of the CCSSE data presented; yet, CCSSE data is an indirect measure.

- Interpretation of results and insights gained

**Reacting:** SCC reports 48 articulation agreements with other institutions but fails to clarify if data is used to determine the efficacy of these agreements. Data on TRIO participants indicates an increase in student performance; data also indicates more students taking ELS courses. While SCC indicates a PACE survey is deployed, it is unclear if or how the college is analyzing this feedback. SCC did provide results for Co-curricular and Cultural Awareness as well as what actions are encouraged to further these aspirations. Data is collected on certificates, diplomas, and degrees by various methods. The college employs a review process for discontinuation of programs if warranted.

While the College provided narrative to the data presented, including providing examples of changes made based upon insights gained, it is not clear if the College has gathered adequate data to gain insights about its processes for meeting the needs of students and other stakeholders.

**1I3** Based on 1R3, what process improvements have been implemented or will be implemented in the next one to three years?

SCC is actively working to implement its Academic Program Review process, and this is an encouraging step. Recently, less than half of the academic programs have undergone a program review. SCC appears to be systematically working through processes related to review and evaluation of its academic programs. Clarifying whether the program review process considers program learning outcomes and how the program data may compare to similar programs/ institutions may help advance the college.

SCC has identified key factors that define various student populations and have, to some extent, tailored programs and services to meet their needs. The same is true for employees. The college points to some new actions such as the hiring of an ESL coordinator as the result of the program review. From the information presented it is difficult to determine how systematic processes are and how results are utilized in decision-making. Limited interpretation of results made it difficult to evaluate the relevancy of stated improvements. Clearly defining all stakeholder groups, strategies for identifying needs, and clear action items may help the institution be more comprehensive in this area.

#### 1.4: ACADEMIC PROGRAM QUALITY

Academic Program Quality focuses on ensuring quality across all programs, modalities and locations. The institution should provide evidence for Core Components 3.A. and 4.A. in this section.

**IP4** Describe the processes for ensuring quality academic programming. This includes, but is not limited to, descriptions of key processes for the following:

- Determining and communicating the preparation required of students for the specific curricula, programs, courses and learning they will pursue (4.A.4)

**Aligned** SCC course and program requirements are clearly articulated in the college catalog and in program handbooks. SCC utilizes industry recognized assessments (Accuplacer, ALEKS, and ACT) when establishing cut-score entrance standards for students. The SCC Curriculum Committee maintains and approves prerequisites for courses and programs, and regularly reviews and approves the Quality Standards found in each syllabus. Academic preparation is communicated to students in a variety of print documents, during campus recruitment events, and advising to ensure all students can access them in a way they can understand. Support services are available to help students understand expectations.

- Evaluating and ensuring program rigor for all modalities, locations, consortia and dual-credit programs (3.A.1, 3.A.3, 4.A.4)

**Systematic:** The College follows a Quality Standards outline for all courses. The frequency of these updates for Quality Standards is not stated. The College relies primarily on committees and program review activities to ensure program rigor.

SCC hiring process ensures all faculty regardless of modality, program or location hold the proper credentials and experience. College accreditation by the National Alliance of Concurrent Enrollment Partnerships (NACAP) and participation in the Iowa Community College Consortium (ICCO) add strength to efforts. The College may consider how these sub-processes work together to continue to strengthen its quality programming, including how the college evaluates equivalent experiences across modalities and locations.

- Awarding prior learning and transfer credits (4.A.2, 4.A.3)

**Aligned:** SCC allows 45 credits of experiential learning towards the AAS in Skilled Trades. Other avenues for credit include CLEP testing, the Institutional Proficiency Exam, and on a case-by-case basis the Registrar will accept credits for learning. SCC has transfer credit policies and follows the state Common Course Numbering system for accepting transfer credit from other in-state colleges. Credit from unaccredited schools is not accepted. The college has entered into a Reverse Transfer

Credit Memorandum of Understanding to award associate degrees to students who transfer back credits after transferring on.

While SCC has policies in place for reviewing and accepting experiential learning credits as approved by the Bureau of Apprenticeship, it appears that transfer credits are evaluated by the Registrar or Assistant Registrar on a case-by-case basis using the Iowa Common Course Numbering system. It is not clear whether this system can fairly assess the credit value for courses coming from all regionally accredited institutions in a way that is explicit and repeatable.

- Selecting, implementing and maintaining specialized accreditation(s) (4.A.5)

**Systematic:** The College maintains seven program level external accreditations. SCC infers that its Deans provide primary oversight with the support of faculty and advisory councils for maintaining and managing all necessary processes associated with maintaining program accreditation. The College may consider adding how it selects programs and decides how external accreditation benefits students.

There may be opportunity for the college to clarify the process for managing ongoing accreditation requirements.

- Assessing the level of outcomes attainment by graduates at all levels (3.A.2, 4.A.6)

**Systematic:** Core Competencies, program-level and course-level (Quality Standards) learning outcomes are assessed through the established assessment process. Data is generated and reviewed to assess how well students are achieving. There are other indicators that are assessed but it is unclear how that is done and how it is all brought together to assure the best opportunities for student learning.

- Selecting the tools, methods and instruments used to assess program rigor across all modalities

**Reacting:** The tools, methods and instruments used to assess program rigor is discussed at Program Advisory Councils and during Academic Program Reviews, but there does not seem to be a policy requiring specific and periodic review of those tools. SCC listed a number of tools and methods for examining learning outcomes, but it is not clear when and how frequently those tools are used. Additional details of what this process involves, including how information gathered in both discussions is used in the decision process is less clear.

**IR4** What are the results for determining the quality of academic programs? The results presented should be for the processes identified in IP4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of assessments (include tables and figures when possible)

**Systematic:** The portfolio provides results for six KPI categories. While this information is helpful in monitoring academic quality, the college might consider performing comparisons across delivery modes to document the extent to which comparability of program quality exists. Other data provided may indirectly measure program rigor and quality, but it is suggested that other tools be developed to measure the quality and rigor of each program offering.

- Comparison of results with internal targets and external benchmarks

**Reacting:** The College reports comparison data sets on external reporting such as licensure rates and transfer data. Yet other data sets such as GPA data sets provide no internal target or external benchmark. Hence, it is not clear how all data are used to make decisions or inform academic programming.

- Interpretation of results and insights gained

**Reacting** Some interpretation of results and insights gained are provided in narrative form. As an example, licensure pass rate discussions held at both the nursing faculty meeting and Nursing Advisory Board meeting resulted in the identification of four possible contributing factors. Based upon information presented it is less clear whether similar discussions occur across all SCC academic programs.

**II4** Based on IR4, what process improvements have been implemented or will be implemented in the next one to three years?

SCC has several action items related to academic rigor and consistent quality across modalities. SCC has adopted a Strategic Plan that will assess programs and use data to enhance program quality and improve student learning. It also appears that benchmarks will be established for future assessments but are not yet identified. As previously stated, SCC understands that retention and completion must be a central focus of their strategic efforts.

### 1.5: ACADEMIC INTEGRITY

Academic Integrity focuses on ethical practices while pursuing knowledge. The institution should provide evidence for Core Components 2.D. and 2.E. in this section.

**IP5** Describe the processes for supporting ethical scholarly practices by students and faculty. This includes, but is not limited to, descriptions of key processes for the following:

- Ensuring freedom of expression and the integrity of research and scholarly practice (2.D., 2.E.1, 2.E.3)

**Aligned:** SCC has several structures (Academic Freedom Committee, institutional review board (IRB, etc.), policies (Academic Freedom Policy) and processes (i.e., IRB review, oversight of all data collection and analysis, data integrity management, etc.) in place to ensure academic freedom and integrity in research and scholarly practices. Included in these practices is a process for regularly evaluating data integrity. SCC's practices, policies and safeguards are aligned with the college's mission, vision, and values and subject to board review and approval. The addition of Maxient may provide a central repository for reported violations that can then be analyzed for trends and patterns.

- Ensuring ethical learning and research practices of students (2.E.2, 2.E.3)

**Aligned** The college has an administrative regulation for academic integrity. It is printed in the catalog and student handbook and a portion of the statement is included in the syllabi template. The freshman experience class includes a component on academic integrity and training modules conducted by library staff, that help students do appropriate research and writing. Violations are addressed by the College Code of Conduct. Clarifying how students engage in the appeal process may assist the college move to a higher level of maturity.

- Ensuring ethical teaching and research practices of faculty (2.E.2, 2.E.3)

**Aligned:** SCC Code of Ethics/Conflict of Interest Administrative Guidelines defines for all employees the expected level of integrity at the college. The Employee Handbook details for faculty expectations for instruction. Faculty are required to use standard course syllabi. SCC provides professional development opportunities for faculty related to ethical teaching and research. New faculty are provided a mentor to assist with the understanding of college policy and procedures, and to provide guidance on teaching strategies. The college further communicates its expectation of employee compliance through the Employee Handbook, faculty bargaining agreement, Academic division or department meetings and professional development training.

- Selecting the tools, methods and instruments used to evaluate the effectiveness and comprehensiveness of supporting academic integrity

**Systematic:** SCC uses Turnitin to monitor students' plagiarism and Maxient software to monitor student behavior to ensure the effectiveness of the academic integrity. It is not clear whether Turnitin is used systematically or if the College relies on individual faculty to track integrity. Although the use of Maxient is in its initial stages (since Spring 2018), there is an opportunity to collect performance across all programs to understand integrity violations college-wide. The IRB monitors research projects within its purview. Methods for evaluating violations of academic integrity, code of conduct, and incident occurrences might provide insights into trends and areas for focused intervention.

**1R5** What are the results for determining the quality of academic integrity? The results presented should be for the processes identified in 1P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures where appropriate)

**Reacting:** It does not appear that SCC has a systematic process in place for processing and recording violations of academic integrity. CCSSE data presented do not measure academic integrity and the Turnitin data indicate minimal use by faculty. While there are policies and processes available, there are no measures of academic dishonesty that are routinely collected and analyzed for decision-making purposes. The use of the Maxient software may allow the collection of that data.

- Comparison of results with internal targets and external benchmarks

**Reacting:** SCC identified CCSSE, IRB, and Turnitin as three avenues used to compare results with both internal and external benchmarks. While CCSSE provides opportunity to measure students' accountability of their effort, this may not be directly linked to academic integrity. Further, tracking of IRB requests and Turnitin utilization are not direct measures of academic integrity.

- Interpretation of results and insights gained

**Reacting:** The lack of sufficient data in this area as well as the lack of comparison and benchmark data makes it difficult to interpret results.

**1I5** Based on 1R6, what process improvements have been implemented or will be implemented in the next one to three years?

SCC recently acquired the Maxient software system and will have the ability to track student behavior, including violations of academic integrity. This software will allow SCC to systematically



record and address issues with academic integrity in the classroom. SCC may wish to clarify its position on ethical academic behavior by faculty in their research and teaching.

### **CATEGORY SUMMARY**

SCC is at a systematic level in Helping Students Learn. SCC has made progress in developing and implementing programs, assessment processes, and structures to support students. SCC has utilized HLC's assessment academy and action projects to further develop and align student learning outcomes to the curriculum, programs and Co-Curricular experience. It appears that many of its processes for assessment of learning outcomes, academic quality and academic integrity are new or scheduled for the near future. There remains opportunity for the institution to create a better match between the assessment process and the data that is being collected. For example, Student Satisfaction scores are valuable measures, but they can't really assess the achievement of common learning outcomes or program learning outcomes. For all components of this category, SCC needs to identify what is to be assessed, what measures are most appropriate for the assessment, and then develop a plan to collect and analyze that data.

### **CATEGORY STRATEGIC ISSUES**

The College is encouraged to directly assess its program learning outcomes at the skill level instead of limiting the review to the Core Competency level.

The College appears to collect multiple data sets and explain all data sets. The College is encouraged to align its data collection sets to its processes and focus on program improvement measures. Improvement measures are often informed by internal targets. Repeatedly, the College does not include internal targets. The College appears to lack process aligned to collecting appropriate data that measures the concept under consideration, identifying internal targets on each of those concepts, and identify external benchmarks that are appropriate for comparison.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## II - Meeting Student and Other Key Stakeholder Needs

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Focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Current and Prospective Student Needs, Retention, Persistence and Completion, Key Stakeholder Needs, Complaint Processes, and Building Collaborations and Partnerships.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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### CATEGORY 2: MEETING STUDENT AND OTHER KEY STAKEHOLDER NEEDS

Category 2 focuses on determining, understanding and meeting needs of current and prospective students and other key stakeholders, such as alumni and community partners.

#### 2.1: CURRENT AND PROSPECTIVE STUDENT NEED

Current and Prospective Student Need focuses on determining, understanding and meeting the non-academic needs of current and prospective students. The institution should provide evidence for Core Components 3.C. and 3.D in this section.

**2P1** Describe the processes for serving the academic and non-academic needs of current and prospective students. This includes, but is not limited to, descriptions of key processes for the following:

- Identifying underprepared and at-risk students, and determining their academic support needs (3.D.1)

**Systematic** SCC describes several systematic processes used to identify underprepared and at-risk students inclusive of identifying at-risk students through mandatory placement testing and monitoring student progress. Additionally, Student Success Advocates determine the academic needs of the underprepared and at-risk students. Although, additional mandatory processes could provide diagnostic information, SCC's assessment and mid-term reporting processes are well defined and effective in identifying underprepared students. The college's upcoming plan to incorporate "Drop

Out Detective” (DOD) software will greatly enhance efforts to identify and plan interventions to serve this population.

Unclear is how the individual departments share information which if such a holistic approach were incorporated into the described processes could further the success of underprepared or at-risk students.

- Deploying academic support services to help students select and successfully complete courses and programs (3.D.2)

**Systematic** SCC has a broad range of student support services to create an environment for student support including the initial enrollment process, Academic Achievement Centers, Pathways for Academic Career and Employment, Secondary Transitional Education Program, Disability Services, and TRIO Student Support Services. Tutoring and academic advising, and other support services are available to students. Courses and activities are offered for special populations such as English as a Second Language, orientation for first-year, low-income, and disabled students, and academic enrichment services.

Academic advising appears to be optional beyond the first-term of enrollment. As the college seeks to increase their level of maturity, they may wish to review the advising process for greater effectiveness.

- Ensuring faculty are available for student inquiry (3.C.5)

**Systematic** Outlined in the Employee Handbook all faculty, including adjunct and online instructors, are required to be available for student inquiry through posted office hours and email. Faculty are required to include available times, office locations, and contact information in course syllabi.

There does not appear to be any universal expectations for instructor availability (e.g. minimum number posted hours). To move to a higher level of maturity, the institution might consider creating a more formal process for faculty availability and interaction with students outside of the classroom.

- Determining and addressing the learning support needs (tutoring, advising, library, laboratories, research, etc.) of students and faculty (3.D.1, 3.D.3, 3.D.4, 3.D.5)

**Reacting** While the college provides an adequate array of student support services, beyond data from a satisfaction survey, SCC has not identified processes for determining support needs. Also missing are described processes utilized when identifying the need for a new advising model, selecting the appropriate resource, reviewing the effectiveness of the support provided. A more systematic method of gathering individual student support information might lead to more strategic opportunities for providing supporting resources.

Further, there is no indication of how faculty support needs are determined.

- Determining new student groups to target for educational offerings and services

**Reacting** New student groups are identified through sources such as: regional economic boards; local businesses and industries; SCC's Program Advisory Councils; existing student service support programs; and partnerships with high schools and post-secondary institutions. The feedback is then reviewed and acted upon by the President's Executive Council.

While the college provides a number of community stakeholder groups as sources from which the college identifies new student groups, there is no coordinated, repeatable, and documented process identified.

- Meeting changing student needs

**Systematic** SCC conducts three surveys that provide information on student needs: Survey of Entering Student Engagement (SENSE), Community College Survey of Student Engagement (CCSSE), and Student Satisfaction Inventory (SSI). SCC also monitors a number of other indicators such as enrollments, job placements, and performance at other institutions.

While SCC identifies four mechanisms to bring forward a new student support initiative, the college is encouraged to formalize the actual process details that occur to draft the proposals that are vetted through the President's Executive Council. Many of the processes mentioned are still in development.

- Identifying and supporting student subgroups with distinctive needs (e.g., seniors, commuters, distance learners, military veterans) (3.D.1)

**Systematic** SCC indicates that certain criteria are used to identify subgroups with distinctive needs, but the college seems heavily reliant on student self-identification. SCC provides a variety of support mechanisms to students and its sub-populations including athletes, concurrent enrollment students, international students, ESL students, online students, residence hall students, National Guard, reserve or veterans, adults who lack basic literacy skills, students in distinctive academic subgroups qualifying for STEP, PACE, or TRIO-SSS, Students with disabilities, LGBTQ+ students, and ethnic and racial minority students. SCC provides a variety of services to support these students.

- Deploying non-academic support services to help students be successful (3.D.2)

**Systematic** SCC provides many non-academic programs that help students including a Campus Assessment, Response, and Evaluation (CARE) team, campus daycare, financial aid advice, food services, tuition assistance, disability services, counseling services, scholarships, security, and information technology. Unclear is whether these services are stand-alone or coordinated interdepartmentally to some degree, nor how students with needs are identified, prioritized, or evaluated for the overall effectiveness of the services.

- Ensuring staff members who provide non-academic student support services are qualified, trained and supported (3.C.6)

**Systematic:** The narrative refers to 3.P.1 which contains the process of how SCC ensures staff members who provide academic and non-academic student support services are qualified, trained, and supported. Contained within 3.P.1 is the process used to ensure academic staff meet the qualifications set forth by the college, and other accrediting/credentialing organizations, when needed. Less clear is the college's approach to on-going, planned training and how qualification are determined.

- Communicating the availability of non-academic support services (3.D.2)

**Aligned** Standard communication channels such as brochures, posters, email, website, social media, student publications (e.g. Student Handbook), and campus orientation/welcome events are used to communicate the availability of non-academic support services. The college has in place a comprehensive Enrollment & Activities Communications Calendar that guides the college in routinely delivering communications that are aligned with programs, services, initiatives using various mediums (i.e., website, social media, email, etc.). Additionally, the communication calendar demonstrates the existence of a coordinated strategy to ensure that all stakeholders are knowledgeable about non-academic services and processes.

- Selecting the tools, methods and instruments to assess student needs

**Reacting:** The narrative identifies three specific areas of the college involved in selecting the appropriate tools, methods and instruments used to assess individual support needs. However, the process for selecting tools, methods, and instruments to assess student needs is missing. A chart is referenced, but there is no active link to the chart for review.

- Assessing the degree to which student needs are met

**Reacting:** Institutional Research collects and analyzes data from a number of unnamed sources from which the College assesses the degree to which the needs of students are met. Unclear is whether there is a documented system of data gathering, analysis, and subsequent action. Without examples of tools and instruments in this section, determining the effectiveness of this process is difficult.

**2R1** What are the results for determining if current and prospective students' needs are being met? The results presented should be for the processes identified in 2P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** SCC indicated various methods for gathering survey data an example of which is data on the number of remedial courses. However, the college provided no data on student support success. Additionally, while much data presented in this section reflects the number of participants served or survey response rate, these same figures do not imply student support needs are met. The college may wish to explore additional methods to evaluate overall satisfaction of student support services provided to determine whether they are improving student learning, persistence, and success.

- Comparison of results with internal targets and external benchmarks

**Reacting** The SENSE, CCSSE, and SSI surveys include data from comparison groups, and presumably trend data. The food service and IT surveys include only SCC data. There is no indication that SCC has established internal targets or external benchmarks for any of the student support services included in the surveys.

- Interpretation of results and insights gained

**Reacting** While the institution gathers and reviews several survey data methods, the insights gained by the data presented have not been disclosed. The college has the opportunity to maximize data

analysis to move further towards improvement opportunities.

**2I1** Based on 2R1, what process improvements have been implemented or will be implemented in the next one to three years?

The college has developed new ways to engage with students and provide for leadership opportunities and career planning. From what insights gained, SCC has incorporated several improvements to assist students including a career exploration partnership with an area high school, a course evaluation system, a leadership program, and a first year experience program. Future data will help the college determine if the improvement enhances student success, and whether the new evaluation system provides more useful data for opportunities to improve student learning. Looking forward, the Strategic Plan includes a number of action items related to student support initiatives.

The college has the opportunity to further coordinate meeting student needs through the development and assessment of programs, interpretation of results, and mindful improvements which are the end result of a more overarching strategic and aligned process.

## 2.2: RETENTION, PERSISTENCE AND COMPLETION

Retention, Persistence and Completion focuses on the approach to collecting, analyzing and distributing data on retention, persistence and completion to stakeholders for decision making. The institution should provide evidence for Core Component 4.C. in this section.

**2P2** Describe the processes for collecting, analyzing and distributing data on retention, persistence and completion. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting student retention, persistence and completion data (4.C.2, 4.C.4)

**Systematic** SCC collects student retention, persistence and completion data from its internal data management system. In addition to internal data collection, the college participates in data sharing with other state and national institutions which allows for analysis of student progression towards completion with peer institutions. Other than students retention, persistence and completion data, SCC does not indicate what other data is collected, how often, or with whom it is shared.

- Determining targets for student retention, persistence and completion (4.C.1, 4.C.4)

**Aligned** SCC indicates a six-step process to establish retention, persistence and completion targets. The college identifies targets through the use of IPEDS data, the National Community College Benchmark Project, and the Voluntary Framework of Accountability Two-Year Persistence Rates. The primary owners of the process are the President's Executive Council and IR. The College also includes operational definitions for data sets and targets as needed.

- Analyzing information on student retention, persistence and completion

**Aligned:** SCC describes a process whereby the President's Executive Council and Cabinet, deans, faculty, Program Advisory Council members, as well as other internal committees are provided opportunity to review and discuss data shared. Retention, persistence, and completion has been tied back to the student's experience and support upon entering the college. The conclusions have led to

curriculum changes, new program development, and the adoption of a first year experience course. SCC provided an example illustrating how data analysis occurs quarterly in health programs as one method to help identify problems, inform curriculum changes, and contribute to new program development discussions.

- Meeting targets for retention, persistence and completion (4.C.1)

**Aligned** SCC utilizes a five-step process, which involves both the Retention Oversight Council and the Dropout Detective Committee, to monitor college efforts in meeting established targets for retention, persistence and completion. The achievement of goals are reviewed annually by the President's Executive Council, Cabinet, and Board and in the strategic planning process.

- Selecting the tools, methods and instruments to assess retention, persistence and completion (4.C.4)

**Systematic** The tools selected by SCC include Integrated Postsecondary Education Data System (IPEDS) Fall-to-Fall Retention Rates, SCC Key Performance Indicator 2 Three-Year, Fall-to-Fall Retention Rates, National Community College Benchmark Project (NCCBP) Persistence Rates, Voluntary Framework of Accountability Two-Year Persistence Rates, IPEDS Completions, and SCC Key Performance Indicator 3 Graduation Rates. Unclear is who is responsible for selecting these instruments for assessment of retention, persistence and completion, nor does SCC explain the processes involved in making that selection.

**2R2** What are the results for student retention, persistence and completion? The results presented should be for the processes identified in 2P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic:** SCC provides IPEDS Fall-to-Fall retention rates, KPI 2 fall-to-fall retention rates, NCCBP persistence rates, VFA two-year persistence rates, IPEDS completion data for 2016-17 and KPI 3 graduation rates. The college seems to have the opportunity to use the data in a more comprehensive manner to ensure a more direct tie to data decision making.

- Comparison of results with internal targets and external benchmarks

**Systematic** The college provides numerous comparative results. Benchmarks and comparisons are included when available, however, internal targets are not always clearly stated. More clearly defined targets may propel determination of overall effectiveness of student support service initiatives over time.

- Interpretation of results and insights gained

**Systematic** Although the college makes some results available by posting on Hawknets and distributing by email throughout the college, unclear is whether all results are equally available and how the President's Executive Council uses these results to make decisions.

**2I2** Based on 2R2, what process improvements have been implemented or will be implemented in the next one to three years? (4.C.3)

SCC identified recent improvements including development of the Retention Oversight Council, the launch of a comprehensive SCC Retention Plan, and implementation of the Dropout Detective early alert system included as part of the Canvas online learning platform. Missing from the narrative is a connection of these improvements to either college processes or results provided in 2R2. As a result, the institution may find difficulty in ascertaining if changes in overall retention, persistence and completion are connected to the improvements.

### 2.3: KEY STAKEHOLDER NEEDS

Key Stakeholder Needs focuses on determining, understanding and meeting needs of key stakeholder groups, including alumni and community partners.

**2P3** Describe the processes for serving the needs of key external stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

Determining key external stakeholder groups (e.g., alumni, employers, community)

**Systematic** SCC reports that external stakeholder groups are determined in large part by the geographical service area designated by the Iowa Board of Education. Additionally, the PEC and Cabinet utilize the College mission, vision, values and strategic plan to further identify key stakeholders within the service area.

Determining new stakeholders to target for services or partnership

**Systematic:** The College determines new stakeholders to target for service or partnership through suggestions referred to the President's Executive Council or Cabinet by SCC administrators, faculty or existing stakeholder groups. Requests are then vetted to determine if the potential stakeholder aligns with and supports the college mission. The SCC Strategic Plan 2017-2022 is utilized to guide development of new educational offerings, services and partnerships. As described, this process appears to have characteristics of a formalized process.

Meeting the changing needs of key stakeholders

**Systematic** The college assesses stakeholder needs through survey data and focus groups. Changes are considered by the President's Executive Council and channeled to the appropriate department(s) for action. An example of using community feedback is represented by the capital campaign preliminary test to determine the viability of a capital campaign. The positive results led to a campaign that achieved its goal in 2017. While this process appears to cross multiple parts of the college, there may be opportunity to create an avenue to receive feedback in a more proactive manner.

Selecting the tools, methods and instruments to assess key stakeholder needs

**Systematic** SCC identified the President's Executive Council in consultation with Institutional Research as the source of decision making for selecting tools, methods and instruments used to assess key stakeholder needs. No description is provided on how other units and departments inform this process.

The Quality Scorecard survey is utilized to assess individual departments and the institution as a



whole. The college has two KPIs that measure aspects of stakeholder support. There is no information on how the process works and who is involved in determining metrics and benchmarks. SCC would benefit by the identification of specific tools that can be used consistently over time to develop trend data and allow for evaluation of the instruments.

Assessing the degree to which key stakeholder needs are met

**Reacting** The President's Executive Council is responsible for assessing the degree to which stakeholder needs are met; however, the process is not clearly articulated. The college may want to consider a more inclusive process involving multiple stakeholders reviewing data and assessing if needs are met.

**2R3** What are the results for determining if key stakeholder needs are being met? The results presented should be for the processes identified in 2P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic** SCC has been administering the Quality Report Card since 2012 and tracks data over time; however, participation apparently requires the stakeholder to seek out the survey voluntarily. As a result, response rates are fairly low proving difficult to draw universal conclusions from responses.

KPI 8 provides information on market penetration. There does not appear to be established benchmarks and only superficial information on trends. The other KPI measures employer satisfaction with graduates.

- Comparison of results with internal targets and external benchmarks

**Reacting** Although SCC has identified, in its Strategic Plan, a target for market penetration rate of an annual 1% increase, the other data reported in this section are not matched with any internal targets nor are any of the indicators compared with external benchmarks.

- Interpretation of results and insights gained

**Reacting** While neither the KPI8 nor KPI12 instruments provide any specific data that can lead to change within SCC, the Quality Report Card appears to serve as an avenue for individual comments that has led to improvements and change. However, the Quality Report Card is more a voluntary, unplanned comment card rather than an explicit, measurable and repeatable process that allows for the collection of reliable data over time to identify and measure key stakeholder needs that inform and influence college decisions.

**2I3** Based on 2R3, what process improvements have been implemented or will be implemented in the next one to three years?

SCC lists several improvements made to meet stakeholder needs, but these are not process improvements that will help determine, understand, and meet the needs of the key stakeholder groups. SCC reports numerous improvements linked to engaging alumni. Although these are likely practices that do engage alumni, the data used to determine these improvements is not necessarily available in

2R3.

## 2.4: COMPLAINT PROCESSES

Complaint Processes focuses on collecting, analyzing and responding to complaints from students or key stakeholder groups.

**2P4** Describe the processes for collecting, analyzing and responding to complaints from students and stakeholder groups. This includes, but is not limited to, descriptions of key processes for the following:

- Collecting complaint information from students

**Aligned** SCC describes a comprehensive, detailed process used at the College to collect, investigate, and respond to complaints from students. This process is communicated to students in the Judicial Code of Conduct & Student Rights, Article X – Student Rights/Complaints and Article XI – Grade Appeals. For situations where student complaints cannot be resolved internally, SCC includes in their process the method(s) by which students can appeal to external agencies.

- Collecting complaint information from other key stakeholders

**Systematic** SCC has explicit and repeatable processes in place for collecting complaint information from staff and faculty, and those processes are subject to evaluation upon contract renewal. However, the processes for collecting complaint information from external stakeholders relies on stakeholder action, although there are a number of channels available for those complaints. The college appears to rely on the information gathered through the use of the Quality Report Card; however, unclear from the information presented is how stakeholders are informed of the importance of this process.

- Learning from complaint information and determining actions

**Reacting** The college reports a periodic review of complaints by numerous levels of stakeholders to identify trends or major issues. Unclear is whether the review process is formal, how information is used to make timely changes, and if there is a review component to ensure that the current collection processes are meeting the intended purpose.

- Communicating actions to students and other key stakeholders

**Systematic** The SCC process for student complaints and employee grievances includes notification to the student or key stakeholder of the outcome of action taken as a result of the complaint filed. However, less clear is the process utilized to communicate outcomes should a complaint be filed utilizing the Quality Report Card process. There is no mention of how actions are communicated to non-bargaining employees.

Recognizing this process may be anonymous, SCC may consider additional strategies to inform key stakeholders of actions taken as a result of feedback received.

- Selecting the tools, methods and instruments to evaluate complaint resolution

**Reacting** SCC describes the use of survey results such as SSI, CCSSE, and Graduate Surveys, that may yield indirect measures as the identified instrument to evaluate complaint resolution. The college

does not describe the process used in selecting the survey instrument as the preferred method to evaluate complaint resolution. SCC is encouraged to consider instruments that may yield direct measures.

**2R4**What are the results for student and key stakeholder complaints? The results presented should be for the processes identified in 2P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** SCC collects data on the number of student academic and non-academic complaints but does not produce any data on the nature of the complaint, the characteristics of the complainant, or the resolution implemented, if any. The student survey data includes one variable on student perception of administrator response, but it is not associated with any real student complaints.

The Quality Standards Report Card Results from 2012-2017 fail to address individual complaints, but present the aggregate “grades” for each area over the five year period.

- Comparison of results with internal targets and external benchmarks

**Reacting** The college reports that the process for student complaints has been embraced positively by students as measured by the SSI. Faculty/staff grievance data is tracked and compared to NCCBP data. Survey questions are also compared to other cohort groups. Unclear is how, in some cases, the chosen survey question ties directly to student complaints. There is no mention of external benchmarks. Even though internal gains have been made, internal targets were not mentioned.

- Interpretation of results and insights gained

**Reacting** Results are reviewed but interpretation of such is left to the individual institutional area. No clear documentation is provided on the effectiveness of this process. Because SCC has focused its response on aggregate satisfaction indices, the college may be unable to interpret data grounded in key stakeholder complaints, and therefore, gain no insights therefrom.

**2I4**Based on 2R4, what process improvements have been implemented or will be implemented in the next one to three years?

Similar to other areas of the portfolio, the information provided does not connect improvements to the processes or results provided earlier in the category. While SCC cites some improvements, one being the implementation of electronic Title IX and Equity reporting and data collection (Maxient), the college has lagged behind in developing processes for collecting and interpreting data regarding stakeholder complaints. The implementation and use of the Maxient software in 2018 should improve the College’s maturity level.. Future enhancements identified in the strategic plan may help to improve complaint processes and responsiveness to complaints.

## 2.5: BUILDING COLLABORATIONS AND PARTNERSHIPS

Building Collaborations and Partnerships focuses on aligning, building and determining the effectiveness of collaborations and partnerships to further the mission of the institution.

**2P5** Describe the processes for managing collaborations and partnerships to further the mission of the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting partners for collaboration (e.g., other educational institutions, civic organizations, businesses)

**Systematic** As stated 2P3, the college follows the same established process. The college reports a process that starts internal identification and concludes with approval at the executive or Board of Trustees Level. This process appears to have characteristics of a formalized process. This process also includes a formal method to collect bids outsources for goods or services. The bidding process is adapted for vendor partners.

- Building and maintaining relationships with partners

**Aligned** SCC works closely with other educational entities including colleges, universities, and secondary schools, including participation in the transfer Liaison Advisory Committee. The College is a founding member and actively involved in the Iowa Community College Online Consortium working closely with high schools on dual enrollment. The college is also actively involved with the Iowa Workforce Development and other entities and businesses to provide educational opportunities for the workforce. Additionally, a strong partnership is reported between the college and the SCC Foundation.

Supporting evidence includes established articulation and partnership agreements, contracts and advisory committee. The partnerships allow peers to work together in determining timelines communication and assessment practices.

Selecting the tools, methods and instruments to assess partnership effectiveness

**Reacting** SCC's President's Executive Council has been identified as responsible to select the tools utilized to assess the partnership effectiveness. However, from the information presented unclear is how this group was selected; nor how the process is used to select the assessment methodologies used. Surveys and trend data along with meeting agendas and minutes are reviewed; but left out is what the process is for synthesizing and acting upon information.

- Evaluating the degree to which collaborations and partnerships are effective

**Reacting** SCC measures the degree to which collaborations and partnerships are effective by both qualitative and quantitative means. This data is then reviewed by the President's Executive Council, the Cabinet and the Board of Trustees. Missing are the process details of how the measures were selected, how this information is collected and analyzed, and how/what information is then communicated college-wide.

**2R5** What are the results for determining the effectiveness of aligning and building collaborations and partnerships? The results presented should be for the processes identified in 2P5. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic** Although SCC provided some summary results for educational partnerships, these results are not comprehensive and not designed to measure the effectiveness of the partnership. For example,

SCC provides tuition and fees data for an online learning management system, the aggregate number of concurrent enrollment students since 2007, and the number of transfer students to and from a regent university. However, some of the reports listed do relate to partnership effectiveness, such as the NACEP survey of principal, counselors and teachers, and the survey regarding the Fine Arts Academy. Advisory boards are frequently mentioned as an important measure but no results are provided. SCC could benefit from fully implementing Plan-Do-Check-Act assessment processes to advance in maturity in this area.

- Comparison of results with internal targets and external benchmarks

**Reacting** The college provides external benchmarks for transfer data. However, SCC neither identified any internal targets nor external benchmarks.

- Interpretation of results and insights gained

**Reacting:** Results have been utilized to add programs and make changes to existing efforts. Unclear is if there is a defined process for assuring that all partnerships are evaluated, analyzed and appropriate changes made. Too little information is presented to offer an evaluative response.

**2I5** Based on 2R5, what process improvements have been implemented or will be implemented in the next one to three years?

SCC identified major construction projects and the Building a Dream campaign as key improvements made in the area of building collaborative partnerships. While each initiative demonstrates commitment to invest in campus infrastructure, unclear is how these same initiatives align with building and sustaining collaborative relationships as described in 2P5.

SCC has not been able to explain college processes for monitoring the effectiveness of the many partnerships and collaborations, thus suggesting that each partnership is unique and created following an ad hoc process, with little evaluation.

## CATEGORY SUMMARY

SCC has developed a number of effective procedures in regard to meeting student and other key stakeholder needs. Many of these processes are explicit, repeatable and periodically evaluated, such as those included in the bargaining unit contracts and student conduct code. Many of its other processes appear to be ad hoc, representing the reacting level of maturity.

SCC needs to consider developing explicit policies concerning partnerships, collaborative relationships, and monitoring the effectiveness of those joint endeavors. Continuous improvement requires the collection and analysis of a continuous stream of data concerning the needs in question. Adopting software programs such as the Maxient product will help SCC advance to the next level of maturity.

SCC mentioned that collecting aggregated data on student complaints. However, results from this instrument was not reported. Additionally, the college does not have a complaint process in place for non-bargaining employees which could result in a federal compliance concern. SCC should increase transparency in reporting more closely-aligned data such as this as well as frequencies of complaints

based on categories that emerge from the complaints.

The college has the opportunity to streamline data gathering, analysis, and improvement action into a comprehensive process that assures appropriate data is gathered and reviewed and that new activities and changes are clearly related to results. There are a number of areas pertaining to measurement tools and instruments that could be better aligned with processes so that interpretations of results are more salient.

### **CATEGORY STRATEGIC ISSUES**

The college does not consistently link the processes reported and the data. The summary reports, including the tables, report numerous data sets. The college is encouraged to directly report the process, instead of activities, then results, and then provide analysis that inform improvements in all processes.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## III - Valuing Employees

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Explores the institution's commitment to the hiring, development, and evaluation of faculty, staff and administrators.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Hiring, Evaluation and Recognition and Development.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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### CATEGORY 3: VALUING EMPLOYEES

Category 3 explores the institution's commitment to the hiring, development and evaluation of faculty, staff and administrators.

#### 3.1: HIRING

Hiring focuses on the acquisition of appropriately qualified/credentialed faculty, staff and administrators to ensure that effective, high-quality programs and student support services are provided. The institution should provide evidence for Core Component 3.C. in this section.

**3P1** Describe the process for hiring faculty, staff and administrators. This includes, but is not limited to, descriptions of key processes for the following:

- Recruiting, hiring and orienting processes that result in staff and administrators who possess the required qualification, skills and values (3.C.6)

**Aligned** SCC described a well-defined, repeatable college-wide process for recruiting, hiring and orienting new employees resulting in staff and administrators who possess the required qualifications, skills and values for the position held. New employee orientation includes individual information on policies and benefits, the history of the institution, an overview of key departments, and required training on FERPA and sexual harassment. The college may move to an integrated level when the orientation process ties hiring and orientation to strategic priorities in a more direct manner and establishes a means for these processes to be periodically reviewed and evaluated.

- Developing and meeting academic credentialing standards for faculty, including those in dual

credit, contractual and consortia programs (3.C.1, 3.C.2)

**Aligned** All SCC faculty are held to the same credential requirements regardless of medium or location. All faculty whether full-time, adjunct, or online, must meet Iowa Department of Education, HLC, and programmatic accreditation requirements. SCC has a review form for each faculty hire to assure qualifications are clearly delineated.

In fulfillment of the HLC Assumed Practices (CRRT.B.10.020), a 2016-17 audit of faculty credential resulted in the identification of 11% of the faculty needing to complete graduate coursework to meet accreditation requirements. SCC offered tuition assistance to those who needed additional credits to meet the requirements. The college uses a shared network drive to ensure the correct parties can access this information to ensure instructor credentials align with state and HLC qualifications.

- Ensuring the institution has sufficient numbers of faculty to carry out both classroom and non-classroom programs and activities (3.C.1)

**Systematic** The college determines the number of faculty by primarily enrollment data. The college does follow established steps to determine if a full-time faculty are needed versus an adjunct faculty. While the narrative describes faculty assignments to include additional duties beyond the classroom, it is unclear how the college determines what equates to a full-time teaching assignment or if a teaching assignment formula is used across all academic departments. Is there an overall student/faculty ratio that the college use to evaluate faculty hiring decision? Forecasting for future needs could help the college to be more strategic and proactive in meeting instructional needs.

- Ensuring the acquisition of sufficient numbers of staff to provide student support services

**Reacting** While the college offers the expected array of student support services and employs qualified staff, some departments are formally tracking needs, while others are still using informal methods. The college does not report the details of how it ensures it has sufficient numbers of staff to provide student support services indicating the college is more in a reacting mode rather than strategically forecasting for present and future needs. It is difficult to determine how often staffing levels are reviewed and what measures are in place to evaluate the effectiveness of the process. It should be noted that SCC recently adopted Tutor Trac to track student needs and traffic. No evidence is yet provided to show that it is effective in gauging proper staffing in student support services.

- Tracking outcomes/measures utilizing appropriate tools

**Reacting** SCC relies on external recruiting sites (Indeed and HigherEdJobs) to track recruitment efforts and the PACE survey as tools to track employee satisfaction. Yet, it is unclear what process the college utilized in selecting these tracking tools, who is tasked with collecting and reviewing the data, and whether there is a defined review process. SCC also asks candidates how they heard about the position. This seems to be the only process in place to track and evaluate hiring processes.

**3R1** What are the results for determining if recruitment, hiring and orienting practices ensure effective provision for programs and services? The results presented should be for the processes identified in 3P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)



**Reacting** SCC uses a number of tools to assess its processes for recruiting, hiring and retaining employees. These include years of service, turnover rate, employee complaints, and HLC non-financial indicators 3, 5, and 6.

These data sets do not necessarily correlate to a measurement that the processes for hiring, recruitment or orientation are meeting employee expectations. SCC has also ensured that its faculty meet the credentialing requirements of the HLC and IDoE through periodic accreditation reviews. However, the review showed 11 percent of all faculty do not meet qualifications. The institution needs to have strategies in place to assure this is addressed. It is recommended that SCC adopt processes that ensure continuous compliance with those requirements.

- Comparison of results with internal targets and external benchmarks

**Reacting** SCC uses the National Community College Benchmark Project to compare its results on successful hiring of qualified staff, faculty, and administrators. The PACE results are also matched with the NILIE Normbase. Other measures used to determine whether or not SCC has sufficient faculty resources is head counts and FTE and student faculty ratios within a three-year period. Although comparative data is produced, SCC does not indicate what external benchmarks it seeks to meet, nor does it identify its internal targets for success.

- Interpretation of results and insights gained

**Reacting** While SCC provided broad statements in response to the results provided, it is unclear if the results have been utilized to make positive changes in processes and whether there is a systematic and timely procedure to insure this is always done. SCC doesn't disclose who sees that data, how it is analyzed, and what insights are gained therefrom. It should be noted however the college does provide evidence that the college is using data outcomes to inform decision-making.

**3I1** Based on 3R1, what process improvements have been implemented or will be implemented in the next one to three years?

Southeastern Community College has made a number of changes in hiring qualified employees, including revamping the orientation program, search committee training, having the college President meet with every candidate as part of the hiring process, a new hiring manual, a supervisor checklist added to the orientation process, and a Faculty Qualification Review template. In addition, SCC has adopted a strategic plan that will bring additional improvements to the recruitment, hiring, and orientation of qualified faculty, staff, and administrators. However, there is no explanation as to what prompted the cited improvements. Faculty credential monitoring needs to be mainstreamed in such a way that all faculty are qualified in whatever discipline they teach.

### 3.2: EVALUATION AND RECOGNITION

Evaluation and Recognition focuses on the assessment and recognition of faculty, staff and administrators' contributions to the institution. The institution should provide evidence for Core Component 3.C. within this section.

**3P2** Describe the processes that assess and recognize faculty, staff and administrators' contributions to the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Designing performance evaluation systems for all employees

**Aligned** Employees at all levels have a defined evaluation process and are evaluated on a regular

rotation. Staff and administrator evaluation instruments designed by the administration are in place to help ensure consistency across the college in the performance evaluation process. The sharing of aggregate results with the President and the Board of Trustees annually provides leadership with the opportunity to evaluate its employees' performance in alignment with college goals. As a unionized college, faculty and administrative staff union contracts establish evaluation procedures and the instruments were created by the administration in collaboration with faculty. The process for each group includes employee self-evaluation.

- Soliciting input from and communicating expectations to faculty, staff and administrators

**Systematic** New employees are made aware of expectations during the hiring and orientation process. Departmental meetings, open forums, in-service meetings, strategic planning sessions are other means by which communication is executed. The college lists other meetings and events for communication. How these events and meetings are linked to soliciting input from and communicating expectations to faculty, staff and administrators is unclear. Missing from the narrative is the description of how these avenues inter-connect to ensure consistency between both the sender and receiver to ensure feedback reaches the intended target. It is unclear if SCC seeks feedback (closing the loop) on the processes described.

- Aligning the evaluation system with institutional objectives for both instructional and non-instructional programs and services

**Reacting** SCC has no process in place for aligning evaluations with institutional objectives, but relies on discussions between supervisors and employees that may occur during the evaluation process. There is no clear and systematic alignment of the evaluation process(es) and strategic priorities. The President's mandate to his Executive Council to ensure that processes outline via their annual Division Tactical Plans align with SCC's strategies suggest the college is moving in this direction.

- Utilizing established institutional policies and procedures to regularly evaluate all faculty, staff and administrators (3.C.3)

**Aligned** Both faculty and staff are evaluated through established and periodic processes. Evaluations of faculty and staff are outlined in the bargaining agreements, while evaluations of administrative professional staff are outlined in the Employee Handbook. HR oversees the administration of the policies and maintains the calendar for required evaluations.

- Establishing employee recognition, compensation and benefit systems to promote retention and high performance

**Systematic** The college has a comprehensive benefit package that, in large part, is formalized in employee bargaining units. The college has a yearly employee recognition and organizes a variety of employee appreciation events. In response to the 2014 PACE climate survey, SCC launched both an AQIP Action Project and created a standing committee (CREW), both intended to focus on employee recognition. The college may find it beneficial to include an evaluation process to monitor if these efforts are meeting employee-perceived need. SCC does not describe its compensation system nor how it is applied to the faculty, staff, and administration.

- Promoting employee satisfaction and engagement

**Systematic** The college cites several methods by which employee satisfaction and engagement is cultivated inclusive of competitive compensation and benefits package, encouraging volunteering for

a college committee, supporting professional development, and gathering input through the PACE survey for possible improvements for employees.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic** The college reports that it has employee evaluations, results from PACE surveys, and exit interviews. Employee evaluations are utilized to track individual performance. PACE results are incorporated into decision-making in order to make changes to better support employees. Exit interview data are also gathered from departing employees when available. There is no indication of how these separate data are collected, aggregated or analyzed to make improvements.

**3R2** What are the results for determining if evaluation processes assess employees' contributions to the institution? The results presented should be for the processes identified in 3P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** SCC identifies three tools to determine if the evaluation processes assess employees' contributions to the institution. They include the individual performance appraisals, the PACE survey, and exit surveys. The individual performance evaluations provide some results on individual contributions, but it is not evident that the results are aggregated or shared with the administration. The PACE is a general measure of satisfaction, and while it does ask questions about the employee's relationship with supervisors, it does not appear to assess the evaluation tools. Finally, the exit surveys include items regarding relationship with supervisors but do not directly assess evaluation processes. It is unclear whether these data are consistently monitored for trends and for overall progress.

- Comparison of results with internal targets and external benchmarks

**Reacting** While some comparison data is presented for the PACE results, the Exit surveys and individual performance measures are not aggregated for analysis. SCC has not identified any internal targets or specific external benchmarks in relation to these collected data.

- Interpretation of results and insights gained

**Reacting** While the narrative states that ten items identified in the PACE survey are targeted for improvement, missing are the interpretation of results or insights gained from the data presented in this results section. Therefore, it is difficult for the reviewer to connect the cited improvements to interpretation of results or insights gained by the institution.

**3I2** Based on 3R2, what process improvements have been implemented or will be implemented in the next one to three years?

SCC has adopted a new faculty performance review form, and has incorporated additional means of measuring and recognizing employees' contributions in its strategic plan. The use of PACE results has expanded and been included in the strategic planning process. Future improvements include enhanced employee recognition and to establish performance-based pay grades. These proposals will help SCC continue to improve its employee evaluation process.

### 3.3: DEVELOPMENT

Development focuses on processes for continually training, educating and supporting employees to remain current in their methods and to contribute fully and effectively throughout their careers at the institution. The institution should provide evidence for Core Components 3.C. and 5.A. in this section.

**3P3** Describe the processes for training, educating and supporting the professional development of employees. This includes, but is not limited to, descriptions of key processes for the following:

- Providing and supporting regular professional development for all employees (3.C.4, 5.A.4)

**Systematic** SCC provides professional development to employees through a variety of activities: in-service and professional development days; conference attendance; tuition reimbursement; and training in specialized areas such as Title IX, the strategic planning process, organizational planning, and institutional and program accreditation requirements. The college also participates in the Iowa Community College Leadership Initiative Consortium.

- Ensuring that instructors are current in instructional content in their disciplines and pedagogical processes (3.C.4)

**Aligned** The college reports a formalized process that is included in the Quality Faculty Plan as required by the State of Iowa. The Quality Faculty Plan requires new faculty to have attained knowledge and competencies as necessary for their discipline, and requires non-probationary faculty to improve their instructional competencies and/or knowledge in their field. Each faculty member must prepare a Professional Development Plan designed to maintain these competencies. The QFP serves to ensure faculty remain current in instructional content in their discipline and pedagogical processes. This process, which applies to all faculty regardless of full-time or adjunct, was developed by a cross-discipline committee with membership representing both faculty and administration.

- Supporting student support staff members to increase their skills and knowledge in their areas of expertise (e.g. advising, financial aid, etc.) (3.C.6)

**Reacting** Each semester, the college offers a half-day of professional development to staff and they are offered tuition reimbursement and funding to attend conferences or other training. The process for requesting resources is provided. Yet, the process for how these resources are granted or prioritized is not clear beyond the strategic planning process, organizational planning, and institutional and program accreditation requirements, which are macro-process instead of vetting how these processes work for all. Nor is it clear what regular training is conducted internally. The narrative does not provide detail of who is tasked with coordinating the professional development events (including how topics are selected) or if there is an intentional effort to evaluate the effectiveness or relevance of the seminars.

- Aligning employee professional development activities with institutional objectives

**Reacting** Although SCC's Strategic Plan 2017-2022 requires employee in-service and professional development activities to be aligned with major SCC initiatives and the strategic plan, the portfolio does not describe how specific professional development activities are directly tied to institutional objectives and assessed for outcomes. The college should consider being more strategic in ensuring professional development aligns with institutional goals and plans.

- Tracking outcomes/measures utilizing appropriate tools

**Reacting** SCC tracks spending on professional development (tuition, PIC awards,

expenditures/employee) and uses the PACE survey to gauge employees' perception of SCC's professional development opportunities. Yet, missing is whether the college has a method to evaluate professional development as it related to improved performance. Based upon the information presented, it appears SCC may be missing the opportunity to evaluate if initiatives are impactful on meeting the overall goal of Valuing Employees.

**3R3** What are the results for determining if employees are assisted and supported in their professional development? The results presented should be for the processes identified in 3P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting** SCC tracks spending on professional development but does not track the nature of the development activity or its actual impact on the employees.

There is no indication how this information is utilized to improve the institution. PACE results related to professional development are collected, but there is no information provided on benchmarks, trends, or how metrics are developed and utilized. The institution is encouraged to consider its performance measures, versus restating available professional development, counts, and dollars/expenditures.

- Comparison of results with internal targets and external benchmarks

**Reacting** There is some comparison information available from PACE and NCCBP; however, there is no indication how they are utilized to make informed decisions. Internal targets were not identified in the narrative, nor does SCC identify any specific benchmarks.

- Interpretation of results and insights gained

**Reacting** SCC cites the PACE survey as showing overall employee satisfaction of professional development support. It is unclear from the information presented how the college plans to utilize the results to help inform future direction at the college. SCC does not indicate whether the data collected by these instruments is reviewed by any individuals or administrators or used for making decisions on professional development.

**3I3** Based on 3R3, what process improvements have been implemented or will be implemented in the next one to three years?

SCC has improved the process for making requests for professional development dollars from the Professional Improvements Committee. An Event Training system was implemented and helps the institution provide better training in areas that require ongoing updates such as FERPA and sexual harassment. SCC also cites several improvements including forms to capture post-activities for professional development, new software to assist with required compliance training, capturing transcribed training, and future improvements captured in the college's strategic planning. A greater focus on utilizing gathered data to better achieve institutional goals will help to move to a higher level of performance.

## **CATEGORY SUMMARY**

SCC has systems in place to hire, evaluate and offer professional development to its faculty and staff

that places it at the systematic level of maturity. Southeastern Community College has a well-developed hiring process and does a good job with employee onboarding and orientation. The college has established a process for establishing and tracking faculty credentials ensuring that necessary documentation is available on a shared network drive for use by the VPAA, deans, and other administrators. SCC has evaluation processes in place for all employee groups and they include employee assessments of their own performance in most areas. The college is in a position to assure that institutional goals are a clear part of evaluation and action activities. The college offers professional development in various forms to all employee groups. There appears to be sufficient resources put into the effort to provide for the need and to assure employees stay current in their fields. It is difficult to determine how institutional priorities are reflected in professional development activities and how it is assessed to assure resources are being utilized in the best way to enhance the college.

As the college seeks to advance to a higher level of maturity they may wish to further clarify the methods used to track and evaluate the overall effectiveness of initiatives.

### **CATEGORY STRATEGIC ISSUES**

Although the college has processes in place for developing and meeting academic credentialing standards for faculty, the college would benefit from a comprehensive view of staff needs and areas of opportunities. The processes for identifying their needs, professional gaps, and knowledge gaps seem to be absent. The college should also identify and use appropriate data to assess effectiveness and guide its decision-making. Specifically, the college should adopt a strategic approach to develop appropriate measures for hiring, evaluation, and professional development, as well as identifying targets and benchmarks for those measures.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## IV - Planning and Leading

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Focuses on how the institution achieves its mission and lives its vision through direction setting, goal development, strategic actions, threat mitigation, and capitalizing on opportunities.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Mission and Vision, Strategic Planning, Leadership and Integrity.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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### CATEGORY 4: PLANNING AND LEADING

Category 4 focuses on how the institution achieves its mission and vision through direction setting, goal development, strategic actions, threat mitigation and capitalizing on opportunities.

#### 4.1: MISSION AND VISION

Mission and Vision focuses on how the institution develops, communicates and reviews its mission and vision. The institution should provide evidence for Core Components 1.A., 1.B. and 1.D. within this section.

**4P1** Describe the processes for developing, communicating and reviewing the institution's mission, vision and values, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing, deploying, and reviewing the institution's mission, vision and values (1.A.1, 1.D.2, 1.D.3)

**Systematic:** SCC has a mission statement that is appropriate for an associate-degree granting institution. The mission, vision and values are periodically reviewed by the campus community and approved by the Board of Trustees. The last review took place in 2017 and resulted in a minor Board-approved change to the values.

The response would have been strengthened had the institution included more details describing the

process by which the mission, vision and values are developed and reviewed.

- Ensuring that institutional actions reflect a commitment to its values

**Systematic:** The College has a defined planning process that incorporates continuous improvement. The values of excellence, integrity and stewardship are part of this process. The institution indicates that it supports evidence-based decision-making; however, how that is accomplished and how values are directly incorporated is not clear.

- Communicating the mission, vision and values (1.B.1, 1.B.2, 1.B.3)

**Aligned:** SCC communicates the mission, vision and values to stakeholders through traditional methods common to community colleges: on the SCC website, in college publications including the strategic plan, and by posters displayed throughout campus locations. Additionally, prior to hire, all candidates meet with the college president who reviews the mission, vision and values.

- Ensuring that academic programs and services are consistent with the institution's mission (1.A.2)

**Systematic:** SCC states program processes and services align with the college's strategic plan, which is driven by the mission. Processes cited were assessment of student learning, the academic program review, the budgeting process, prioritization of technical projects, and division and department tactical plans. It is difficult to determine how some of the examples provided demonstrate alignment of programs and the mission. The institution should consider a more definitive process for achieving this alignment.

- Allocating resources to advance the institution's mission and vision, while upholding the institution's values (1.D.1, 1.A.3)

**Reacting:** Annual budgeting processes are aligned to the Strategic Plan and connected to the institution's mission and values. Any new initiatives requiring resource allocation must be balanced with the SCC Stewardship value. The Building the Dream campaign is cited as an example of community support for the work of the President and SCC administration.

SCC may have strengthened this response by describing the budget process in greater detail. While the response references any new initiatives and/or innovations must align with the SCC Strategic Plan, the narrative does not explain how the college allocates resources to support current educational offerings or services provided, how longer-term projects are incorporated, or how existing facilities are maintained. The role of faculty and other staff in the budget allocation process is not clear.

- Tracking outcomes/measures utilizing appropriate tools (e.g. brand studies, focus groups, community forums/studies and employee satisfaction surveys)

**Reacting:** SCC appears to rely on two survey tools (PACE and the SSI) and the Quality Report Card to track how well they are doing in fulfilling the mission of the college. Data collection, reporting, and communication of these results are regularly scheduled. While this information is helpful, each instrument cited is voluntary and considered anonymous; thereby potentially limiting the overall value of the information received. SCC may wish to consider additional tools to track outcomes.

**4R1** What are the results for developing, communicating and reviewing the institution's mission,



vision and values? The results presented should be for the processes identified in 4P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic:** The Personal Assessment of the College Environment instrument (PACE) results are provided for questions that ask about the institution's commitment to its mission. The Report Card considers whether the college communicates to its constituents. KPI One addresses how students are progressing toward their educational goal. PACE directly measures the connection between institutional actions and the mission. The other instruments identified do not. There is insufficient detail provided to determine how these results are utilized to connect to the mission and to improve the institution.

- Comparison of results with internal targets and external benchmarks

**Reacting** There is some comparison to internal trends and external comparators; however, there are no clearly defined benchmarks or strategies for change. For example, PACE results related to the mission are compared to comparable institutions and are below national averages in most cases, yet there is no defined strategy for addressing these areas.

- Interpretation of results and insights gained

**Reacting:** Very little data is analyzed to measure how well SCC develops, communicates, and reviews its mission, vision, and values. Without identified targets, there can be no insights gained.

**4I1** Based on 4R1, what process improvements have been implemented or will be implemented in the next one to three years?

The SCC mission, vision, and values were reviewed and updated in 2017. The Board approved a minor change to the values. The college has worked to incorporate the mission and values into communication tools such as Hawknet and departmental planning sessions. SCC has adopted an initiative to develop key performance indicators that measure its institutional effectiveness in alignment with its mission, vision, and strategic plan. The collection of data for these indicators may allow for better analysis and insight for this category.

SCC identifies several recent improvements; however, like other sections in the portfolio there is little connection of the stated improvements to the information presented in either the process or results sections. SCC may benefit from clarifying how improvements are selected, prioritized and reviewed for overall effectiveness in meeting the desired goal(s).

## 4.2: STRATEGIC PLANNING

Strategic Planning focuses on how the institution achieves its mission and vision. The institution should provide evidence for Core Components 5.B. and 5.C. in this section.

**4P2** Describe the processes for communicating, planning, implementing and reviewing the

institution's plans and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Engaging internal and external stakeholders in strategic planning (5.C.3)

**Integrated:** SCC's strategic planning process continues to be a strength for the college. In addition to having in place a documented process that is repeatable, the college has incorporated lessons learned from previous strategic planning to further improve the process. The college captures constituent feedback to aid in strategic planning through engaging targeted focus groups, questionnaires, and online surveys. The input is compiled and reviewed by The Strategic Planning Committee, which drafts the initial strategic plan. The draft plan is reviewed by the President's Executive Council (PEC), with working versions available for review by all SCC staff. The final version of the plan is reviewed and approved by the Board of Trustees.

- Aligning operations with the institution's mission, vision and values (5.C.2)

**Aligned:** The college's strategic plan is aligned directly to the college mission. The first strategic initiative reflects the commitment to student success. SCC keeps a Strategic Plan Status Chart which tracks the progress of identified operational plans. Budget, student club fund allocation, and data requests require requesters to indicate how their request links to the SCC's strategic plan and/or AQIP category. Realizing a decline in operational budgets, SCC utilizes a Technology and Non-Tech Equipment Budget Request Process to ensure alignment of requests to the overall strategic plan.

- Aligning efforts across departments, divisions and colleges for optimum effectiveness and efficiency (5.B.3)

**Aligned:** The strategic plan is the cornerstone for all planning. Policy changes must be based upon institutional priorities as reflected in the plan. Various planning committees—Academic Assessment Council, Retention Oversight Council, and the Synergy Team--have representation from across the campus. The SCC Professional Development Day engages personnel at all levels, across all departments in the process. It would add to the level of alignment to clearly show how departmental initiatives and decisions are directly tied to the strategic plan.

- Capitalizing on opportunities and institutional strengths and countering the impact of institutional weaknesses and potential threats (5.C.4, 5.C.5)

**Systematic:** SCC identifies several methods by which the institution collects, reviews, and analyzes data to identify strengths and opportunities. Details of how this information is used appears to focus on fiscal responsibility. Missing, for the post part, are discussion points connected to FTE, program health, and economic conditions of the area served by the college. To add strength to this response the College may wish to address both how fiscal considerations impact academic and student support, and how other factors impact the overall health of the institution.

- Creating and implementing strategies and action plans that maximize current resources and meet future needs (5.C.1, 5.C.4)

**Systematic:** The President's direct reports each create a Divisional Tactical Plan that specifies strategies and action plans primarily focused on resources to meet current and future needs. The narrative identifies the use of Division Tactical Plans as providing the framework for decision-

making, including financial allocation. It is less clear which employees or stakeholders are involved in the development of these plans. It is also unclear if these plans are developed in a cross-functional/divisional manner or if they are developed by individual units of the college. To add strength to this response, the institution may wish to clarify how the Division Tactical Plans are implemented, monitored, and reviewed for overall effectiveness in achieving the desired goal(s).

- Tracking outcomes/measures utilizing appropriate tools (e.g. achievement of goals and/or satisfaction with process)

**Systematic:** The Strategic Plan 2017-2022 Status Chart serves as the tool utilized across the college to monitor the ongoing implementation/completion status of all goals, strategies, initiatives and the targets associated with the Strategic Plan. There is an annual review. Additional tools utilized to track outcomes and measures include the Division Tactical Plans, the Strategic Plan Crosswalk, KPI's, and the SCC Quality Score Card. To add strength to this response the college may wish to describe how these tools work collectively to monitor the achievement or progress of set goals.

**4R2** What are the results for communicating, planning, implementing and reviewing the institution's operational plans? The results presented should be for the processes identified in 4P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic:** SCC tracks the implementation of its strategic plan in a corresponding status chart. The Strategic Plan 2011-16 Status Chart lists a number of achievements, and many of the goals not achieved were carried over to the Strategic Plan 2017-2022, for which no results are included in the status chart. The Key Performance Indicators 2008-2017 also provide some relevant data. The lack of consistent data makes it difficult to determine how data is reviewed in a timely manner and utilized in decision-making.

- Comparison of results with internal targets and external benchmarks

**Reacting:** Longitudinal comparison of Key Performance Indicators provides an internal analysis of the college's progress. As much as possible or appropriate, SCC should look for comparable external benchmarks and to establish relevant institution benchmarks. This would allow the institution to evaluate its performance against other community colleges and its own priorities, and will help determine achievement of targets.

- Interpretation of results and insights gained

**Reacting:** The college provided a list of improvements made because of information from the Quality Report Card. A summary of improvements, as a part of the strategic planning process from 2012-16, indicates change as a result of initiatives. How data analysis and interpretation happens and is integrated into the process is not always clear.

**4I2** Based on 4R2, what process improvements have been implemented or will be implemented in the next one to three years?

**SCC provided a list of institutional improvements made between 2012-2016 but does not link these "improvements" to the results for communicating, planning, implementing, and reviewing**

**the institution's operational plans. Consistent with other sections of the portfolio, many of the improvements to processes in the 2017-2022 Strategic Plan have yet to be implemented and there are limited results.**

#### 4.3: LEADERSHIP

Leadership focuses on governance and leadership of the institution. The institution should provide evidence for Core Components 2.C. and 5.B. in this section.

**4P3** Describe the processes for ensuring sound and effective leadership of the institution, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Establishing appropriate relationship between the institution and its governing board to support leadership and governance (2.C.4)

**Integrated:** In compliance with the Code of Iowa, SCC Board members are elected by citizens from separate trustee districts. Board policies (203, 205 and 401) outline the governance responsibility of the Board of Trustees. The Board is responsible for appointing the SCC President, setting guiding principles, establishing institutional policies, and monitoring college effectiveness. The President's responsibilities are outlined in specific policies (402, 501, 502, 504-508).

- Establishing oversight responsibilities and policies of the governing board (2.C.3, 5.B.1, 5.B.2)

**Integrated:** The Board governs under established SCC policy 204 and is subject to compliance under a Code of Conduct. Board meeting minutes are published for public review. Additionally, the Board does an annual self-review to ensure they have acted in accordance with all mandates.

- Maintaining board oversight, while delegating management responsibilities to administrators and academic matters to faculty (2.C.4)

**Integrated:** Board Policy 204 outlines the process for policy development and related responsibilities. Board members function under a Code of Conduct. Board Policy 301 defines what data the Board will review as it reflects upon institutional effectiveness. Board Policy 203 grants the Board of Trustees the authority to hire the college president and exercise supervisory control over the executive duties and responsibilities of the management of SCC. The use of monthly meetings helps to ensure the Board maintains oversight of the overall operations of the college. Standing agenda items include: President's report, financial report and facilities updates. Other commonly reported items include updates on KPI's, APR results, enrollment, and AQIP updates.

- Ensuring open communication between and among all colleges, divisions and departments

**Systematic:** SCC demonstrates a sincere commitment from the highest levels of leadership to transparency and information sharing through various modes of communication. Stakeholders are privy to executive decisions and have avenues for providing feedback. These include internal forums, 360 evaluations, email messages sent out by the President, in-service meetings, and executive meeting minutes published for review. Communication might be strengthened and move to a higher level of alignment by detailing the communication process and how the college monitors progress to determine strategies are meeting the intended purpose.

- Collaborating across all units to ensure the maintenance of high academic standards (5.B.3)

**Aligned:** SCC has numerous cross-institutional committees that address the college's quality journey, including the AQIP Team, Enrollment Strategies Committee, Retention Oversight Council, Assessment Council, and Curriculum Committee. The Synergy Team consists of members from throughout the college and has specific responsibility for aligning efforts throughout the institution. Department and division meetings also address strategic activities. The President also creates an environment for feedback, including his own 360-degree evaluation.

- Providing effective leadership to all institutional stakeholders (2.C.1, 2.C.2)

**Reacting:** SCC's board operates in compliance with its policies and procedures. Whereas, the board has the authority to establish and approve college policies, it allows input from various stakeholder groups (staff, students, alumni, employers, and community members). Process detail was not provided. How other College leaders contribute to effective leadership and how strong leadership is deployed is not clear in the report.

- Developing leaders at all levels within the institution

**Systematic:** SCC cites several leadership training opportunities promoted for employees including the Leadership Institute for a New Century, and the Community College Leadership Initiative Consortium. Supervisors also receive training by the Center for Business Trainers.

It is unclear if these opportunities exist for all levels of employees and how these efforts result in leadership development across the organization.

- Ensuring the institution's ability to act in accordance with its mission and vision (2.C.3)

**Systematic:** SCC has an autonomous board of trustees that has well established policies. They are responsible for approving the mission, vision and values and assuring that the institution is operating in a manner to sustain them. Administrative guidelines are in place to guide the ethical behavior of faculty and staff. Legal counsel is utilized as necessary, and the Foundation serves as the fund-raising entity for the college. There is little information provided on how the institution assures it is successful and has the resources to sustain the mission, vision and values.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic:** The PACE survey is utilized to measure employee perception of effective leadership. Results are reviewed, and changes made by PEC. PACE results provide one source of employee feedback, but the institution might benefit from a more diverse set of outcomes, measurements, metrics, and tools to fully assess this area.

**4R3** What are the results for ensuring long-term effective leadership of the institution? The results presented should be for the processes identified in 4P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Systematic:** PACE results indicate the college is operating at a Consultative Level, which means input from constituents is sought, collected, and considered. The college has worked at eliminating a siloed operating environment. Based upon the information presented, SCC may be missing an opportunity to receive feedback from the Board of Trustees, the College President, and other college

leadership as to their interpretation of current efforts to effectively lead the organization.

- Comparison of results with internal targets and external benchmarks

**Reacting:** SCC compares itself with other institutions on the PACE survey and utilizes the national benchmarks for comparison. The institution provides benchmarks from NILIE and reports that it surpasses the two-year college benchmark. The college would benefit from identifying internal targets and benchmarks and making comparisons against them.

- Interpretation of results and insights gained

**Reacting:** While SCC provides some degree of interpretation to the results presented, the connection between the result presented and insight gained is not always clear. As an example, SCC appears to interpret the level of satisfaction with institutional policies in Table 3 (leadership and policy) to formal processes, communication, and accessibility on Hawknet. Yet, it is not clear how two very general questions on voluntary surveys lead to this conclusion. SCC may be missing an opportunity to select alternative means to track and evaluate the overall effectiveness of recent initiatives around planning and leading, specifically in leadership.

**4I3** Based on 4R3, what process improvements have been implemented or will be implemented in the next one to three years?

SCC has undergone significant turnover in its administrative leadership in the past few years but has now reorganized its college structure to improve its administrative model and is fully staffed for the first time in several years. Other cited improvements include publishing PEC meeting summaries to Hawknet, and the reorganization of academics into divisions. The Strategic Plan for 2017-2022 includes initiatives that, if effectively measured, will provide important indicators for leadership success.

#### 4.4: INTEGRITY

Integrity focuses on how the institution ensures legal and ethical behavior and fulfills its societal responsibilities. The institution should provide evidence for Core Components 2.A. and 2.B. in this section.

**4P4** Describe the processes for developing and communicating legal and ethical standards and monitoring behavior to ensure standards are met. In addition, identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Developing and communicating standards

**Systematic:** Board Policy 206 provides the code of conduct for board members and Policy 501 discusses the constraints of the president. They establish the general guidelines for ethical business practices. One of the college's five values is integrity which encompasses honesty, respect, and accountability. Additional Administrative Guidelines establish institutional standards. The policies and guidelines are published on the website, in the Employee Handbook, and provided to new employees during orientation. It is not clear how or when these policies are reviewed, evaluated or updated.

- Training employees and modeling for ethical and legal behavior across all levels of the

institution

**Systematic:** New employees are introduced to the Board Policies and Administrative Guidelines during orientation, while existing employees receive training during Professional Development Days and through online courses offered by Human Resources on topics such as sexual harassment, FERPA, and drugs and alcohol. It is not clear whether this training is available for employees at all levels of the institution, how attendance is documented, when the training is offered, or how often the training is reviewed and updated.

- Operating financial, academic, personnel and auxiliary functions with integrity, including following fair and ethical policies and adhering to processes for the governing board, administration, faculty and staff (2.A.)

**Systematic:** Financial and administrative procedures are established in administrative guidelines. The Vice President for Administration oversees these activities. Annual audits have been clean. Academic areas such as curriculum development, student conduct, and academic freedom are addressed in administrative guidelines. Academic committees such as curriculum and assessment are chaired by faculty members. Professional development is provided on ethics topics and new faculty are assigned to mentors. Personnel and technology guidelines are also covered in administrative regulations. Data integrity includes weekly audits of data accuracy. It is not clear to what extent practice and evaluation is taking place.

- Making information about programs, requirements, faculty and staff, costs to students, control, and accreditation relationships readily and clearly available to all constituents (2.B.)

**Systematic:** The Student Handbook, Course Catalog, and college website all contain information for constituents about programs, requirements, faculty and staff and other service and academic information. The Hawknet intranet is also used as a resource for employees. The Quality Report Card is available for students and staff to evaluate any process. Results are reviewed by the Services Standards Committee. Multiple tools could strengthen the data available for decision-making.

**4R4** What are the results for ensuring institutional integrity? The results presented should be for the processes identified in 4P4. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting:** Results presented included data on the percentage of employees who completed mandatory training for the 2017-18 academic year, Federal Audit Findings (dated June 30, 2017), and Quality Standards Report Card data related to stakeholder perception of fairness and respect. While this information may be of value to the institution, it is unclear how the results provided effectively measure integrity.

- Comparison of results with internal targets and external benchmarks

**Reacting:** Little data is provided in this area. Results from the voluntary quality report card are compiled and shared and information is provided regarding the percent of employees who complete mandatory training. There are no comparisons or benchmarks.

- Interpretation of results and insights gained

**Reacting:** It is unclear what the institution does to interpret and act upon data gathered

**4I4** Based on 4R4, what process improvements have been implemented or will be implemented in the next one to three years?

While SCC identifies several improvements, there is minimal information on how each connects to this section of the portfolio. SCC has an opportunity to connect identified improvements to the institutional process and data results. This step may help the college determine the overall effectiveness of quality improvement initiatives. SCC recognizes that it has work to do within this category. The college has included areas of opportunities in the new strategic plan.

## **CATEGORY SUMMARY**

Southeastern Community College is at a systematic to aligned level for Category 4. The college is governed by a five-person elected board of trustees. Comprehensive board policies define the roles and responsibilities of the board and the delegation of operations to the college president. Policies and administrative guidelines provide direction for faculty, staff, and administration in carrying out the duties of their jobs. Appropriate code-of-conduct policies exist for the Board and the staff. The Board has responsibility for approving the mission, vision, and values and did so in 2016.

The college has a strong strategic planning effort that includes stakeholders from throughout the campus community. The planning process is founded upon the mission and values and includes direct connection to AQIP categories. Action items within the plan are tracked and updated regularly.

The leadership team is led by a president who has been in place for five years and has hired a full leadership team, making some changes to better address the needs of the institution. This includes creating division chair roles that help to provide for succession planning in academic affairs. The institution conducts the PACE survey which indicates a high level of involvement in decision-making and planning.

The institution operates with integrity and ethics and has established policies and administrative regulations to guide the process. Training and professional development is offered to educate employees on areas such as harassment and FERPA.

SCC has demonstrated its capacity for planning and leading through established processes that encourage inclusion, shared values and mission alignment. Measurement and evaluation continues to be a challenge although, there appears to be better aligned measures in the new strategic plan that can lead to stronger inferences and insights for the college's quality efforts.

## **CATEGORY STRATEGIC ISSUES**

The College reports several activities that correspond to leading and communicating. The processes often seem to be a series of activities instead of a clear articulated process that is designed to measure



performance and effectiveness and is repeatable.

As has been seen throughout the Systems Portfolio, the college is challenged with data collection and interpretative analysis for potential improvements.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## V - Knowledge Management and Resource Stewardship

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Addresses management of the fiscal, physical, technological, and information infrastructures designed to provide an environment in which learning can thrive.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Knowledge Management, Resource Management and Operational Effectiveness.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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### CATEGORY 5: KNOWLEDGE MANAGEMENT AND RESOURCE STEWARDSHIP

Category 5 addresses management of the fiscal, physical, technological and information infrastructures designed to provide an environment in which learning can thrive.

#### 5.1: KNOWLEDGE MANAGEMENT

Knowledge Management focuses on how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution.

**5P1** Describe the processes for knowledge management, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, organizing, analyzing and sharing data and performance information to support planning, process improvement and decision making

**Systematic:** SCC's Institutional Research (IR), Information Technology (IT) and Data Team oversees the college's data management and dissemination processes.

The college uses state and federal databases to compare and further assess the college's performance (The Iowa Department of Education Community Colleges Division's clearinghouse. Board of Regents' Transfer Report and IPEDS data). SCC may wish to expand upon how data is used to inform decision-making and improvements.

- Determining data, information and performance results that units and departments need to plan

and manage effectively.

**Systematic:** The IR Director and Data Team work with departments to ensure alignment of strategic plans and budgeting resources. Requests specific to strategic initiatives must be submitted to the Data Team. KPIs, developed through campus-wide efforts are monitored by the President's Executive Council (PEC) and are shared with the campus community through the intranet (Hawknet). Missing from the narrative are the details of how these processes align or how these processes are communicated across work units.

- Making data, information and performance results readily and reliably available to the units and departments that depend upon this information for operational effectiveness, planning and improvements

**Reacting:** SCC's IR office and Data Team are responsibility for providing departments with data for assessing operational effectiveness, planning and improvements (customized reports assessable through Hawknet, college website, etc.). Additionally, the college has guidelines for data accessibility by authorized user. Absent from the report was information on how they are evaluated for operational effectiveness, planning and improvements.

- Ensuring the timeliness, accuracy, reliability and security of the institution's knowledge management system(s) and related processes

**Systematic:** SCC's Master Data Schedule provide reliable and predictable timeframes for evaluating and planning associated with different processes. The IT department ensures data integrity through data audits and manages processes for securing its technological infrastructure.

- Tracking outcomes/measures utilizing appropriate tools (including software platforms and/or contracted services)

**Systematic:** Ellucian is the primary data storage and reporting tool. Outcomes are tracked through data collection tools such as the Personal Assessment of College Environment (PACE), Student Satisfaction Inventory (SSI) and KPIs. It is not clear how tools are selected and determined to be appropriate to assure data provided can be utilized for meaningful decision-making.

**5R1** What are the results for determining how data, information and performance results are used in decision-making processes at all levels and in all parts of the institution? The results presented should be for the processes identified in 5P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting:** SCC cites several reports published and accessible online through its Institutional Research website and Hawknet. Results are varied and primarily in narrative form. It is difficult to assess results' alignment with research questions being addressed. Institutional benchmarks are not included.

- Comparison of results with internal targets and external benchmarks

**Reacting:** The annual administration of measures and data reporting requirements such as SSI, PACE and IPEDS, aided SCC in presenting some comparable data. No internal targets or external benchmarks were reported. In some cases, it was difficult to determine if the results appropriately

measure the processes.

- Interpretation of results and insights gained

**Reacting:** Except for a brief interpretation of employee survey results, SCC's overall response is limited in detail and provide limited insights. To achieve a higher level of integration, the college will need to clearly define benchmarks, relate them to institutional priorities, assure that the correct data points are being used to provide results that are systematically reviewed and acted upon.

**5I1** Based on 5R1, what process improvements have been implemented or will be implemented in the next one to three years?

SCC has made improvements to its organizational structure and knowledge management system within this last year. These improvements allow for better management of its data infrastructure (Hired IR Director, instituted Data Team, developed Master Data Schedule, etc.). There still appears to be some disconnect between what is gathered, shared, and utilized for decision-making. Attention should be given to aligning appropriate measurement tools as well. Similar to other areas of the portfolio, SCC misses the opportunity to connect the cited improvement to the processes or results presented in this section.

## 5.2: RESOURCE MANAGEMENT

Resource Management focuses on how the resource base of an institution supports and improves its educational programs and operations. The institution should provide evidence for Core Component 5.A. in this section.

**5P2** Describe the processes for managing resources, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Maintaining fiscal, physical and technological infrastructures sufficient to support operations (5.A.1)

**Systematic:** SCC identified process owners, timelines, stakeholders' roles and forms used to maintain its fiscal, physical and technological infrastructure. As a result of these efforts, SCC secured funding from levies and bonds over the last 10 years in addition to other fiscal resources collected through tuition and technology fee increases. There is a need for additional clarification of the facility planning, ownership and decision-making process pertaining to prioritizing and determining sufficient support for operations.

- Setting goals aligned with the institutional mission, resources, opportunities and emerging needs (5.A.3)

**Systematic:** SCC has demonstrated throughout the portfolio that its strategic and tactical plans provide a framework for aligning its mission and resources. (In section 4P2. 5: SCC discusses the process lead by the college President for utilizing the college's strategic goals to inform the development of tactical plans by divisions.). Mentioned in this section, although not explicit in the tactical plan referenced was the incorporation of "stretch" goals for aligning opportunities and emerging needs. It is unclear how these processes assist the college with planning for future opportunities and emerging needs.

- Allocating and assigning resources to achieve organizational goals, while ensuring that educational purposes are not adversely affected (5.A.2)

**Systematic:** SCC has an annual budget process in place for decisions pertaining to allocating resources and funding initiatives. Enrollment, state appropriations, and property tax revenues is factored into these decisions. SCC believes its budget process allows for managing unexpected expenditures. Yet, missing from the narrative are the details of this process and a description of the college's process to ensure that the educational purposes are not adversely affected.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic:** SCC's President's Executive Council (PEC), Cabinet and Board of Trustees oversee the fiscal measures. Tools associated with this process include IPEDS data, the state benchmarking project, the Composite Financial Index (CFI) and Moody's Credit ratings for tracking outcomes. As the college seeks to strengthen this response, they may wish to clarify how these processes align to strengthen the college's resource management process.

**5R2** What are the results for resource management? The results presented should be for the processes identified in 5P2. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting:** SCC appears to be on target with the state average for community colleges. However, the college may be missing an opportunity to further report data outcomes pertaining to institutional priorities rather than relying on comparison data by core expenses. It is not clear how institutional priorities are reflected since they compare to the state average.

- Comparison of results with internal targets and external benchmarks

**Reacting:** SCC compares its percentage of core expenses as instructional costs with IPEDS peer institutions and Iowa community colleges. Otherwise, there is no indication that SCC has established internal targets for its costs or revenues in each of its functional areas.

- Interpretation results and insights gained

**Reacting:** SCC has made some progress towards aligning the college's progress to its strategic goals in relationship to resource allocation, fiscal management and facility planning and management. However, the college offers little evidence of interpretation and use of data to make decisions. No insights were reported.

**5I2** Based on 5R2, what process improvements have been implemented or will be implemented in the next one to three years?

SCC has the resources needed to meet their strategic priorities. The college reports several improvements. Some of these improvements such as the facilities improvements, more clearly correspond with Resource Stewardship. SCC reference its strategic plan's role in guiding the college's development of additional resources but does not address the need for continuous improvement processes to make resource management effective.

### 5.3: OPERATIONAL EFFECTIVENESS

Operational Effectiveness focuses on how an institution ensures effective management of its

operations in the present and plans for continuity of operations into the future. The institution should provide evidence for Core Component 5.A. in this section.

**5P3** Describe the processes for operational effectiveness, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Building budgets to accomplish institutional goals

**Aligned:** SCC's budget is developed to assure strategic priorities can be accomplished. Key characteristics of its budgeting process includes predictable cycles for continual monitoring and forecasting of revenues and expenses. As part of the process, the Vice President of Administrative Services solicits input from managers and deans, as well as several college groups/committees. Facility projects are part of a separate review process, but ultimately are included as part of the proposed budget. The proposed budget is submitted to the Board of Trustees for approval. The college serves as the fiscal agent for the Iowa Community College Online Consortium and the Insurance Management Program for Community College. These elements are consistent with aligned processes.

- Monitoring financial position and adjusting budgets (5.A.5)

**Systematic:** The Vice President of Administrative Services is responsible for monitoring the financial condition of the college. This monitoring of budgets is centralized. The VPAS provides monthly budgetary reports to the Board of Trustees for approval. Each budget manager is tasked with fiscal management. Budgets are adjusted throughout the year to address opportunities and challenges.

- Maintaining a technological infrastructure that is reliable, secure and user-friendly

**Systematic:** SCC's process for maintaining its technological infrastructure appears systematic. It contains tasks that are explicit and routinely conducted. Safeguards are in place to ensure that data is secure (IT Security Plan, software updates and periodic audits). SCC prioritized and completed its disaster recovery plan this year (AQIP Action Project). To further strengthen this process, the college may wish to describe how each measure integrates with the others and how the college evaluates the listed measures for continued relevance.

- Maintaining a physical infrastructure that is reliable, secure and user-friendly

**Systematic:** The college maintains its physical infrastructure and follows a Master Facilities Plan. In addition to executing elements contained in SCC's master plan, the college has processes in place that ensure that the college routinely maintain its physical infrastructure. The use of the Master Facilities Plan (2018-2011) and facilities budget process provides opportunity for the college to plan into the future.

- Managing risks to ensure operational stability, including emergency preparedness

**Systematic:** Risk management responsibilities and operations are assigned to key institutional leaders such as VPAS, Executive Director of IT, Supervisor of Campus Safety and Security, Director of Human Resources. Several plans are in place that outline and guide processes for securing operations and communicating to stakeholders such as an emergency preparedness plans, emergency response guides disaster recovery plans, communication protocols, etc. These processes include regular evaluation. to ensure optimal effectiveness.

- Tracking outcomes/measures utilizing appropriate tools

**Systematic:** SCC tracks its operational effectiveness through the Student Satisfaction Inventory Survey, the Annual Security and Fire Safety Report, an Independent Auditor's Report, the PACE Survey, and an IT Satisfaction Survey. To strengthen this response, the college may wish to clarify how each of these tools are used to track overall Institutional Effectiveness.

**5R3** What are the results for ensuring effective management of operations on an ongoing basis and for the future? The results presented should be for the processes identified in 5P3. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared. These results might include:

- Summary results of measures (include tables and figures when possible)

**Reacting:** SCC reports a range of results from multiple data sources. The results are varied and not summarized as a single data set in the report. Additional instruments may be necessary to determine operational effectiveness.

- Comparison of results with internal targets and external benchmarks

**Reacting:** Data are available for internal review. Comparison data is limited to the PACE and SSI survey results presented. Similar to other areas of the portfolio, the college does not provide internal targets or benchmark comparisons.

- Interpretation of results and insights gained

**Reacting:** The data presented in this section led SCC to several conclusions concerning the college's performance. The college's results indicated that stakeholders viewed its technology infrastructure as reliable, secure and user-friendly. However, results don't appear to be directly tied to improvements. SCC may gain further insight by further "drilling down" data to evaluate the overall effectiveness of college initiatives.

**5I3** Based on 5R3, what process improvements have been implemented or will be implemented in the next one to three years?

SCC's lists improvements to the college's operational effectiveness. However, because there was no reference to several of these improvements throughout this category, it was challenging to evaluate its alignment to outcomes reported. SCC will need to develop processes that incorporate appropriate measures of effectiveness, review of those measures, and responsive action to make improvements.

## **CATEGORY SUMMARY**

SCC demonstrates that resources are managed, and the college has the financial, physical and technology resources necessary to accomplish its mission and strategic initiatives. Campus safety and risk management are monitored with appropriate procedures in place. Consistent with recommendations in other categories, opportunities exist for SCC to improve several of the measures. This may lead to more insightful interpretations of results.

## **CATEGORY STRATEGIC ISSUES**

SCC must identify appropriate measures and use in data decision making. Other strategic issues include, identifying internal targets and external benchmarks and analyzing the results for continuous improvement. Addressing these strategic issues may address SCC's challenges with determining and

using appropriate measures.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## VI - Quality Overview

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Focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated, and how they contribute to improvement of the institution.

### Instructions for Systems Appraisal Team

In this section, the team should provide a consensus narrative that focuses on the processes, results and improvements for Quality Improvement Initiatives and Culture of Quality.

Independent Category Feedback for each AQIP Category from each team member should be synthesized into an in-depth narrative that includes an analysis of the institution's processes, results and quality improvement efforts for each category. Wording from the Stages in Systems Maturity tables for both processes and results should be incorporated into the narrative to help the institution understand how the maturity of processes and results have been rated. The narrative should also include recommendations to assist the institution in improving its processes and/or results. It is from this work that the team will develop a consensus on the Strategic Challenges analysis, noting three to five strategic issues that are crucial for the future of the institution. Please see additional directions in the [Systems Appraisal procedural document](#) provided by HLC.

## Evidence

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### CATEGORY 6: QUALITY OVERVIEW

Category 6 focuses on the Continuous Quality Improvement culture and infrastructure of the institution. This category gives the institution a chance to reflect on all its quality improvement initiatives, how they are integrated and how they contribute to improvement of the institution.

#### 6.1: QUALITY IMPROVEMENT INITIATIVES

Quality Improvement Initiatives focuses on the Continuous Quality Improvement (CQI) initiatives the institution is engaged in and how they work together within the institution.

**6P1** Describe the processes for determining and integrating CQI initiatives, and identify who is involved in those processes. This includes, but is not limited to, descriptions of key processes for the following:

- Selecting, deploying and evaluating quality improvement initiatives

**Aligned:** SCC has been working to establish its culture of quality improvement since 2008 when it began to train employees on the concept. As a long-term AQIP Pathway Institution, SCC has participated in Strategy Forums and has implemented 14 Action Projects. Created by the President, the AQIP Quality Team has primary responsibility to ensure alignment of college quality improvement initiatives with accreditation standards.

The college follows the CPI model in its strategic planning. The College utilizes a six-step process to evaluate the cycle of CQI at the institution.

- Aligning the Systems Portfolio, Action Projects, Comprehensive Quality Review and Strategy Forums

**Aligned:** SCC's processes associated with AQIP are explicit. The college demonstrates continued alignment between HLC feedback, Action Projects and its strategic plan. Linking projects to completing the strategic plan shows that the college is learning from its work.

**6R1** What are the results for continuous quality improvement initiatives? The results presented should be for the processes identified in 6P1. All data presented should include the population studied, response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

**Reacting:** SCC indicates they have made an institutional commitment to continuous improvement, nurturing CPI as normal operating procedure. This is demonstrated by the institution's reliance upon the PACE survey (one particular question) to prove the culture of improvement. The Services Standards Committee also conducts surveys and publishes information on quality within services.

While this information may be helpful to the institution, it is unclear how these results connect to the processes listed above (AQIP action project team and/or action projects).

The PACE failed to capture or measure the extent to which improvements were made. SCC appears to struggle with incorporating more appropriate tools for measuring improvements. A more systematic approach to assuring common understanding and goals related to quality improvement might lead the institution to a higher level of activity.

**6I1** Based on 6R1, what quality improvement initiatives have been implemented or will be implemented in the next one to three years?

As a results of engaging in selected Action Projects, SCC has implemented the following improvements: ALEKS as the Mathematics placement tool, increased college conversation surrounding co-curricular assessment, formed the CREW team, expanded Arts & Science Program Review to include ELS and Fine Arts transfer, completed the HLC Assessment Academy, and integrated faculty advisors into Drop-Out Detective tool in Canvas. As the college seeks a higher level of institutional maturity they are encouraged to explore additional methods to gather evaluative data that will provide opportunity to evaluate the effectiveness of each initiative.

## 6.2: CULTURE OF QUALITY

Culture of Quality focuses on how the institution integrates continuous quality improvement into its culture. The institution should provide evidence for Core Component 5.D. in this section.

**6P2** Describe how a culture of quality is ensured within the institution. This includes, but is not limited to, descriptions of key processes for the following:

- Developing an infrastructure and providing resources to support a culture of quality

**Systematic:** The institution's 7-step Continuous Process Improvement method is infused into college operations so this has become standard operating procedure at the senior level. For example, when initiatives are launched an initial discussion is what data will be needed and when for evaluation. Established institutional KPIs are reviewed by the President's Executive Council, the Cabinet, and the Board of Trustees. Institutional Research Planning and Effectiveness is responsible for data and reporting out as needed or requested. SCC has moved from the reacting level to systematic level of maturity as shown by its recent hiring of a full-time Director of Institutional Research, Planning, and Effectiveness, its use of the Continuous Process Improvement model of decision making, and the establishment of a Data Team to support quality improvement initiatives. However, the college needs to provide adequate resources to support its data needs.

To strengthen this process, the college may wish to clarify at what level of the organization a staff member or key stakeholder may initiate an opportunity for improvement, the process of how these ideas are vetted across the organization and how "closing the loop" are communicated to various college stakeholders.

- Ensuring continuous quality improvement is making an evident and widely understood impact on institutional culture and operations (5.D.1)

**Reacting:** SCC describes a decision-making process that is dependent upon committees and teams. In fact, the college community operates in collaborative, cross-functional fashion. Employees are periodically offered a chance for refresher training on Continuous Quality Improvement techniques. However, it is unclear how the response provided ensures CQI is making an evident and widely understood impact on institutional culture and operations.

- Ensuring the institution learns from its experiences with CQI initiatives (5.D.2)

**Reacting** SCC relies on committees to make deliberations and decisions available through various communication methods (email, shared drives and through the college's intranet). However, this appears to be a random and sporadic process without any clear goals, reflections, or feedback. It is not clear how communication alone shows the college is learning from the initiatives or how CQI efforts are evaluated.

- Reviewing, reaffirming and understanding the role and vitality of the AQIP Pathway within the institution

**Aligned:** The AQIP Quality team guides the process and is integrally involved in monitoring projects and other accreditation issues. The Strategic Plan includes the majority of the quality initiatives and they are central to goal setting and assessment.

**6R2** What are the results for continuous quality improvement to evidence a culture of quality? The results presented should be for the processes identified in 6P2. All data presented should include the population studied, the response rate and sample size. All results should also include a brief explanation of how often the data is collected, who is involved in collecting the data and how the results are shared.

**Reacting:** The college cites the PACE survey question on continuous improvement and results of the Quality Report Card and its annual summary. The PACE survey measures employees' perception of the culture of quality. The Quality Scorecard is less useful in identifying and monitoring improvements. SCC uses data for many decision making processes, but does not always identify appropriate data for the specific process, nor does it identify internal targets or external benchmarks. The college would benefit from a more systematic and comprehensive approach to setting benchmarks, gathering data, and using it for informed decision-making.

**6I2** Based on 6R2, what process improvements to the quality culture have been implemented or will be implemented in the next one to three year?

Cited improvements include use of longitudinal assessment data to inform academic decisions and increased data usage in key decision making. The recent addition of an IR Director and creation of Data Team may assist the college as they continue to strengthen efforts to use data in decision making.

The College is attempting to develop and implement processes that are tied to SCC's mission and strategic planning. However, measures do not always align and thus limits the college's ability to make appropriate inferences about its performance.

## **CATEGORY SUMMARY**

Southeastern Community College has done work to build a culture of continuous improvement, educate those involved in the process, and connect action projects with strategic goals. The college has made an effort to infuse data-decision making and quality improvement based upon data analysis into everyday operations. SCC seems to rely upon limited data collection, mostly PACE, the Quality Standards Report Card, IPEDS, and NCCBP. It seems the college has made strides and hopefully the momentum will continue. Yet, improvement gaps include identification and use of data in many decision making processes. Hence, there is still an opportunity to be more strategic in establishing benchmarks, gathering and analyzing data, doing appropriate comparisons, both internal and external, and clearly tying results to institutional change.

## **CATEGORY STRATEGIC ISSUES**

SCC appears to place a great deal of responsibility to the members of the AQIP Quality Team.

However, missing from this category are the details of how the work (or direction) of this team is carried out by the various work groups/committees across the college. Additionally, the acknowledgment by team members at the 4/26/2018 AQIP Team meeting that they were not trained in the very process (CQI) they are tasked to champion is of concern.

The College does not report results from large initiatives aligned to CQI. For example, no results from its previous Strategic Plan are reported. The reviewers recognize that results from the 2017-22 Strategic Plan may not yet be available.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1 - Mission

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

### 1.A - Core Component 1.A

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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

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Clear

### Evidence

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SCC reports that "representatives from all college ranks and key external stakeholders participate in the review and revision of its mission statement. Processes such as academic review, advisory committees and surveys has assisted the institution in soliciting feedback from external stakeholders. "In 2017, SCC's Board of Trustees adopted a recommendation to revise the first values statement to include the words "and service."

Documents:

Included on SCC's mission, vision, and values policy are dates in which it has been developed and reviewed:

- Adopted 11/09/87
- Reviewed: 10/13/08 and 1/25/04
- Revised 11/14/98, 5/10/11, 2/18/14 and 12/11/17

This information supports SCC's claim that it periodically reviews its mission, vision, and values.

SCC's Employer Survey results allows the institution to draw inferences concerning external stakeholder needs alignment with mission.

The mission statement is appropriate to an associate degree granting institution.

The mission, vision, and values statements are included in planning documents and processes.

Mission statements are displayed through the campus.

SCC strategic plan supports its claim that its planning, budgeting and resource decisions are aligned with its mission. Supporting statements include:

The 2014 Feasibility Study for the Building the Dream campaign is an indicator that the community views the President and SCC's administration as trustworthy and transparent in upholding the institution's values.

Section 5.C.1 describes a process which includes developing tactical plans that incorporate the strategic goals and using these plans as a framework for decision-making concerning resource allocations. The annual budgeting process also serves as a mechanism for aligning budget priorities with the strategic plan.

Decisions regarding major new initiatives require consideration of SCC's mission, vision and values. At SCC, the process to determine new educational offerings, services and partnerships is guided by SCC's Strategic Plan which serves to keep the mission at the forefront.

SCC budget process is linked directly to the SCC strategic plan. As part of the budget process, the College acknowledges the need to balance innovation in achieving student success with maintaining a commitment to fulfill SCC's Stewardship.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.B - Core Component 1.B

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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

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Clear

### Evidence

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The SCC mission, vision and values statement may be found on the College website, on posters displayed through corridors and offices at each SCC location, and within many college publications. (1B1 Barb)

On SCC's website "About SCC," the link to "About SCC," subheading "Quality at SCC" these statements are part of the title page of SCC's Strategic Plan 2017-2022, and appear in many college publications, including the Course Catalog, Employee Handbook, and Student Handbook.

Before filling a position at SCC, the President meets with each final candidate to explain SCC's mission, vision, and values. The President also shares them at the annual new employee orientation.

The SCC mission statement is available in both print and electronic format for ready access by both internal and external stakeholders to review. The mission statement informs these stakeholders of the College commitment to provide accessible, quality programs and services which promote student success and economic vitality.

The Board of Trustees reviewed the mission, vision, and values statements in 2017 and revised the values statement to add service.

The vision statement emphasizes SCC's goal to support lifelong learning, strengthen communities and promote diversity.

The values statements reflect SCC's intent to pursue quality in teaching and learning, and to promote evidence-based decisions and systems.

The Mission statement suggests that the constituents will include those students not traditionally a part of higher education and from the community because of its reference to accessible programs for student success and economic vitality.



The vision statement infers that students will be from diverse backgrounds and that SCC will strengthen surrounding communities.

The College's mission "Southeastern Community College provides accessible, quality programs and services which promote student success and economic vitality" is intended to train students for direct employment or transfer studies.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.C - Core Component 1.C

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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

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Clear

### Evidence

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The institution develops programs to serve multiple stakeholder groups by recognizing stakeholder groups through multiple categories including: age, race, gender identity/sexual orientation, cultural background, socio-economic status, parenthood status, and employment status.

The institutional Core Competencies Civic Awareness and Cultural Awareness serve as evidence.

SCC's 2017-2022 Strategic Plan includes Goal 1, Strategy 6, Initiative 1 which addresses SCC's role in a multicultural society: "Promote a culture which embraces diversity in all realms." SCC has implemented processes and activities that reflect attention to diversity and the constituencies it serves."

SCC understands subpopulations served and their unique educational needs and expectations

The institution actively recruits international students.

The college has a number of student clubs that address diversity in our society.

The institution offers courses in multiple formats including face-to-face, online, evening, concurrent enrollment, and ESL courses.

The College's Diversity, Equity and Inclusion Council plans campus events.

The college funds a cultural series on campus that focuses on a variety of culturally informative programs.

The International Program Committee assists with recruiting of and support for international students.

Student Clubs such as the Gay Straight Alliance, Multicultural Club, and African American Heritage club provide support for students and encourage education and understanding within the institution.

The first-year experience class includes a section on Relationships and Diversity.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 1.D - Core Component 1.D

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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

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Clear

### Evidence

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The 2014 Feasibility Study for the Building the Dream campaign is an indicator that the community views the President and SCC administration as trustworthy and transparent in upholding the institution's values.

The Building the Dream campaign serves as evidence of the College commitment to fulfill both their mission to provide accessible programs for all students, including those who may have economic barriers.

The mission statement references economic development.

The vision includes reference to the community, diversity, and lifelong learning.

SCC budget process is linked directly to the SCC strategic plan. As part of the budget process, the College acknowledges the need to balance innovation in achieving student success with maintaining a commitment to fulfill SCC's Stewardship.

The institution's resources are utilized to support the mission, values and strategic goals. There are no external entities that benefit financially from the college. .

New programs, equipment, or facilities go through a vetting process keeping the mission in mind.

SCC utilizes a variety of processes (Academic Program Review) and tools (employer survey) to gather input from external stakeholders to ensure that its programs and services are relevant and responsive to student, workplace and societal needs.

The college includes external audiences in the review and updating of the mission statement.

The feasibility study helped to determine the approach to the Building the Dream campaign.

SCC captures constituent feedback to aid in strategic planning through engaging targeted focus groups, questionnaires, and online surveys.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2 - Integrity: Ethical and Responsible Conduct

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

### 2.A - Core Component 2.A

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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

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Clear

#### Evidence

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Significant documentation exist that supports SCC's claim that it presents itself clearly and completely to its stakeholders.

Documentation includes Board policies and procedures, administrative guidelines.

- BP-201GoverningCommitment-2014
- BP-202GoverningPhilosophy-2014
- BP-203BoardResponsibility-2014
- BP-204BoardPolicyCreationReview-2014
- BP-205BoardMember'sRoleBasicResponsibilities-2014.pdf

The SCC Board of Trustee's meet monthly at which time they receive "Accountability" reports (President's report, financial report and facilities report)

The SCC's Judicial Code of Conduct & Student Rights outlines: behavioral rules and expectations, student rights, student disciplinary procedures, Judicial Board process, complaint process, and grade appeal process. Student Right to Know information is published.

Annual audits are unqualified.

Budget planning is an inclusive process and regular reports are provided to key committees and to the

Board.

The college maintains a AAA rating from Moody's.

Data integrity policies include a weekly audit of data.

Policies exist for technology and data.

Personnel policies are well documented and distributed through the intranet (Hawknet).

The PACE campus climate survey was conducted in 2014 and 16 and results widely distributed and acted upon.

A new faculty performance evaluation form was implemented after input from all constituent groups.

Auxiliary services are governed by policies and administrative regulations.

The College has numerous policies and evidence document that provide for its operations and communicate to the public that it operates with integrity. These include, but are not limited to business and procedural functions, consistently high rating assigned of Aa3, Academic Freedom Policy, Judicial Code of Conduct & Student Rights, Employee Handbook, guidelines for administrative functions, Institutional weekly audits are conducted to maintain integrity of student data in the student information system (Ellucian) and to monitor integrity of academic items, and IRB. The College provides numerous source documents.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## **2.B - Core Component 2.B**

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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**

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Clear

### **Evidence**

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Information is published online and in publications such as the catalog and handbooks.

Full disclosure is given to programs and their requirements as well as the cost of attendance. Accreditation information is posted.

The institution provides a link to the Student Handbook which lists accreditation relationships.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 2.C - Core Component 2.C

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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

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Clear

### Evidence

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SCC's Board of Trustees establishes governing policies which include specification of how the Board conceives, carries out, and monitors its own tasks. The process is outlined in 204: Board Policy Creation & Review.

SCC Board receives input from faculty, staff, students, alumni and employers through committees, advisory councils, academic processes and surveys.

The Board of Trustees has periodically reviewed the Mission and Values statements and recently revised them in 2017 to include service.

The Board of Trustees has adopted a Strategic Plan for 2017-2022 that aligns with SCC's mission and values.

The Board of Trustee's minutes from the November 13, 2017 meeting provide evidence that the board's priorities are to preserve and enhance SCC.

The Board consists of five independently elected representatives.

The Code of Conduct includes information on conflict of interest.

SCC's Board of Trustees approved the college's new strategic plan. "input from various sources including staff, students, alumni, employers, and other community members" (Board Policy 202) when making decisions that will affect the long-term impact of the college on the community.

Documents:

- BP-212BoardMeetings-2014
- BP-301MonitoringCollegeEffectiveness-2014

The Board considered the input of representative groups from all college ranks and key external stakeholders when it reviewed and revised the mission and values statements.

The Board has regular meetings that are communicated in advance and are accessible to the general public. The meetings include times for public comment.

Board Policy 201 addresses the institution's responsibility to its constituents and communities.

The Board relies upon the administration, through the President, to make recommendations on programs and services.

The conflict of interest segment of the Code of Conduct details a board member's responsibility to its constituents.

Section 4P3.8: As stated above, Board members act in compliance with a Code of Conduct (Board Policy 206) in order to preserve their independence from undue influences and avoid conflicts of interests. (2C3 Janice) The Board abides by Board Policy 206: Code of Conduct that requires the members to avoid a conflict of interest and to uphold their fiduciary duty to SCC.

The members of the Board of Trustees are elected by the citizens in five separate districts in open and public elections.

The actual process for submitting, updating or deleting a policy is explicitly outlined in section 4P3.8. SCC provides a series of statements along with supporting documents throughout Category 4 that validates that the governing board delegates the day-to-day management of the college to its administration and staff.

SCC has explicitly delineated roles and functions for its board and President that allows for boards to perform its oversight duties while allowing for the President to manage the day-to-day operations of the college. Supporting statements include:

The President is directly supported in the day-to-day management of the college by top level administrators (administrative organizational chart). Additionally, SCC has a robust committee structure that facilitates inclusive decision-making. Committee leadership includes administrators, faculty and staff, or a combination (i.e., faculty and administrator). All of the academic committees are either faculty led or co-chaired with an administrator.

Section 4P3.8: The President is authorized to establish and implement administrative policies and procedures (Board Policy 401). The President utilizes a Cabinet with college-wide representation to approve Administrative Guidelines.

The Board delegates oversight of academic matters to the president, who in turn as established a curriculum committee to review and take action on academic information and instructional policies, program offerings, and course descriptions. The curriculum committee is composed of a majority of faculty members and department chairs. Faculty also participate in faculty-led assessment of student learning.

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 2.D - Core Component 2.D

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

### Rating

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Clear

### Evidence

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SCC has an institutional Academic Freedom policy which is approved by the Board of Trustees and an Academic Freedom Committee. SCC also has an Institutional Review Board that oversees all data collection and analysis.

The SCC Board has adopted a policy incorporating the AAUP's 1940 Statement of Principles on Academic Freedom and Tenure.

The college has adopted "Integrity" as a value and encourage[s] honesty, respect and personal accountability among and between students, staff, and stakeholders.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## 2.E - Core Component 2.E

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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

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Clear

### Evidence

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SCC ensures that students and faculty are responsible for the integrity of their research and scholarly activities and has adopted appropriate policies. SCC has an institutional review board (IRB) to oversee student and faculty research when human subjects are involved.

SCC has institutional policies on academic integrity which are published in the college catalog, the student handbook, and the syllabus for each course. In addition, SCC has communicated its policies on academic integrity to its faculty through the Employee Handbook. There is also a freshman experience orientation where students are reminded of the academic integrity policies.

SCC uses Turnitin to monitor students' plagiarism and will adopt Maxient software in Fall 2018 to monitor student behavior to ensure the effectiveness of academic integrity.

SCC has adopted a Code of Ethics, an Institutional Academic Integrity Policy, and a Judicial Code of Conduct & Student Rights.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

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

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

### **3.A - Core Component 3.A**

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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**

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Clear

### **Evidence**

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Certificates and associate degrees are appropriate to the community college environment.

Student learning outcomes are identified for the general education core, and for academic programs and uses information from accrediting agencies and advisory councils.

Appropriate committees oversee the curriculum development and accountability process, most specifically Academic Assessment Council and Curriculum Committee.

Programs also fall into alignment with the State of Iowa education department requirements.

SCC offers a variety of academic programs that are designed by faculty and administration, and conducts regular (triennial) assessment of each CTHE program through Academic Program Reviews. A more comprehensive system for academic transfer programs is being developed.

Not applicable at the graduate, post-graduate, or post-baccalaureate level.

The institution does distinguish learning goals for certificates and degrees.

The Course Catalog and Program Guides list the requirements for each program and indicates what is required for an undergraduate associates degree, diploma, or certificate.

The college has consistent learning goals and assessment across modalities and locations.

The college maintains NACEP accreditation for its dual courses which requires consistent standards and accountability.

SCC participates in the Iowa Online Consortium Council.

Regardless of the delivery method, rigor is maintained through all modalities as overseen and monitored by SCC's Academic Assessment Council, the Curriculum Committee, the Program Advisory Council, and the Annual Program Review process.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.B - Core Component 3.B

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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

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Unclear

### Evidence

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SCC utilizes the requirements set forth by the HLC, the Iowa Department of Education, and other accrediting organization to ensure general education offerings provided by the College are appropriate to a two-year institution.

Through the use of an inclusive process, all college employees engaged in a two-day process to identify the common learning outcomes appropriate for all students.

The *College Catalog*, General Education Statement, serves as evidence whereby the College communicates to students, staff and other key stakeholders the alignment of general education program offerings to the mission, educational offerings, and degree of the college.

The College publishes a General Education statement in its catalog and has 5 Core Competencies that it aligns to its General Education programming. These are:

1. Communication
2. Critical Thinking
3. Cultural Awareness
4. Civic Awareness
5. Quantitative and Scientific Reasoning



The Core Competencies are included on course syllabi, published on the website, and students are introduced to them through SDV-108: The College Experience course.

SCC's faculty-led Academic Assessment Committee was tasked with defining each core competency, developing rubrics to assess each, and created the assessment process based on Continuous Process Improvement.

The Academic Assessment Council provides an annual review of programming aligned to student learning to ensure its relevancy to societal needs.

Curriculum maps serve as evidence to ensure that the Core Competencies are incorporated across all program offerings at the college, including Arts & Sciences, Career Technical and Health.

SCC utilizes faculty feedback, input from Program Advisory Council members, assessment data, and Academic Program Review as avenues to ensure coursework offered by the institution recognizes the human and cultural diversity of the world in which students live and work.

SCC's intentional inclusion of both Cultural Awareness and Civic Awareness as two of the five college-wide Core Competencies serve as evidence of the College's commitment to recognize the human and cultural diversity of the world in which students live and work.

The College's Faculty Plan requires faculty remain skilled and current in their discipline of expertise. These practices are documented at the individual level in Program Development Plans and Annual Logs.

Two musical productions, *Dirty Deeds* and *5 Wounds*, written and produced by SCC's English Professor Cook, and performed by students serves as evidence supporting faculty and student's contribution to scholarship, creative work and the discovery of knowledge.

Evidence that all students may not have an opportunity to engage in meeting all of the core competencies is missing. Evidence may include general education program mapping to the core competencies instead of a course

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.C - Core Component 3.C

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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

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Unclear

### Evidence

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All faculty, including adjuncts and online instructors, are required to be available for student inquiry. Faculty are required to list available times, location, and contact information in course syllabi, and full-time faculty post schedules on office doors. According to the Employee Handbook, faculty email their office hours to their dean at the beginning of each semester. The office hour requirement is communicated to faculty when they are hired (example job description), through the Employee Handbook, and email reminders each semester. See faculty office hours for Spring 2018. (3C1, Janice)

From Course Syllabi Template Document:

Instructor Information

Instructor: Enter your name

Office Location: Enter your office location

Office Hours: Enter your office hours

Phone Number: Enter your contact number

Email: Enter your email address(es)

SCC's hiring and orientation processes ensure that all staff are appropriately qualified and trained at the time of hire (3P1.1). SCC also provides regular professional development opportunities and has processes in place that support additional professional development (3P3.1). In addition, SCC's Student Services division (i.e. Athletics, Enrollment Services, Student Support Centers, PACE, and TRIO) plans and completes a half-day of professional development each semester.

From Employee Handbook's Professional Development Section:

There are several days throughout the school year that are used for professional development of employees. These full or half days are in August, October and February, of each year. Each year in February, the SCC Professional Development Committee conducts a SCC Staff Development Day. This entire day is devoted to staff and personal enhancement. Keynote speakers and multiple seminars make the day extremely worthwhile to all who attend. In addition to the above on-campus programs that are offered at no cost to employees, Staff Development funding is available to Board-approved staff members to cover registration fees for off-campus workshops or seminars. Employees must speak with their immediate supervisor regarding use of these funds.

A Tuition Reimbursement program is also available to Board-approved non-faculty employees. Please see Section 4.23 for details on this program. (3C6, Janice)

SCC has procedures in place for recruiting, hiring and orienting faculty, staff and administrators and ensures that they are qualified for their positions. HR and the supervisor draft the position description, form a search committee and evaluate candidates on a rubric. SCC provides professional development funding for conference attendance and tuition reimbursement to staff. Select candidates may participate in leadership programs offered by Iowa State University.

The number of faculty needed to support instructional demand is determined primarily by enrollment data, course offerings, and communication between the VPAA, deans, and Enrollment Services. Short term instructional needs are met by hiring adjuncts. When additional full-time faculty are needed, the VPAA makes a recommendation to PEC based on positive responses to the following questions:

- Are there 10 or more students enrolled in each section?
- Are there six or more sections offered per term?
- Have these factors been consistent for the most recent three years?
- Are the courses taught in this discipline required for a specific program?
- Is there likely to be enrollment growth in the near future?

SCC utilizes the HLC Non-Financial Indicators 3, 5, and 6 to measure effectiveness in regards to ensuring SCC has sufficient numbers of faculty to carry out both classroom and non-classroom

programs and activities.

SCC maintains regular hiring processes that include development and verification of full-time faculty credentials. The hiring process ensures there are adequately prepared faculty and staff to deliver effective programs and services.

All faculty, including adjuncts and concurrent enrollment high school instructors, are held to the same academic credentialing standards as required by the Code of Iowa, the Iowa Department of Education, HLC, and additional program accreditation agencies. SCC's deans are responsible for reviewing academic credentials with the Vice President of Academic Affairs when hiring faculty. SCC provides funding for faculty to attend professional conferences and other development opportunities.

Partnerships have also been developed to meet instructional facility needs. For example, clinical sites for the health professions are established throughout the college district at accredited facilities. Each clinical site is supervised by qualified faculty, adjunct clinical instructors and preceptors.

The state has developed a statewide academic credentialing chart as a reference for all state institutions.

There are defined processes for periodic performance reviews for administration, support staff, and faculty. Built into the process is 360 evaluation to encourage two-way conversations.

SCC outlines its faculty evaluation process in 3P2:

- Probationary faculty are evaluated every year; non-probationary faculty are evaluated every three years.
- Faculty complete a self-assessment using the Faculty Performance Review form to be submitted to the appropriate Dean prior to the evaluation meeting.
- Faculty also submit their Professional Development Plan (PDP), Annual Professional Development Logs, and associated supporting evidence.
- Classroom observations are completed for probationary faculty by their supervisor according to the SCCHEA Bargaining Agreement and documented using the Classroom Observation form.
- Student feedback is solicited using the IDEA Student Ratings Instrument (SRI).

The SENSE surveys (Table 7) indicate that the majority of students over a three-year average (87%) were able to get in touch with their instructors outside of class; this percentage is slightly lower than the Iowa community colleges' average of (88%). Efforts are underway to increase adjunct availability to students via SCC's 2018 Strategy Forum Action Project to engage adjuncts.

The student course evaluation results concur with the SENSE data. Table 8 provides data for four semesters and, on average, 83.3% of the students reported that the instructor encouraged students to meet with him/her outside of class.

Table 9 depicts the SSI mean scores regarding student satisfaction with faculty availability over five survey administrations with an overall mean score of 5.87; the comparison group's overall mean was slightly lower (5.78). All three surveys confirm that SCC students have access to faculty and that they are available for student inquiry.

Faculty are required to attend in-service days and academic department meetings, participate in assessment of student learning, and serve on SCC committees such as: Academic Assessment Council, AQIP Quality Team, Curriculum Committee, Quality Faculty Plan, President's

Administrative Cabinet, and Professional Development Planning Committee (Faculty). Faculty are also encouraged to sponsor student clubs/organizations for which they are paid a stipend.

All faculty regardless of whether they are full-time, adjunct, or online, are required to establish and post dedicated office hours for accessibility by students. This requirement is communicated to faculty through the faculty handbook; accountability is monitored through the requirement for all faculty to send their office hours to their dean.

Data Tables associated with SENSE and Student Satisfaction surveys:

- Table 7. “I knew how to get in touch with my instructors outside of class” by the end of the first three weeks of the semester
- Table 8. Student Reports on Full-Time Instructor Availability
- Table 9. Student Satisfaction with Faculty Availability, Student Satisfaction Inventory (SSI), Mean Scores.

SCC's hiring and orientation processes ensure that all staff are appropriately qualified and trained at the time of hire (3P1.1). SCC also provides regular professional development opportunities and has processes in place that support additional professional development (3P3.1). Yet evidence of how credentials are determined is missing. Evidence of aligning skills to qualifications would clarify this information.

In addition, SCC's Student Services division (i.e. Athletics, Enrollment Services, Student Support Centers, PACE, and TRIO) plans and completes a half-day of professional development each semester (Spring 2018 presentation).

Human Resources (HR) works with the appropriate supervisor to develop/update a job description with the necessary knowledge, skills, and abilities. All job descriptions are finalized by HR to ensure proper job-level classification and adherence to local, state, and federal laws.

SCC offers opportunities for professional development. These include in-service days, All-Staff Professional Development Day, professional leave and funding to attend conferences or workshops, and tuition reimbursement.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.D - Core Component 3.D

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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

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Clear

### Evidence

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SCC utilizes mandatory placement testing to determine individual learning support needs of each student.

Online academic support tools are available for all students.

Providing for the needs of students with young children SCC contracts with a daycare center to provide childcare services on the West Burlington campus.

SCC offers academic tutoring and library services to students. The institution also offers advising and career counseling. Special population programs such as TRIO are also available. Institutional support services include Academic Achievement Centers, the Pathways for Academic Career and Employment program, The Secondary Transitional Education Program (STEP) program, Veterans Affairs, Adult Education Literacy program, and student clubs such as Gay Straight Alliance and African American Heritage Club.

Required of all AA and AS degree seeking students, the First Year Experience course includes specific instruction on the availability of student support services.

The Academic Achievement Center, available at both campus locations, provides both professional and peer tutoring to any student upon their request.

The Secondary Transitional Education Program (STEP) program provides coursework assistance and college-readiness skills to under-prepared high school graduates with disabilities.

SCC's admission/enrollment process directs students to courses and programs for which they are adequately prepared. Entering students must:

- 1) Complete SCC's Application for Admission and send copies of transcripts (high school, GED/HiSET, and/or college) to SCC's Registrar.
- 2) Complete placement testing or provide ACT scores that have been taken within the last two years.
- 3) Complete an online New Student Orientation.
- 4) Complete an advising session with an Enrollment Specialist to discuss educational goals, placement test scores, individual courses and prerequisites.

SCC provides preparatory instruction to address the academic needs of students identified in 2P1.1/2P1.2 processes. Examples include]:

- 1) Underprepared students are enrolled in developmental English and math courses based on their placement test scores.
- 2) Non-native speakers of English are identified on SCC's Application for Admission and enrolled in English as a Second Language courses based on Accuplacer-ESL placement test scores.
- 3) First-time A.A. and A.S. degree-seeking students are enrolled in the first-year experience course SDV-108: The College Experience.

Students' individual learning support needs are determined through mandatory placement testing (2P1.1), participation in academic support programs (2P1.2), and academic advising. Enrollment Specialists provide academic advising to all entering students; after the first semester, advising is provided upon request. TRIO-SSS students receive academic advising until they exit the program.

Document: Results Table for SENSE and CCSSE

Table 5. "At this college, an academic advisor has provided me with information about academic support services (tutoring services, writing center, math skill lab, etc.)" Pct. of Respondents who Agree or Strongly agree. Survey of Entering Student Engagement (SENSE) and Community College Survey of Student Engagement (CCSSE), Academic Advising and Planning Module

	SCC	Iowa CCs	Small Colleges
SENSE, Fall 2016, Entering Students Only	77.3	79.1	78.3
CCSSE, Spring 2017	72.2	70.9	71.6

SCC provides the infrastructure and resources necessary to support effective teaching and learning. Examples include the Facilities Master Plan. Information on (SCC's new Industrial Technologies Training Center, Health Professions Center, and Hall of Sciences plans included in document.

Partnerships developed to meet instructional facility needs. For example, clinical sites for the health professions are established throughout the college district at accredited facilities. Each clinical site is supervised by qualified faculty, adjunct clinical instructors and preceptors. Sample partnership agreement not included in section.

Libraries on both campuses provide learning resources, information literacy instruction, and research assistance upon request. [3.D.5, see 1P5.2 for more details.]

SCC's Information Technology Services has processes in place to ensure that the technical infrastructure efficiently supports operations wherever and however programs are delivered (5P2.1).

SCC's Multimedia Services provides instructors and students with training and support on instructional technologies.

SCC's librarians conduct information literacy sessions for students enrolled in The College Experience, English Composition II, and a number of other courses upon instructor request. Sessions are tailored to the specific needs of each course, but frequently include a discussion of:

- Defining a research topic
- Value of different information sources (e.g. academic journal vs. website)
- Searching online databases (e.g., subject headings, Boolean operators)
- Evaluating information resources (e.g., authority, currency, and bias)
- Citing sources

In 2016, SCC's Academic Freedom Committee, comprised of faculty and administration, created an Academic Freedom Policy to help ensure the integrity of research and scholarly practice conducted by students, faculty and staff. The policy was approved by SCC's Board of Trustees.

Board Policy 105: Academic Freedom. Academic Freedom entails responsibilities. The conduct and responsibilities are bound within the scope of Board Policies, Administrative Guidelines, and SCC student and faculty handbooks. This academic freedom policy requires a responsibility to: scholarship, students, colleagues, the college, and the community in which the college serve. This academic freedom policy requires a responsibility to: scholarship, students, colleagues, the college, and the community in which the college serves.

SCC supports the employees' and students' freedom of speech, free of censorship so long as these opinions are not speaking for the institution and exercise restraint and respect for the opinions of others.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 3.E - Core Component 3.E

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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

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Clear

### Evidence

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SCC supports student clubs and organizations. These clubs and organizations are aligned to the 5 Core Competencies. These clubs are advised by faculty and staff who are following a stated process. Annually, as part of the *SCC Clubs' Annual Report/Co-curricular Assessment/Accomplishments 2017-2018* club advisors must document how activities over the past year have aligned with SCC's Core Competencies.

The *Application for a New Student Club/Organization* document serves as evidence of how co-curricular programs even at the point of formation must articulate alignment to the institution's mission and contribution to the educational experience of its students.

SCC's financial commitment (*Club Fund Allocation Request Form*) to student clubs/organizations serves as evidence to support faculty and student's discovery of knowledge to the extent appropriate to their program and the institution's mission.

SCC offers a variety of co-curricular activities aligned with the college's mission and contributing to the educational experience, including student organizations, internships and practicums, and service projects to both students and staff. .

The institution promotes quality of seven career programs through its external accreditations. Career programs also have external advisory councils who follow the Administrative Guidelines 126. CTHE Advisory Councils are external to the institution and are intended to provide input on skills needed for

employment-related programs. .

SCC's inclusion of Communication, Critical Thinking, and Qualitative and Quantitative Research as three of the five Core Competencies serve as evidence supporting the College's commitment to its students' educational experience by virtue of aspects of its mission, such as research.

SCC's inclusion of Civic Engagement as a Core competency serves as evidence supporting the College's commitment to its students' educational experience by virtue of its mission, such as community engagement, service learning and economic development. This is further evident by co-curricular activities offered by the college. .

SSC has incorporated five Core Competencies into its curriculum (Communication, Critical Thinking, Cultural Awareness, Civic Awareness, and Quantitative and Scientific Reasoning) that are evidenced in curriculum maps created by the faculty.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4 - Teaching and Learning: Evaluation and Improvement

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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

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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

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Clear

### Evidence

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SCC is refining the program review process for academic transfer programs. There is no evidence of program review for non-academic areas although some assessment is done on cocurricular activities.

The college employs a three-year cycle of Academic Program Review process (APR) to assess program effectiveness, relevancy, and fiscal viability of both CTHE programs and course offered by the college. CTHE program review occurs under the direction of the Dean and a Program Review and Improvement Committee which includes and considers the needs of internal and external stakeholders.

SCC is refining the program review process for academic transfer programs. There is no evidence of program review for non-academic areas although some assessment is done on cocurricular activities.

Transfer credit is evaluated by the registrar's office utilizing the Iowa state course number system and other consistent practices. .

A policy exists for the acceptance of experiential learning, testing, and other prior learning.

The college has institutional policies regarding the acceptance of transfer credits from in-state colleges which falls under the Common Course Numbering system. Institutional policy does not allow for transfer of credits from unaccredited schools. Reverse transfer credit is accepted under a Transfer Credit Memorandum of Understanding in order to award associate degrees to former students who had transferred on to another institution prior to graduating.

SCC has processes and committees in place to assure academic rigor.

The Curriculum Committee oversees course prerequisites and they are enforced in the registration process.

NACEP accreditation helps to assure equivalency of courses.

At SCC multiple committees evaluate and ensure program rigor for all modalities and locations, including dual-credit programs. The SCC hiring process screens all potential faculty to ensure they have the required qualifications regardless of what courses they will teach. Faculty qualifications are consistent and monitored on a regular basis.

Members of the college faculty propose new programs based on input from advisory councils and other sources. The dean works with faculty to define program outcomes, develop a curriculum map and approve course prerequisites through curriculum committee procedures.

SCC maintains specialized accreditation with I-CAR Industry Aligned Training Center, National Automotive Technician's Education Foundation (NATEF)/ National Institute for Automotive Service Excellence (NIASE), Commission on Accreditation of Allied Health Education Programs/Committee on Accreditation of Educational Programs for the Emergency Medical Services Professions, Commission on Accreditation of Allied Health Education Programs, Department of Inspections and Appeals (DIA), Iowa Board of Nursing (IBON), and the Commission on Accreditation for Respiratory Care.

SCC evaluates graduate outcomes through multiple means which provide indirect measures of learning, including graduate surveys and graduation rates. SCC also relies on program and course level assessment as activities in this process.

SCC uses its assessment of learning outcomes and Academic Program Review process to evaluate graduates' success. It also reviews participation in internships, externships, clinicals, job shadowing, and other experiential opportunities in appropriate programs (i.e., Nursing).

**Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 4.B - Core Component 4.B

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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

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Unclear

### Evidence

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All courses follow a Quality Standards document that includes course outline content, learning outcomes, and assessment methods.

The College follows the Academic Review Process which serves as program review. The College also assess the 5 Core Competencies, which are aligned to Program Learning Outcomes.

The College reports that course and program outcomes are assessment through course exams/projects, end-of-program comprehensive exams/projects, and state or national licensures/certifications.

Evidence supporting SCC's commitment to inform faculty of effective processes for assessment of student learning and achievement of learning outcomes is the *Assessment Handbook*.

SCC declared a Co-Curricular Assessment Action Project is evidence of the College's commitment to continuing the conversation about the assessment of student learning at the institution. (Goal 1, Strategy 2, Initiative 2 of SCC's Strategic Plan 2017-2022.)

The College aligned its co-curricular offerings to its Core Competencies. Beginning in the Fall of 2018, data collection of assessing these will begin.

Core Competency scoring rubrics provide a consistent method for assessing student achievement of general education learning goals.

The Assessment Report (sample) link provides an example of Communication Core Competency Assessment results for 2016.

*Academic Department Improvement Plans* serve as one method used by the College to make improvements in teaching and learning in response to assessment results and feedback.

The institution is working with faculty stakeholders to complete curriculum maps for programs that are presented to Curriculum Committee. In addition, faculty are required to complete curriculum maps that align courses with both SCC's Core Competencies and the specific program outcomes. The program level student learning outcomes, as well as the curriculum maps, are reviewed every three years as part of the Academic Program Review (APR) process.

The College reviews data reported on the Academic Program Review Matrix as part of its assessment processes. These data include: some of the categories with associated measurements in the matrix include: Post Graduate Employment, Student Competency, Recruitment/Retention, Currency, Articulation, and Assessment. Data from the Academic Review Process are shared at the College-level with multiple stakeholder groups. These data are used to develop budgets, training, curriculum, equipment and facilities. These data are also considered when the institution is making short-term and long-term planning decisions.

The College is extending its Academic Review Process to include non-credit program stakeholders who will participate in meetings.

SCC began the process in 2009-2010 to both determine and align general education goals for all students. Through an inclusive process, all employees reviewed the mission, vision and values, and education offerings to identify common learning outcomes appropriate for all students.

The faculty-led Academic Assessment Committee serves as evidence to support the ongoing participation of faculty in the institution's processes and methodologies to assess student learning.

Evidence to engage faculty and other instructional staff in ongoing dialog about student learning is the inclusion of assessment as a standing agenda item on both Academic division and department meetings.

The reviewers were unable to find evidence that the direct measures of assessing student learning are used fully in the CQI process. The reviewers were uncertain how data from the assessment of student learning processes are used to make systematic improvements to move through the CQI process associated with curriculum improvement and development. For example, how data drive curricula changes for general education courses may be used as evidence. The institution directly states: "At Assessment Council meetings in Fall 2017, faculty engaged in discussion about the difference between civic engagement and civic responsibility. The rubric was reviewed, renamed Civic Awareness, and revised to include only four elements to clarify these distinctions so that this Competency can be better incorporated into course-level assignments. The revised Civic Awareness rubric will be utilized beginning in 2018." This clearly explains awareness at the course level assignment process, but the systematic, aggregate, direct changes to multiple curricula and general education programming need clarification.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*



## 4.C - Core Component 4.C

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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

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Clear

### Evidence

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SCC has a process in place for establishing goals for student retention, persistence, and completion. The six-step process provides guidance for identifying targets, appropriate tools, and metrics.

The college utilizes IPEDS data standards for comparing completion of first-time full-time students.

Key performance indicators have been developed and are utilized to monitor progress.

The College collects data on student retention, persistence, and completion through the IR office and relies on includes IPEDS, VFA, and NCCBP. These data appear to be data is benchmarked against established norms. The institution appears to analyze these data at multiple levels and make informed decisions.

The institution developed the first year experience course in response to evidence from its student retention, persistence, and completion data. These data have helped to improve the first year experience course

Data collected are analyzed throughout the college by different groups including the President's Executive Council, academic affairs, and program advisory councils. Results are directly tied to the college's admissions and degree progression policies.

SCC cites the following improvement made as a direct result of retention, completion, and persistence data collected and reviewed:

- Implementation of a Retention Oversight Council;
- Implementation of a comprehensive Retention Plan; and,

Implementation of an early alert process through Dropout Detective.

The College follows a six-step process in collaboration with the Office of Institutional Research (IR) and the President's Executive Council (PEC) to determine and establish targets for student retention, persistence and completion.

Data are collected from the institutional database (Ellucian) and reported by Institutional Research (IR) on an on-going basis to internal and external constituencies. SCC's participation in three state and national initiatives provides comparative results from external sources.

KPIs are utilized to supplement national data to round out the institution's data needs.

SCC uses three primary data collection mechanisms: 1) IPEDS, 2) NCCBP, and 3) VFA to capture data for retention, completion, and persistence review and analysis. Synthesis of the data occurs during a six-step process of analysis.

### **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5 - Resources, Planning, and Institutional Effectiveness

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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

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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

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Clear

### Evidence

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SCC has processes in place that ensure all employees are appropriately qualified and trained, and regularly supported in their professional development. In addition, SCC's Student Services division (i.e. Athletics, Enrollment Services, Student Support Centers, and the PACE and TRIO programs) plans and completes a half-day of professional development each semester.

All job descriptions and position needs are reviewed by the President's Executive Council before a position is opened.

The State of Iowa provides a credentials chart that clearly delineates the qualifications for each discipline.

The college has a procedure in place for reviewing faculty credentials; however, the last state audit discovered 11% of the faculty not qualified for the course they were teaching.

The college allocates professional development for employees in all categories.

Each faculty person has a Quality Faculty Plan which helps to determine professional development needs.

The hiring process includes:

- Search committee reviews applications, cover letters, resumes, and transcripts through the PeopleAdmin software system and rates each applicant using a scoring rubric (example).
- Search committee conducts interviews. Interview schedules may include facility tours, faculty teaching demonstrations, and open forums.

Supervisors meet with new employees to go over department functions, job duties and responsibilities, policies and procedures, equipment and supplies, etc. (Supervisor Checklist). Supervisors also inform new employees about opportunities and support for professional development (3P3.1).

New Employee Orientation Checklist Guide for Deans and Supervisors

- New full-time faculty are assigned a mentoring team of two instructional colleagues in accordance with the faculty bargaining agreement.
- Adjunct faculty are requested to participate in an orientation at the beginning of each academic year.
- Online orientation for SCC's learning management system, Canvas, is available for all new faculty.

In-Service Training/Staff Development/Mentoring section of the faculty bargaining agreement includes:

- All faculty (including adjuncts and concurrent enrollment high school instructors) are held to the same academic credentialing standards as required by the Code of Iowa, the Iowa Department of Education (IDoE), HLC, and additional program accreditation agencies.
- SCC's deans are responsible for reviewing academic credentials with the Vice President of Academic Affairs making the final determination (Faculty Qualification Review form). Faculty credentials are maintained on a shared network drive and are available for all SCC deans to utilize when seeking instructors with appropriate credentials to teach a course. [3.C.2]
- In response, the IDoE formed a statewide task force which developed an Academic Credentialing Chart to provide guidance regarding the academic fields/subfields that qualify instructors to teach courses within specific disciplines. Faculty and staff can submit questions and suggestions for changes through the IDoE's website. [3.C.1]
- In addition to teaching, faculty are required to attend in-service days and academic department meetings, participate in assessment of student learning, and serve on SCC committees such as:

Academic Assessment Council, AQIP Quality Team, Curriculum Committee, Quality Faculty Plan, President's Administrative Cabinet, and Professional Development Planning Committee (Faculty). (5A4, Janice)

Additional evidence documents include:

- Faculty Qualification Review form
- Academic Credentialing Chart
- Quality Faculty Plan
- Iowa Department of Education Summary Page Faculty Credentials
- Interim Accreditation Evaluation form IDOE

Budget development follows a defined process that includes revenue projections for all applicable sources.

The Board of Trustees approve expenditures.

The institution utilizes IPEDS financial reports and Core Financial Indicators to monitor the budget.

SCC ensures that it has fiscal infrastructures in place to support both current and future operational demands.

Moody's Investors Service has assigned an Aa3 rating to Southeastern Community College's \$1.8 million General Obligation School Bonds, Series 2017. The Aa3 rating incorporates the college's large and diverse tax base in eastern Iowa (AAA stable); relatively low socioeconomic indices; stable financial operations; moderate debt burden; and manageable unfunded pension liabilities.

In 2013, a Master Facilities Plan Committee was formed after voters passed a \$15,000,000 bond referendum. Additional funding was raised through the Building the Dream capitol campaign.

Information Technology Services (ITS) adopted initiatives to ensure the technical infrastructure efficiently supports operations wherever and however programs are delivered.

SCC practices data-informed decision making in its allocation of human resources ensuring that each position is aligned with strategic goals and fulfillment of SCC's mission.

The college allocates 48% of its budget to academics. This has increased over time and is higher than the state community college average. Other allocations are appropriate to the college's mission and

goals.

Allocations to new positions are reviewed for relationship to strategic initiatives and tracked over time.

There are no allocations to outside entities that impact the institution's ability to serve its students and mission.

The VPAS is responsible for ensuring that budget allocations and the assignment of resources will support strategic goals and initiatives while at the same time ensuring sufficient budget support for academic and student support services to fulfill SCC's mission.

SCC's budget can be adjusted to address unexpected expenditures while maintaining fiscal stability and it is not adversely affected by elective resource allocations to other areas or disbursement of revenue to a superordinate entity.

The institution has a process in place for budgeting and monitoring experiences that relies heavily upon the VP for Administrative Services.

The college makes connections within the budgeting process to fiscal, physical, technology and enrollment and retention priorities.

Each division develops a tactical plan in collaboration with staff to incorporate strategic plan initiatives that support SCC's educational mission. The plans identify timelines for completion, resources needed, and responsible staff.

The VPAS is responsible for ensuring that budget allocations and the assignment of resources will support strategic goals and initiatives while at the same time ensuring sufficient budget support for academic and student support services to fulfill SCC's mission.

The College reports a monitoring process that concludes with institutional expenses being approved by the Board of Trustees on a monthly basis using with the evidence of monthly financial statements. The institution reports that the process was designed to be "flexible and adaptable" which allows the budget to be adjusted if necessary. Also, the institution provides evidence documents which include a 5-year budget summary.

SCC tracks its performance on the Personal Assessment of the College Environment, the National Community College Benchmark Project, Community College Survey of Student Engagement, Student Satisfaction Inventory, and the Voluntary Framework of Accountability, among others (mentioned in Category Five).

A recent Professional Development Day included a refresher session on CQI entitled "Problem-Solving Made Easy". As part of this session, participants focused on the issue of Student Retention.

The College has engaged in 14 AQIP Action Projects, of which 11 have been completed and three remain active.

SCC selects AQIP Action Projects based upon one or more identified institutional weaknesses that are either self-identified or identified through the Systems Appraisal Feedback, Quality Check-up visit, or through participation in the Strategy Forum.

SCC utilizes a seven-step improvement process that includes documenting progress.

The AQIP Quality Team oversees the improvement process and helps to assure projects are connected to strategic goals.

The college's strategic plan clearly guides the continuous improvement journey.

The Strategic Plan and strategic planning processes incorporate continuous process improvement as demonstrated by a graphic of the SCC Planning Process.

The data collected from surveys are shared with the campus and incorporated in decision making processes of committees and administrators. The committees send information to the campus through email blasts, a shared network drive, and posting in Hawknet.

SCC has utilized AQIP Action Projects and participation in the Strategy Forum to address identified opportunities for the college. As a result of this work, cited improvements include: the implementation of ALEKS, current work on improved co-curricular Assessment, efforts to enhance employee recognition, adding Arts & Sciences to program review, and participation in the Assessment Academy.

SCC Cabinet Meeting minutes (3/20/2018) and the report Closing the Loop on SCC Quality Report Cards (updated January 2018) serve as evidence to support the College's ability to learn from its operational experience and apply that learning to improve the overall institution.

The college cites examples whereby they have utilized information from their continuous improvement process projects and/or data gathering to change processes. Examples include the addition of the AQIP Quality and Synergy Teams.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.B - Core Component 5.B

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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

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Clear

### Evidence

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The Board is responsible for monitoring college effectiveness, including both academic and financial policies and practices: Board Policy 301.

The SCC Board of Trustees meet monthly at which time they receive "Accountability" reports (President's report, financial report and facilities report).

The President's Executive Council (PEC) develops policies for SCC's Board of Trustees to review, revise, and adopt.

SCC has delineated Board and President responsibilities. The Board is an elected five-member entity as required by state statute. The Board delegates operational management to the President.

The Board conducts monthly meetings receiving college operational reports from both the President and other areas of the college so they are kept apprised of the college standing.

The Board does an annual self-review in ensure they have acted in accordance with all mandates.

The Board has regular meetings that are communicated in advance and are accessible to the general public (Board Policy 212). Each regular Board meeting has "Communications" on the agenda; during this time anyone in the audience (e.g., students, employees) may address the Board (five minutes per individual).

Board members attend both SCC and community events, giving them the opportunity to interact with both internal and external stakeholders.

The PEC develops Administrative Guidelines which define college policies and procedures; the Administrative Guidelines are presented to the President's Cabinet for review, revision, and adoption.



Cabinet members represent all college ranks and divisions.

SCC's key planning processes involve appropriate constituent groups; most of the processes interconnect at the Cabinet or PEC level.

SCC committee structure provides opportunity for all staff to get involved and take initiative.

SCC employs a number of methods by which to accommodate communication throughout the college. These include internal forums, 360 evaluations, email messages sent out by the President, in-service meetings, and executive meeting meetings published for review.

SCC has a robust committee structure that facilitates inclusive decision-making. Committee leadership includes administrators, faculty and staff, or a combination (i.e., faculty and administrator). All of the academic committees are either faculty led or co-chaired with an administrator. Examples evidence documents of Committee roles and responsibilities are:

- President's Executive Council
- President's Cabinet
- AQIP Quality Team
- Curriculum Committee
- Academic Assessment Council
- Quality Faculty Plan Committee

The SSC Synergy Team is an effort to align efforts of Academic Affairs and Student Services.

The Vice President of Student Services presents policies and procedures that will have a direct impact on students to the student boards at each campus; student boards then have opportunity to make comments.

SCC states they strive to avoid siloed operations through facilitating meetings between departments including monthly dean meetings, academic division meetings, and department chair meetings.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.C - Core Component 5.C

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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

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Clear

### Evidence

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SCC's mission, vision, and values are the foundation for the strategic plan, and budget decisions are aligned with the strategic planning initiatives. Hiring is reviewed by the PEC and is prioritized according to strategic priorities. The President's direct reports develop annual Divisional Tactical Plans that incorporate the strategic goals and set timelines for completion. The Divisional Tactical Plans provide a framework for decision-making, including resource allocation.

The Vice President of Administrative Services meets one-on-one with all budget managers to discuss budget needs at the beginning of every annual budgeting cycle. These meetings include a discussion of how the budget priorities are aligned with the strategic plan through Divisional Tactical Plans.

Student success is measured through SCC's assessment of institutional Core Competencies (1P1.8), co-curricular assessment (AQIP Action Project 2017-2018), and assessment of the Academic Program Review (1P2.4). Yet, it is not always clear how these process are coordinated, evidence of assessment.

Assessment and evaluation of operations, planning, and budgeting are accomplished through the monitoring of the Strategic Plan Status Chart outlining the initiatives, baseline metrics, targets, and responsibilities. Data is utilized in creating strategic initiatives.

The academic, co-curricular, and operational assessments tie together to ensure that student success efforts are aligned with SCC's mission, vision, and values. In addition, numerous committees, including Academic Assessment Council, Retention Oversight Council, and the Synergy Team exist to provide support to the for the institution's mission, vision, and values. It is not clear how all of the processes are linked together to provide a coordinated operation.

The process began with a comprehensive review of the mission and values. During the Strategic planning process, internal and external stakeholder group perspectives was collected though focus

groups, questionnaires, and online surveys. Stakeholder groups include: SCC's Program Advisory Councils, Foundation Board, Alumni, area high school superintendents, student groups, and employees.

SCC's Strategic Plan 2017-2022 is available to internal and external stakeholders via the public website.

The college has developed Divisional Tactical Plans mostly focused on resources management to ensure needs are met and align with strategic planning.

Data is used by administrative staff to develop financially practical budgets that reflect solid knowledge of current capacity, and the possible fluctuations in state, federal and local funding. The primary means of anticipating and coping with declining resources comes from efficient use of funds, including the use of restricted budgets to protect SCC's mission.

Additional measures (i.e. tax levies, tuition increases, and technology fees) to ensure that there are adequate resources to carry out SCC's strategic priorities and meet student/stakeholder needs are described in 5P2.1.

The institution has faced some financial reductions and has made appropriate adjustments to priorities and action areas.

SCC established a fund (budget line) to allow the college to respond to emerging technology and program needs. SCC's board and President's Council both participate in monthly review and discussion of emerging factors in order to anticipate future needs. The institution has well developed administrative regulations related to technology and assure that technology supports the learning functions of the institution.

SCC anticipates emerging factors through strong, comprehensive planning such as its annual technology and equipment request processes (5P2.1). To accommodate requests for equipment or programming that cannot wait for the annual processes, SCC has a budget line item for New Programs/Equipment that can be accessed as needed.

The Board of Trustees also conducts environmental scanning each month (agenda item "World Changing"); topics include external strengths, opportunities or threats that can directly or indirectly impact the college. Key planning processes are impacted by these pertinent data. Emerging technologies and changing demographics are frequent agenda items for both the President's Executive Council and Cabinet.

The college understands its student populations and related demographic changes.

SCC states the college uses data to assess key planning processes and resources usage, however, it is unclear how proactive they are in using seizing opportunities to leverage the institution's strengths. The process seems reactionary and mostly geared to adjustments due to shrinking allocations.

## **Interim Monitoring (if applicable)**

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*No Interim Monitoring Recommended.*

## 5.D - Core Component 5.D

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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

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Unclear

### Evidence

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The evidence in the portfolio aligned to 5D is focused on the institution's use of teams, such as the AQIP Quality Team, AQIP Pathway participation, a visual representation of the planning process, and the Strategic Plan for 2017-2022. The College clearly uses committees to collaborate to make decisions that are eventually vetted through senior leadership. This is the evidence the college relies on to demonstrate that CQI is embedded in the culture. These evidence at best serve as component parts.

This information is included in 6P2. These activities and documents, including the communication of these activities and documents, are not clear evidence satisfying the requirement to develop, document performance of operations, and learn from operational experiences. Evidence of overall improvement of its operations that improve its sustainability may look like after the College plans its operations, sets goals to measure operations, collects data, reviews data, and then makes improvements as supported by these data.

### Interim Monitoring (if applicable)

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*No Interim Monitoring Recommended.*

## Review Dashboard

Number	Title	Rating
1	Reflective Overview	
2	Strategic Challenges Analysis	
3	Accreditation Evidence Screening Summary	
4	Quality of Systems Portfolio	
5	AQIP Category Feedback	
I	Helping Students Learn	
II	Meeting Student and Other Key Stakeholder Needs	
III	Valuing Employees	
IV	Planning and Leading	
V	Knowledge Management and Resource Stewardship	
VI	Quality Overview	
1	Mission	
1.A	Core Component 1.A	Clear
1.B	Core Component 1.B	Clear
1.C	Core Component 1.C	Clear
1.D	Core Component 1.D	Clear
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Clear
2.B	Core Component 2.B	Clear
2.C	Core Component 2.C	Clear
2.D	Core Component 2.D	Clear
2.E	Core Component 2.E	Clear
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Clear
3.B	Core Component 3.B	Unclear
3.C	Core Component 3.C	Unclear
3.D	Core Component 3.D	Clear
3.E	Core Component 3.E	Clear
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Clear
4.B	Core Component 4.B	Unclear
4.C	Core Component 4.C	Clear
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Clear

5.B	Core Component 5.B	Clear
5.C	Core Component 5.C	Clear
5.D	Core Component 5.D	Unclear

## Review Summary

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### Conclusion

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The peer review team acknowledges that the institution's completed Systems Portfolio may provide limited evidence statements due to space limitations and multiple authors. The peer review team is not recommending monitoring reports even though not all evidence statements are clear. The peer review team acknowledges that the institution will be afforded the opportunity to provide additional evidence during this accreditation cycle.

### Overall Recommendations

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#### Criteria For Accreditation

Unclear

#### Sanctions Recommendation

Not Set

#### Pathways Recommendation

Not Set

*No Interim Monitoring Recommended.*