Southeastern Community College

HLC ID 1255

AQIP: Comprehensive Quality Review   Review Date: 9/16/2019

Dr. Michael Ash
President

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Context and Nature of Review

Review Date

9/16/2019
Overview the Comprehensive Quality Review (CQR)

A Comprehensive Quality Review (CQR) is required as part of the Year 8 comprehensive evaluation during the final year of the AQIP Pathway cycle and may also occur in Year 4 based upon institutional request or HLC determination. The goals of the CQR are to:

- Provide assurance that the institution is meeting HLC's Criteria for Accreditation. (With respect to the optional Year 4 CQR, the goal is to alert the organization to areas that need attention prior to its next Reaffirmation of Accreditation. Such concerns may be signaled during the Systems Appraisal process in the third year of the cycle.)
- Provide assurance that the institution is meeting the Federal Compliance Requirements.
- Facilitate the institution's continuing quality improvement commitment, confirming that a developing or established continuous quality improvement (CQI) culture and infrastructure exist that advances organizational maturity in relation to the AQIP Pathway Categories.
- Verify any issues identified in Action Project Reviews, Systems Appraisals or HLC actions.
- Validate process-level development and deployment as described in the Systems Portfolio.
- Identify actions taken to minimize identified strategic issues and to alleviate potential accreditation issues.
- Review CQI priorities and progress, including how Action Projects are integrated into the institution's overall performance improvement strategy.
- Review distance and/or correspondence education delivery, if applicable.
- Evaluate distributed education (multiple campuses), if applicable.
- Develop an initial recommendation regarding Pathway eligibility (Year 8 only).

Scope of Review

- Quality Highlights Report
- On-site Visit
- Federal Compliance Review
- Multi-campus Visit (if applicable)
- Reaffirmation Review (Year 8 only)

- CQR Quality Highlights Report
- Keokuk Campus
- Federal Compliance 2019 - AQIP

Institutional Context

Southeastern Community College (SCC) 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. It was first accredited by the Higher Learning Commission in 1974 and has been continuously accredited since then with its most recent reaccreditation occurring in 2012.

A team of four peer reviewers visited SCC's main campus in West Burlington, Iowa on September 15-18, 2019. The purpose of the visit was to conduct a Comprehensive Quality Review in year 8 of the AQIP Pathway and to conduct a Multi-Location Visit at the Keokuk campus, one of three additional locations operated by SCC. The others are a learning center in Mt. Pleasant and a Center for Business in Burlington, Iowa.

The visit included a review of federal compliance and distance education. In February 2013, HLC approved SCC to offer distance education for 100% of its degree programs. SCC is a member of the Iowa Community College Online Consortium (ICCOC), enabling students to take online courses taught by instructors from seven Iowa community colleges. This partnership greatly expands the number and variety of courses available to SCC students.

SCC has participated in the Academic Quality Improvement Program (AQIP) since 2006, with three System Portfolios submitted in 2009, 2013, and 2018. Between 2006 and 2011, the college launched eight Action Projects, listed in the 2012 reaffirmation report as including *Core Learning for Undergraduate Education (CLUE)*, *Academic Program Review Process*, *New Employee Orientation*, *Develop Data Security Guidelines & Procedures To Protect Confidential Information*, and *Infusing Continuous Process Improvement at SCC*. These projects have been completed. Two additional projects, *Insure Consistent Academic Rigor Across Similar Courses* and *Disaster Recovery for Technical Resources* were still active at the time of the report. Since 2012, SCC has completed six more Action Projects: D*etermining Optimum Enrollment for SCC's Strategic Enrollment Management (SEM) Initiative*, *Faculty Advising*, *Employee Recognition*, *ALEKS Mathematics Placement Implementation*, *Co-Curricular Assessment*, and *Participation in the Academy for Assessment of Student Learning* as listed on the SCC website.

SCC reports that of the 2,862 students attending SCC in Fall 2017, 57.7% of them were part-time, 39.2% were high school students, 53.4% were female, 18.9% were over age 25, and 55.1% were first generation college students. Eighty-six percent of students are first-time, full-time financial aid recipients. There are 87 full-time and 94 part-time faculty. The data on file with the HLC indicates a full-time enrollment of 1175, and part-time enrollment of 501 students.

SCC's mission statement is *Southeastern Community College provides accessible, quality programs and services which promote student success and economic vitality.* To fulfill that mission, SCC offers the associates degree in 28 program areas and a certificate in 19 program areas, in addition to adult basic education (ABE) and Adult Education and Literacy (AEL) programs.

Interactions with Constituencies

Welcome Session
VP of Administrative Services
VP Technology Services
VP Student Affairs
VP Academic Affairs
President

Open Forum: Criteria 1 & 2
VP Administrative Services
Campus Safety/Title IX/Equity
Controller
Director of High School Relations
Director, Marketing and Communications
Director of Human Resources

Senior Application Programmer
IRB Chair/QFP Chair/Faculty
Librarian
VP Technology Services
Director of Institutional Research
Office of Institutional Advancement

Open Forum: Criteria 3
VP Academic Affairs
VP Student Services
Dean of Health/Director of Nursing
Registrar/ Veterans Advisor
Department Chair Applied Tech/Faculty
TRIO SSS Project Director
PACE Program Director
Learning Resource Coordinator
TRIO Upward Bound Director
Disability Coordinator/Student Success Advocate
Coordinator of Instructional Technology
International Programs Specialist
Business and IT Chair/Faculty
Dean of Arts and Sciences
Director Adult Education and Literacy
Dean of CTE & Workforce Development
Keokuk Faculty Librarian

Open Forum: Criteria 4
Coordinator of Academic Programs/Executive Assistant of VPAA
Dean of CTE and Workforce Development
Dean of Arts and Sciences
Math and Science Department Chair/Faculty
Business and IT Chair/Faculty
Coordinator of Instructional Technology
Director of Assessment, Curriculum, and Learning Resources
Assessment Council Coordinator/Biology Professor
Department Chair Applied Technology/Faculty
Registrar/Veterans Advisor
Dean of Health/Director of Nursing
Keokuk Faculty Librarian

Open Forum: Criteria 5
VP of Technology Services
Campus Safety/Title IX/Equity
VP Administrative Services
Controller
Office of Institutional Advancement
Director, Marketing and Communications
Director of Human Resources
President of HEA

Co-Director, WOIA Region 16
VP of Student Services
Co-Director, WOIA Region 16
Director of Institutional Research, Planning and Effectiveness

Area of Focus #1: Student Learning Assessment:
VP Academic Affairs
Biology Instructor
Math and Science Chair/Math Faculty
Assessment Coordinator/Biology Faculty
Respiratory Care Program Coordinator/Health Chair
Interactive and Social Marketing faculty
Business & IT Chair/Business Faculty
Department Chair Applied Tech/Faculty
Director of Assessment, Curriculum & Learning Resources
Department Chair Social Sciences and Humanities
Department Chair, ECFAE/Faculty

Area of Focus #2: Use of Data
Executive Director of Institutional Advancement
Director of Institutional Research
Systems Administrator
Senior Application Programmer
Application Programmer
VP Academic Affairs
Keokuk Faculty Librarian
VP Technology Services
VP Administrative Services
Director Marketing and Communications
Campus Safety/Title IX/Equity
Director of Human Resources
VP Student Services

Area of Focus #3: Professional Development and CQI
Keokuk Faculty Librarian
Keokuk Faculty Member
VP Academic Services
Dean of CTE and Workforce Development
VP Technology Services
VP Academic Affairs
VP Student Services
Coordinator of Instructional Technology
Dean of Arts and Sciences
International Programs Specialist
ESL/Linguistics Director
Director of High School Relations
Dean of Health/Director of Nursing

Federal Compliance Review

VP of Technology Services
Dean of Arts and Sciences
Dean of CTE and Workforce Development
VP Academic Affairs
Disability Coordinator/Advocate
Director of Financial Aid
Registrar/Veterans Advisor
Controller
Campus Safety/Title IX/Equity
Director of Assessment, Curriculum, and Learning Resources
Director of Physical Plant
Dean of Health/Director of Nursing
Director of Human Resources
VP of Student Services
Keokuk Campus Director

Distance Learning Session
Distance Learning Coordinator
VP of Technology Services
VP Academic Affairs
Keokuk Trainer
Faculty Mentor

Board of Trustees
Director, District #3
Vice Chair and Director, District #2

Student Leaders Lunch
Area of Study/Student Group(s)
Auto Tech/Student Board, PLA
Elementary Education/Baseball, SAAC
Physical Therapy/Dream Catchers, PLA, PTA, Dance

Social Media/PLA, PTK, Student Board

Business/Baseball, SAAC
AA in Physics/PTK, Science Club, Sports Shooting, Student Board, PR, Cross Country
Athletic Training/Soccer, SAAC
Automotive Collision/Student Board, GSA,
Human Physiology/ Baseball, SAAC

Open Session with Staff
Director of Adult Education and Literacy
Administrative Assistant to the Dean of CTE
Administrative Assistant to the VP of Student Services
Mailroom, Shipping, and Receiving
Director, High School Relations
Executive Assistant to VPAA
Coordinator of Academic Achievement Center (Keokuk)
Administrative Assistant (Keokuk)

Director of Student Support Services/TRIO (Keokuk)
Data Specialist (Keokuk)
Library Associate (Keokuk)
Disability Coordinator/Student Advocate (Keokuk)

Open Session with Students (majors)
Paramedicine (6)
CAD
Interactive and Social Media
Marine Biology
Social Work and Criminal Justice

Open Session with Faculty
Biology (2)
Math
English
Auto Tech
Nursing
Psychology (2)
Business
Art
Agriculture
Science
ESL/Linguistics

Lunch with External Stakeholders
Medical Director/EMS Programs
Superintendent of West Burlington Schools
Principal, Fort Madison HS
Director Great River Medical Center
President/Owner Stettensmeier Welding
Superintendent, Burlington School District

Drop-in Session
Disability Services (Keokuk)

Exit Session
President
VP Administrative Services
VP Academic Affairs
VP Student Services
VP Technology Services

Keokuk Administrators
Dean of Health/Director of Nursing
Keokuk Campus Director
Dean of Arts and Sciences
Dean of CTE and Workforce Development
VP of Student Services

Keokuk Staff Session
Assistant Registrar and Financial Aid Officer
Office Manager and Financial Aid Assistant
Computer Technician
Disability Coordinator/Advocate
Veterans Certifying Officer/Enrollment Data Specialist
Enrollment Specialist

Keokuk Faculty Session
Industrial Maintenance
Economics
Physical Science
Biology (2)
Librarian

Keokuk Student Session
1st year Nursing (2)
2nd year Nursing (2)
Industrial Maintenance
Associate of Arts

Additional Documents

ADDITIONAL DOCUMENTS REVIEWED
2016 SCC Reorganization Plan
Academic Program Review Criminal Justice FY2015-2017
Academic Program Review Minutes Criminal Justice 11.28.2018
Academic Program Review Nursing – Associate Degree Nursing Spring 2017
Academic Program Review Nursing – Practical Nursing Diploma Spring 2017
Academic Program Review: Medical Assistant Diploma and Medical Coding and Billing Diploma 2016-18
Adjunct Faculty Performance Review Form – Objective Continuous Improvement
Administrative Guideline 101: Institutional Academic Integrity Policy
Administrative Guideline 105: Academic Program Review
Advisory Board Meeting Minutes Administrative Assistant 10.30.2015
Advisory Board Meeting Minutes Graphic Communications 10.25.2016
Advisory Board Meeting Minutes Information Technology 10.28.2016
Advisory Board Meeting Minutes Nursing 11.15.17
Advisory Council Meeting Minutes Accounting12.1.2017
ASE Program School Report Spring 2018
Campus Map of SCC-Keokuk
Club Fund Allocation Request Form for Spring 2020
Committee Charge: Diversity, Equity, and Inclusion Council
Communication Assessment Results by Department Fall 2018
Core Competency Report AGMOD
Core Competency Report ARTSC-HS

Core Competency Assessment Results for Civic Awareness, Spring 2018

Core Competency Assessment Results for Communication, Fall 2018

Core Competency Assessment Results for Quantitative and Scientific Reasoning, Fall 2018
Curriculum Map - Accounting
Curriculum Map - Advanced Manufacturing
Curriculum Map - Business Administration
Departmental Tactical Plan for Academic Affairs 10.16.18
Departmental Tactical Plan for Administrative Services 10.18.18
Departmental Tactical Plan for Information Technology Services 2018-2019
Departmental Tactical Plan for Student Affairs 2018-2019
Diversity Scorecard Baseline
Faculty Credentials (10 full-time, 5 part-time)
Fall 2018 Credit Student Enrollment Report
Findings Letter from EMS program accreditor 7.28.16
ICCOC Syllabus Template
Improvements as a Result of the Academic Review Process EMS, Nursing, et. seq. (undated)
Iowa Community College Online Consortium (ICCOC) Syllabi Standards
Iowa Community Colleges Guided Pathways Proposal Form
Key Performance Indicators Results 2008 – 2018
KPI Definitions and Baselines
Noel Levitz Student Satisfaction Inventory 2014
Noel Levitz Student Satisfaction Inventory 2016
Noel Levitz Student Satisfaction Inventory 2018
Program Review Template for NATEF Auto Compliance Review
Report on Student Transfers from SCC to a Regent University
Retention Oversight Council Organizational Visio
SCC Continuous Process Improvement Cycle: Plan, Do, Check, Act
SCC Data Request Form
SCC Fast Facts Fall 2018
SCC Internal Operational Plan for all New Academic Programs
SCC Report Card from OmniUpdate (Canvas) LMS 9.17.2019
SCC Response to FY17 Inadequate Controls and Noncompliance with Eligibility Requirements
SCC Response to FY18 Inadequate Controls and Noncompliance over Enrollment Reporting
SCC Response to FY18 Non-Compliance with Earmarking Requirements
SCC Syllabus Template
Seat Count and Credit Hours by Subject Fall 12 – Fall 18
Strategic Goals and Responsibility Assignments
Student Satisfaction Inventory PPT Slides Spring 2018
TRIO Student Support Services Policy and Procedure Manual
Updated Facilities Master Plan "Working" Document 5.4.2019

1 - Mission

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

1.A - Core Component 1.A

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

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

Rating

Met

Evidence

The overarching mission, vision, and values of the college have remained steady over the years, from the perspective of being a comprehensive community college providing technical terminal associate degrees and transfer degrees to baccalaureate universities. SCC's mission, vision, and values are periodically reviewed and approved by SCC's Board of Trustees. The most recent review was conducted in 2017 in which representatives from all college ranks and key external stakeholders participated. During the sessions with the visiting team, faculty and staff provided examples of how SCC impacts student lives. Participants in the sessions also mentioned the importance of strengthening ties with the community and community access .

Current academic programs offered by SCC are appropriate to its mission. During the program review process, SCC considers labor market demands in each area. The formal process to introduce new programs and courses begins with the faculty. Program offerings have increased in response to changing demographics and a statewide agenda that promotes the comprehensive community college model and preparation for transfer to other institutions for advanced degrees. The planning process considers SCC's needs regarding facilities and the infrastructure. In order to accommodate a diverse body of students who are unable to attend the campus, SCC offers online courses as part of many program offerings. Many faculty who teach face-to-face classes also teach online courses. It was evident during the sessions and open forums that faculty are committed to their areas of study.

The mission was operationalized through access, success, and resources and is informed by community needs. SCC's budget process is linked directly to its strategic plan and is built around the mission, vision, and values. It is next refined by state and federal mandates and available resources. Through its budgeting practices, SCC has improved classroom facilities, equipment, and computers,

and financed new construction. The visiting team observed considerable renovations in many buildings that improved classroom space, the library, study areas, and common social spaces for students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.B - Core Component 1.B

The mission is articulated publicly.

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

Rating

Met

Evidence

The college communicates its mission, vision, and values through a variety of media including the website, the catalog, ancillary materials, and meeting agendas. External constituencies, staff, faculty, and students have engaged in systematic dialogue to refine and focus the college's vision. The institution articulates its mission clearly through multiple documents and Strategic Plan. The mission is posted in key locations on the campuses. Participants in the open forum and the session with the Board of Trustees displayed their knowledge and understanding of the mission of the College.

SCC provides educational opportunities to students from a wide array of backgrounds and ages. These include high school students enrolled through dual enrollment, traditional college students, and non-traditional adult students. During meetings with the team, the faculty and staff noted that they were aware of the variety of instructional techniques and student support services necessary to serve this broad group of students. Teaching and instruction are core to the work of the faculty and during numerous discussions with the visiting team, the faculty articulated commitment to teaching strategies and pedagogy to improve student success.

The institution's commitment to the mission is displayed through communication of the values on a consistent basis, employee evaluation of institutional efforts to realize the mission, and encouragement of widespread participation in strategic and budget planning. Distance education programs and courses are also offered to students, many who are taking online courses in conjunction with campus-based courses. Distance education is appropriate for the College's mission, and all interviews with faculty and staff indicated that distance education was integral to the institution.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.C - Core Component 1.C

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

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

Rating

Met

Evidence

There has been an emphasis on diversity at SCC during the last few years with several initiatives. Courses are required in multiple subject areas to achieve mastery of Core Competencies, which include Civic Awareness and Cultural Awareness (A&S, CTE, and Health Core Competency maps). The College's Diversity, Equity and Inclusion Council plans campus events to promote diversity. Staff also affirmed that a number of clubs and organizations support diversity. Student Clubs such as the Psych Club, Science Club, Multicultural Club, and African American Heritage club provide support for students and encourage education and understanding within the institution. The institution demonstrates it meets the role in a multi-cultural society.

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." Student clubs provide support for students and encourage education and understanding within the institution. During interviews with the team, College leaders indicated that there was a focus on populations with different needs, including international students and non-traditional students. When the team inquired about diversity in hiring practices of staff and faculty, it was noted that there are specific initiatives to promote diversity of employees and faculty. Initiatives included advertising in publications, web-sites, and other media outlets that focus on various diversity groups.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.D - Core Component 1.D

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

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

Rating

Met

Evidence

SCC is located in West Burlington, Iowa which is located in the southeast corner of the state. The College is actively engaged in the local community, hosting community events such as art gallery exhibits, participating in economic and workforce development initiatives, and providing athletic events that are supported by community members. During the team's visit, it was evident that several local events were occurring or planned in buildings at the College, and students could attend fine arts events at a reasonable price. Local employers that met with the review team indicated that SCC graduates were well prepared for employment, specifically mentioning nursing, welding, and automotive disciplines.

The Board of Trustees and the President's Cabinet expressed an awareness that local tax dollars were a critical funding source for the College and the responsibility to be wise stewards of this funding was acknowledged. The SCC budget process is linked directly to the SCC strategic plan, which focuses on the educational responsibilities of the College. As part of the budget process, the College acknowledges the need to balance innovation in achieving student success all the while maintaining a commitment to fulfilling SCC's stewardship responsibilities.

SCC captures constituent feedback, including advisory committee feedback, to aid in strategic planning through engaging targeted focus groups, questionnaires, and online surveys. SCC makes its facilities available to all members of the community. Area organizations such as local law enforcement agencies utilize SCC's facilities for workshops and training. During the team's visit, a meeting for alumni and stakeholders had individuals in attendance. Community members, local employers, and alumni expressed a commitment to the College as well as support of SCC's mission and students.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

1.S - Criterion 1 - Summary

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

Evidence

The members of the SCC community understand the College's mission, vision, and values and strive to live up to them in their daily activities. Based on information on the College website, student catalogs, and other documentation, the institution embraces its mission which is supported through imperatives including financial responsibility, creating a welcoming college environment, developing collaborative cross departmental staff relationships, and a making a positive contribution to the community. Efforts to promote inclusion and diversity are evident across the campus. SCC also actively seeks input and feedback from the larger community it serves.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Rating

Met

Evidence

Board of Trustees policies mandate legal and ethical behavior by all employees and Board members (Board Policy 206: Code of Conduct, Administrative Guideline 903: Code of Ethics/Conflict of Interest). The SCC Board of Trustees meets monthly at which time they receive Accountability reports. The College employs internal controls in purchasing to ensure integrity in its financial services, and performs annual financial audits. SCC has articulated its policies in listed documents, specifically the student handbook, catalog, and policies and procedures for financial and academic standards for integrity; and has established several positions (formal bodies) to enforce standards. Training in ethical standards and behaviors is required of all employees. The College works proactively with departments to ensure that policies and procedures are followed consistently and are transparent to internal and external stakeholders.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.B - Core Component 2.B

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

Rating

Met

Evidence

SCC presents institutional information regarding programs, requirement, faculty, and staff costs, controls and accreditation relationships to its stakeholders through its website and catalog. The website contains costs to students along with information about financial aid. The website lists accreditation information for all the accredited programs. Faculty and staff members are listed in the catalog and on the website. The college catalog includes the credentials of faculty members. Accreditation affiliation with the Higher Learning Commission and the State of Iowa is accurate and communicated in the catalog and on the website.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.C - Core Component 2.C

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

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

Rating

Met

Evidence

The College is governed by a five member Board of Trustees elected at-large from the community. The Board governs the College through the appointment of a president and establishment of a budget. Contact information for the Trustees is made public on the College website. The Board of Trustees has periodically reviewed the Mission and Values statements and revised them in 2017 to include service.

The composition, organization, appointment process, and duties of the Board are well-defined, including monthly meetings to review and approve policies. The meeting schedule, agendas, and minutes for the Board of Trustees are published on the College's website for all stakeholders to access. A review of meeting minutes confirms the Board's actions to advance the College.

Board members act in compliance with a Code of Conduct in order to preserve their independence from undue influences and avoid conflicts of interests. In a meeting with the Board of Trustees, the trustees present indicated that they understood their role and the conflict of interest policy. They stated that they sign a conflict of interest policy every year, and always follow guidelines that are in the best interest of the institution.

The Board delegates the day-to-day management of SCC to the President; his responsibilities include establishing administrative policies/procedures, setting budgets, planning facilities, and maintaining a respectful college climate. The following Board policies provide guidance between the Board's governance and the President's management responsibilities:

Board Governance

- 203: Board Responsibility
- 205: Board Member's Role and Basic Responsibility

- 401: Delegation to the President

President's Responsibilities

- 402: President's Responsibilities
- 501: General Executive Constraint
- 502: Human Relationships
- 504: Budgeting/Forecasting
- 505: Financial Condition
- 506: Asset Protection
- 507: Communication and Counsel to the Board
- 508: Facilities and Planning

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.D - Core Component 2.D

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

Rating

Met

Evidence

Faculty, staff, and administrators are expected to ensure ethical teaching occurs and to exhibit behavioral expectations. The library offers instruction to students on how to avoid plagiarism and where to go to obtain help with proper citation. The College's Academic Integrity Policy is communicated in the Student Handbook, in the college catalog, and on the website. Syllabi templates are another method used to inform students of the Academic Integrity Policy. SCC has an Institutional Review Board that oversees all data collection and analysis. 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.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.E - Core Component 2.E

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

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

Rating

Met

Evidence

Effective oversight and support services to ensure integrity of research and scholarly practice is conducted in a variety of ways at SCC. Integrity in human subject research at the College is guided by federal guidelines outlined by the Research Participant Protection Program and the Institution Review Board (IRB). The College communicates with all levels of the institution on matters pertaining to the IRB. Any complaint of faculty academic misconduct is taken seriously and referred to the division dean's office. Clear student complaint policies and processes are outlined in the college catalog/handbook. Also, students routinely evaluate courses to provide feedback to the administration on the course and the instructor.

The College has policies related to academic freedom, computer usage, and conflict of interest, as well as student and faculty conduct. Effective Fall 2017, all A.A. and A.S. degree-seeking students are required to take a College Experience course that aims to help students successfully transition to college through exploration of topics such as academic success skills and college expectations. SCC uses Turnitin to monitor students' plagiarism and Maxient software to monitor student behavior to ensure the effectiveness of academic integrity. Also, the library offers an Information Literacy project to assist students in academic research at the college. The college has clear written student conduct policies that address ethical student behavior in their courses and research.

Student academic misconduct is addressed in the academic misconduct policy which is published annually in the college catalog/student handbook. SCC has adopted a Code of Ethics, an Institutional Academic Integrity Policy, and a Judicial Code of Conduct & Student Rights. The College is committed to integrity at all levels in the institution as evidenced by the comprehensive set of ethics policies.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

2.S - Criterion 2 - Summary

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

Evidence

During the CQR visit and through review of institutional documents including the Quality Highlights report, the Federal Compliance Report, and other documentation, it was confirmed that the institution acts with integrity and its conduct is ethical and responsible. This was also demonstrated through SCC's numerous policies and procedures. The institution discloses policies to employees and students through multiple modes of communication, including professional development sessions, e-mails, and focused training. Discussions on campus verified that employees understand policies and procedures in relation to ethical and responsible conduct.

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

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

3.A - Core Component 3.A

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

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

Rating

Met

Evidence

A review of course syllabi and incorporated learning goals, descriptions of programs leading to certificates, diplomas and degrees, and selected program learning goals indicates that certificates, diplomas and associate degrees are appropriate to the community college environment. Each course has learning outcomes that are mapped to program learning outcomes that are aligned with the college's core competencies. Student learning outcomes are also identified for the general education core. For specific programs, SCC uses information from accrediting agencies and local advisory councils. The Academic Assessment Council and Curriculum Committee, as well as other related committees, oversee the curriculum development and accountability process. 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. The Iowa Community College Consortium provides a standard syllabus template for all online courses offered through the Consortium. This template includes an extensive list of what is to be included in the course to meet the necessary levels of performance by students. In addition, all concurrent enrollment courses offered through a partnership with area high schools must meet the standards of the National Alliance of Concurrent Enrollment Partnerships (NACEP) in the areas of mission, faculty qualifications, assessment, curriculum, student enrollment, and program evaluation. These standards require that college courses offered in the high school are of the same quality and rigor as the courses offered on-campus at SCC.

The institution does not offer graduate, post-baccalaureate, or post-graduate academic awards.

However, it does distinguish learning goals for certificates, diplomas, and associate degrees. The institution articulates and differentiates learning goals for its associate degree and certificate programs through its website, catalog, and other documents. Associate of applied science skills attainment is recognized and supported through industry standards, industry accreditations, or external certifications. The program learning outcomes and other program information is available on the website and the course catalog and program guides, also available online, list the requirements for each program and indicate what is required for each award. The course objectives and competencies for each course are included in the course syllabus. Faculty, administrators, advisory boards and students are involved in designing learning outcomes for the programs.

The college has consistent learning goals and assessment across modalities and locations. The college maintains NACEP accreditation for its concurrent enrollment which requires consistent standards and accountability between SCC and the high school partners. Rigor is maintained through all modalities of instruction as overseen and monitored by SCC's Academic Assessment Committee/Assessment Council, the Curriculum Committee, program advisory boards, and the annual program review process. SCC is also a member of the Iowa Online Consortium Council which reaffirms the obligation of program and course consistency in online offerings. The faculty at the Keokuk campus are obligated to follow the same guidelines and processes at the West Burlington campus, and all programs that are offered at both campuses have the same requirements and learning outcomes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.B - Core Component 3.B

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

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

Rating

Met

Evidence

SCC's mission is to "provide accessible, quality programs and services which promote student success and economic vitality." A review of the general education offerings, the Associate of Arts program, and statements of faculty, students, external stakeholders, and administrators in several sessions during the visit confirmed that the general education program is appropriate to the College's mission and to its technical and career educational offerings and degree levels. SCC further utilizes the requirements set forth by the HLC, the Iowa Department of Education, and other accrediting organizations to ensure that the general education offerings provided by the College are appropriate to a two-year institution.

SCC has articulated five "Core Competencies" that are aligned to its general education programming: 1) Communication, 2) Critical Thinking, 3) Cultural Awareness, 4) Civic Awareness, and 5) Quantitative and Scientific Reasoning. SCC has established Program Outcome Curriculum Maps and Program Core Competency Curriculum Maps to ensure that all students have the opportunity to meet all core competencies in every SCC program. Copies of the program maps were provided to the visiting team and maps for all programs are located on SCC's website.

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 degrees 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's faculty completed curriculum maps to ensure that the Core Competencies identified above as part of the general education requirements are incorporated throughout Arts & Sciences and the Career Technical and Health Education (CTHE) courses so that all students have opportunities to achieve the outcomes. Faculty members told the visiting team that students were required to do research in their classes, and the syllabi listed requirements for students that supported them in mastering modes of inquiry or creative work; and in developing skills adaptable to changing environments. CTHE programs offered multiple opportunities to develop workplace skills to meet changing needs as identified by industry professionals (advisory boards, accreditors).The curriculum maps, syllabi, and related assessment rubrics further show that SCC's Core Competencies engage students in specific skills and expose them to various types of knowledge. Examples provided by SCC include the following:

- Communication – Collect, analyze and communicate information.
- Critical Thinking – Perform research and utilizing information resources.
- Cultural Awareness – Knowledge of world cultures.
- Civic Awareness – Knowledge of local communities.
- Quantitative and Scientific Reasoning – Explore various modes of inquiry.

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 also serves as evidence of the College's commitment to an understanding of diversity. The freshman College Experience Class includes multicultural training.

Other activities include the recognition and celebration of Martin Luther King, Jr. Day. SCC frequently brings in speakers to address issues of multiculturalism. For example, SCC has sponsored speakers from the NAACP and the Iowa Humanities Board to speak on such subjects as race relations and implicit bias. SCC has recognized a student Multicultural Club on the West Burlington campus that hosts several events geared toward increasing the college community's understanding of multicultural issues. The International Thanksgiving is such an opportunity that partners Multicultural Club members with other student groups to increase exposure to these issues. At the Keokuk campus, there is an African American Heritage student organization. There is also a Gay Straight Alliance on both campuses that seeks to increase understanding, and provide support for students. The college also designates "Safe Spaces" on campus.

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

Annual Logs. Because most of SCC's programs are in the technical and career fields, many faculty and students do not engage in scholarship or creative work (in the arts). However, through program advisory committees, industry partnerships, and close ties to the community, SCC's faculty and students are engaged in the discovery of knowledge as programs are altered to meet changing needs and requirements for the workplace.

Some faculty and students are engaged in creative work and scholarship. Professor Jodi Cook wrote and produced two musical productions that were performed by students. During the visit, the art students were organizing an art gallery reception and art show for their work. These activities serve as evidence supporting faculty and student's contribution to scholarship, creative work, and the discovery of knowledge.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.C - Core Component 3.C

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

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

Rating

Met

Evidence

SCC reports the Fall 2018 unduplicated headcount as 2,548 students, with 78 full-time and 97 part-time faculty. This aligns with 1,175 full-time students (46.1%) and 1,373 part-time students (53.9%). According to IPEDS data for 2017-2018, SCC had a student-to-faculty ratio of 16:1.

SCC considers the staffing levels of faculty members to carry out both the classroom and the non-classroom roles of faculty. 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 the President's Executive Cabinet 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 also utilizes the HLC Non-Financial Indicators 3 (Full-time Faculty Changes), 5 (Student to Teacher Ratio), and 6 (Weak Graduation/Persistence Rates Compared to Peers) to measure effectiveness in regards to ensuring SCC has sufficient numbers of faculty to carry out both classroom and non-classroom responsibilities.

All faculty, including part-time faculty, are required to participate in the assessment of student learning.

The state legislature of Iowa has mandated that the Iowa Department of Education develop a statewide academic credentialing chart as a reference for all state institutions. SCC applies that chart to its faculty positions and further incorporates the requirements of the Higher Learning Commission and specialized program accreditation agencies.

As the position description for each instructor position is developed, the HR department and the instructor supervisor (typically a dean) draft the position description, form a search committee, and evaluate applicants on a rubric. The hiring processes in place include development and verification of full-time faculty credentials. This process ensures there are adequately prepared faculty and staff to deliver effective programs and services at the time of hire.

SCC's deans are responsible for reviewing academic credentials with the Vice President of Academic Affairs when hiring faculty. A review of faculty files (a random sample) disclosed that all faculty had at least a master's degree in the field in which they were teaching or in CTE areas, had at least 6000 hours of work experience. One adjunct faculty had 4000 hours of work experience in the field but had several years of teaching experience in the field. All faculty files reviewed included certified copies of the individual's academic transcripts. The faculty files and the review include full-time faculty, part-time faculty, and instructors in the concurrent enrollment program.

SCC's evaluation policy is outlined in the Employee Handbook which is available to all employees on SCC's intranet. SCC's faculty and support staff bargaining agreements each include evaluation processes for probationary and non-probationary employees, and supplemental evaluations. HR maintains evaluation calendars and notifies supervisors and employees about upcoming evaluations via email. 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 are documented using the Classroom Observation form. Student feedback is solicited using the IDEA Student Ratings Instrument (SRI).

As the result of the 2018 HLC Strategy Forum, an adjunct faculty evaluation process has been developed, piloted in the summer 2019, and will be implemented fall 2019.

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 PDP is subject to review by the dean, a faculty peer, and the Quality Planning Committee. The Quality Faculty Plan 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.

SCC provides funding for faculty to attend professional conferences and to engage in other professional development opportunities. This budget item is controlled by a faculty-led committee responsible for approving funding requests.

SCC also organizes internal professional development opportunities for faculty and staff. These include speakers, workshops, brown bag-style events, and professional development days.

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. Faculty are also encouraged to sponsor student clubs/organizations for which they are paid a stipend.

The students met by the visiting team reported that their instructors were accessible. Student surveys support this conclusion, although SCC's result is slightly lower than the Iowa community colleges' average. Comments offered during sessions with the visiting team suggest that most faculty use the Drop-Out Detective results to monitor student attendance and will contact students, they routinely meet with students during office hours and at other times, and informally serve as advisers to discuss students' academic plans, and to provide career advice.

As the result of the 2018 HLC Strategy Forum, SCC has attempted to increase adjunct availability to students.

SCC's hiring and orientation processes ensure that all staff are appropriately qualified and trained at the time of hire. There are defined processes for periodic performance reviews for administration and support staff.

Requests to fill employee staff positions are brought to and approved by the President's Executive Council (PEC). The Director of Human Resources works with the appropriate supervisor to develop and/or update the job description with the necessary knowledge, skills, and abilities. Alignment of skills to qualifications determines academic credentials that are needed. This is done by utilizing a scoring rubric to determine credential and skills alignment. All job descriptions are finalized by HR to ensure proper job-level classification and adherence to local, state, and federal laws. Staff credentials are maintained in the Office of Human Resources and in Ellucian.

SCC provides professional development funding for conference attendance, attendance at off-campus workshops or seminars, and tuition reimbursement to staff. Select candidates may participate in leadership programs offered by Iowa State University.

SCC provides regular internal professional development opportunities. There are several days throughout the school year that are used for professional development of staff. 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 Staff Development Day. This entire day is devoted to staff and personal enhancement and frequently includes keynote speakers and multiple seminars.

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.

Staff at the open forum session expressed their satisfaction of the professional development opportunities to which they were provided and noted that they were invited to provide feedback to the planning committee.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Rating

Met

Evidence

SCC's website, AQIP documents, and comments offered by employees and students during the Team's visit all identified the extensive student services that support SCC's student body. Some of these services include tutoring, library services, academic advising, career counseling, and online academic support tools. SCC also provides for the needs of students with young children by contracting with a daycare center to provide childcare services on the West Burlington campus.

SCC utilizes mandatory placement testing to determine individual learning support needs of each student. 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, and the Adult Education Literacy program. SCC provides specific preparatory instruction to address the academic needs of some students: Underprepared students are enrolled in developmental English and math courses based on their placement test scores. Non-native speakers of English are identified on SCC's Application for Admission and enrolled in English as a Second Language courses. First-time A.A. and A.S. degree-seeking students are enrolled in the first-year experience course "The College Experience."

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.

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.

Enrollment Specialists provide initial academic advising to all entering students. After the first semester, formal advising is provided upon request. Faculty and students at the open sessions noted that faculty often serve as informal advisers regarding course selection and career paths. It is a requirement that TRIO students receive academic advising until they exit the program. The Retention Oversight Council also helps students with issues regarding academic and career paths.

Student Success Advocates help students at SCC be successful in their academic program. They offer services in the Student Support Centers to students in West Burlington and Keokuk. The advocate helps with issues concerning testing, disability services/accommodations, and retention services.

Professional Academic Consultants and Peer Academic Consultants are available on a walk-in basis during open hours for math and writing, or can be scheduled by an appointment

SCC provides the infrastructure and resources necessary to support effective teaching and learning. The visiting team toured the West Burlington campus and the team chair toured the Keokuk campus. The classrooms, labs, and specialty areas were well maintained, supported by technological infrastructure, and met the needs of faculty and students. This was confirmed in the sessions with students and faculty. SCC has invested nearly $1 million over the past several years for support of student learning and retention. These include, among other things, facilities renovations ($488,036) to provide for one-stop shop for student services, implementation of Ellucian Colleague Student Planning ($14,648), an online module to track student pathways, implementation of Drop-out Detective ($9,547), a tool to identify at-risk students, implementation of Maxient ($24,000) that tracks student behavior and safety issues, implementation of TutorTrac ($12,920) to manage students' visits to academic support services, and the hiring of personnel to support institutional effectiveness and strategic planning.

SCC has also developed a number of partnerships to meet instructional facility needs. 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

Libraries on both campuses provide learning resources, information literacy instruction, and research assistance upon request. 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.

SCC's Information Technology Services has processes in place to ensure that the technical

infrastructure efficiently supports operations wherever and however programs are delivered. SCC's Multimedia Services provides instructors and students with training and support on instructional technologies.

SCC has established Academic Achievement Centers on both campuses to provide professional and peer tutoring services to any student upon request. The Student Support Centers provide testing services, disability services, and academic coaching, online academic support tools such as Smarthinking.

The Pathways for Academic Career and Employment (PACE) program provides guided academic pathways, academic advising, financial aid counseling, and resource referrals for unemployed, underemployed, dislocated workers, low-skilled, and low-income students.

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

The TRIO office on both campuses provides academic support to first-generation, low-income, and disabled students.

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.

SCC has established an institutional review board (IRB) that is registered with the Office of Human Research Protections and has Federal Assurance approval. The IRB reviews all proposals for research, including those conducted by SCC students and those which use students, faculty, or staff as subjects. In addition, SCC has an Institutional Research (IR) Office which supports academic integrity and freedom of expression through its processes. IR provides assistance for analysis of archival raw data that are made available on the institutional research website.

The Institutional Academic Integrity Administrative Guideline defines dishonest conduct as fraud, cheating, plagiarism, forgery, and facilitating dishonesty. All instructors are required to add this statement to their course syllabi, which they review with their students during the first few days of class. The policy is printed in the Student Handbook and posted on SCC's website and in all computer labs. The Judicial Code of Conduct & Student Rights lists sanctions for violations.

The College Experience course includes a Quality Standard that states that students will be able to understand "academic integrity and SCC's academic integrity policies, particularly related to cheating and plagiarism." 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.

A number of faculty have modified their essay assignments or use tools, such as Turnitin.com, to educate and discourage students from plagiarizing. In Spring 2018, SCC adopted and began implementing the Maxient software system, which provides the ability to track student behavior, including violations of academic integrity. Once fully implemented, it will provide a central repository/reporting system with the ability to monitor repeated incidents in multiple classrooms or teaching modalities.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.E - Core Component 3.E

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

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

Rating

Met

Evidence

SCC offers a variety of co-curricular activities that are aligned with the college's mission and the core competencies. These programs include the work of student clubs and organizations, academic internships and practicums, and student service projects, all of which contribute to the educational experience of students. In the case of the student organizations, they are advised by faculty and staff who are following established guidelines concerning the creation and operation of student organizations.

The Application for a New Student Club/Organization requires the applicant to articulate alignment to SCC's mission and the organization's contribution to the educational experience of its students. Club advisors must annually document how activities have aligned with SCC's Core Competencies.

In 2017, SCC adopted an Action Project to identify its co-curricular learning experiences and develop assessment plans for them. The goal was to establish eight co-curricular assessment plans in 2018 and then establish an additional eight co-curricular assessment plans in 2019. SCC has implemented a standing Co-Curricular Assessment Committee to oversee future co-curricular assessment.

The mission statement states that "Southeastern Community College provides accessible, quality programs and services which promote student success and economic vitality."

SCC demonstrates the claims it makes about providing accessible quality programs that lead to student success and economic vitality. The many student support programs, from PACE to TRIO to the STEP program suggest high accessibility to students in its service area. The academic programs offered by SCC in the liberal arts and in career and technical education are appropriate to the mission and of high quality, as determined by the faculty, advisory boards, and external accrediting agencies. The success of the students in the programs offered support the economic vitality of the service region.

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.

According to the Southeastern Community College Foundation, more than 80% of SCC students find jobs, SCC and student spending adds $50 million in regional economic output, and SCC directly touches the lives of more people than any other institution in southeast Iowa. In 2018, 87% of SCC graduates lived and worked in Southeast Iowa providing an economic impact of $179 million per year.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

3.S - Criterion 3 - Summary

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

Evidence

SCC's adoption of quality improvement processes have resulted in positive and significant impacts on the resources, support mechanisms, and evaluation procedures related to teaching and learning. The Action Projects and Strategy Forum have led to SCC's better understanding of assessment, which has led to both consistency and comprehensiveness of review across all areas. The processes provide meaningful and useful information for continuous improvement and decision-making. The College's adoption of the Core Competencies and the integration of those competencies in its co-curricular programs has further supported the framework for general education. SCC's actions and continued efforts in this area support the institution's distinctive mission and provide a foundation for meaningful assessment of both curricular and co-curricular programming.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Rating

Met

Evidence

SCC conducts Academic Program Reviews (APR) every three years, according to a standardized policy. Discussions with faculty and administration and review of several APR documents confirmed that a systematic and repeatable process is followed for a majority of the programs. The Strategic Plan Goal 1.2.3 *Enhance Academic Program Review Process* indicates that between 2019-2022 criteria will be established for a discrete Arts and Sciences program and review of one-third of programs will occur each year. Progress in that area will occur once the statewide Transfer Major Project is complete. The new Criminal Justice Program Review which represents an example of a program which is transitioning from CTE is an excellent model for non-CTE programs to follow.

The APR process intentionally involves representatives from faculty, deans, department chairs, and the Director of Institutional Research. Advisory Board members are invited to participate; APR results are on their agendas. The Program Review Process Matrix shows a comprehensive and clear process including placement, wages, employer survey data, cohort demographic data, retention, completion, and transfer data. A final summary and action plans are presented by the VPAA to the Cabinet and PEC. The APRs are aligned with strategic planning and budgeting processes.

Academic Program Reviews are posted and archived on the IR intranet page. The posting for 2019 showed nine comprehensive reviews. In each review a summary page clearly documents with graphs the percentages of success for areas such as Perkins retention targets and rate, employment, enrollment demographics, student satisfaction, employer satisfaction, grades or other evidence of student learning achievement. The first page summary of aggregate results are color coded to show whether the program is meeting targets, not meeting targets, or exceeding targets.

Eight programs in Career, Technical and Health Education (CTHE) maintain current specialized accreditation. Additionally, SCC provides links to the Iowa State Board of Education Accreditation Report and its certification from the National Alliance of Concurrent Enrollment Partnerships (NACEP). Faculty and administration reported to the team that the NACEP certification helps ensure that faculty teaching concurrent courses are qualified, and that textbooks, syllabi, and curriculum are consistent with traditional delivery modes.

Appropriate information on transfer, CLEP, and experiential learning credits are published in the catalog and website. For transfer, the college follows the state Common Course Numbering system. SCC lists 48 agreements with transfer institutions on its website and has a goal of increasing that number and reviewing or updating each year. SCC allows up to 45 experiential learning credits toward the Associate of Applied Sciences degree in Skilled Trades as determined on a case-by-case basis by the Registrar. Policies for experiential learning are based on the Bureau of Apprenticeship guidelines.

The institution reports on the success of its graduates through KPI's, NCCBP, and VPA results which are annually shared with the Board of Trustees. SCC also tracks employment and transfer rates to evaluate the success of its graduates.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.B - Core Component 4.B

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

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

Rating

Met

Evidence

A commitment to educational achievement and improvement through ongoing assessment of student learning are demonstrated through clearly stated goals for student learning. All programs have mapped Core Competencies and identified Program Learning Outcomes as noted in Figure 1 of the Quality Highlights Report (QHR) and on curriculum maps posted on the Hawknet intranet Academic Affairs link.

Achievement of those goals is evidenced for the Core Competencies by an *Assessment Handbook*, annual Assessment Reports on the Core Competencies for programs, minutes of department and Advisory Board meetings, and conversations with administration and faculty. Assessment Results reports for spring 2018 are housed on the IR intranet page and include assessment of the Civic Awareness, Communication, Quantitative and Scientific Reasoning, Critical Thinking, and Cultural Awareness Core Competencies for each program. Each report documents and graphs data sources and participation, overall college scores for indicators, comparative results for the Core Competencies by program level (diploma or degree), and comparative results by department.

An *Assessment Handbook* created in 2018 provides a comprehensive description of Core Competencies processes, timelines, vocabulary, Assessment Council Bylaws and membership, and core competencies definitions and rubrics.

Evidence of a systematic, recurring assessment process for Core Competencies aligned with the strategic planning was apparent. The 2017-22 Strategic Plan Status Chart Goal 1.2.4: U*tilize assessment data to enhance student learning* demonstrates focused planning and includes documentation of goals, targets, actions/results, and persons responsible. Assessment updates occur every fall semester. The annual Assessment Reports completed by each program are used in the fall meetings when the VPAA, deans, and program faculty discuss assessment results from the prior year and improvements planned for the current year. Discussion with the Executive Assistant to the VPAA and program faculty confirmed this. Sample department and Advisory Board meeting minutes

also confirmed that assessment results related to Core Competencies and improvement are sometimes discussed in those groups.

Significant energy has been invested in defining, mapping, and assessing Core Competencies in each program and annually reporting on analysis of results and improvements to curriculum, etc. Improvements in software, the implementation of a Data Team to assist faculty and staff with data analysis, and professional development targeted/ focused on how to use data to make decisions about student learning have enhanced SCC's ability to document how results are used for improvement.

In regard to Program Learning Outcomes, these have been mapped to courses and are published on Hawknet links. However, documentation of the complete cycle in the process of identifying program learning outcomes, selecting instruments to assess those outcomes, and documenting collection and analysis for improvement is not yet complete. The College is aware of this gap and is addressing the issue. Faculty and administration understand the need to create documentation templates for assessing Program level Learning Outcomes. The model for assessing institutional level Core Competencies and course embedded assessments exists, and SCC is encouraged to apply that model to Program Learning Outcomes as well.

The 2017-22 Strategic Plan Status Chart 1.2.2 documents a goal for co-curricular assessment and indicates that eight plans have been developed. Every year, departments or groups will create eight plans and conduct assessment. These are housed on the intranet. Examples cited during discussions/meetings included Information Literacy, a Phi Beta Kappa project on cultural awareness, and projects for Title IX, PACE, Disability Services and tutoring. SCC is well on its way to implementing a full cycle of identifying, collecting, and using the results of co-curricular programs and activities to improve the student learning experience.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.C - Core Component 4.C

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

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

Rating

Met

Evidence

SCC demonstrates its focus on Persistence, Retention and Completion (PRC) through its Strategic Plan 2017-22 Goal 1 Strategy 3 Improve Student Retention, KPIs Update 2015 and Action Projects. The college has appropriately defined goals developed by the President's Executive Council (PEC) and IR to include items such as cohort, target goal, and benchmark institutions.

SCC collects appropriate data on retention, persistence, and completion (PRC) through several instruments including IPEDS, the KPI's (2009-2017), the NCCBP, and VPA. A Retention Oversight Council created in spring/summer 2018 oversees retention efforts. A number of initiatives documented in the Strategic Plan are targeted toward improving retention, persistence and completion. These include 1.1.1."Create …awareness that all employees have responsibility for student …retention, and success." The Strategic Plan 1.4.1 Initiative focused on developing definitions for completion and persistence based on the VFA with a target of Iowa CCs Main Cohort Average of 72% in 2016. A target of a 1% annual increase in retention rates was set.

SCC clearly uses this data to make decisions as confirmed through faculty discussions and review of KPI's, sample APR's, and NCCBP data. Department/Division Tactical Plans must include retention and completion strategies. Meetings are held on both campuses to discuss data and plans to improve retention and completion. The PEC and Cabinet review all the data annually; the Board of Trustees annually reviews certain KPI's (1-8) as well as NCCBP and VFA results. Some initiatives from the Strategic Plan included student services strategies. For example, Initiative 1.3.1 New Student Experience Plan developed a workgroup to implement a comprehensive new Student Experience. Additionally, as a result of APR and data analysis of enrollment, the Administrative Professional

program is being revised to reflect current market demand. A job shadowing experience, focus group feedback, and marketing reflect these changes. Faculty and Administration reported to the team that analysis of data led to changing the developmental education course readiness requirements. Instead of students taking three developmental courses to be ready for Composition 101, a basic course with lab concurrent with English Composition 101 was implemented. A new ALEKS Math Placement and Math Pilot are also in place.

Students' ability to readily find information about resources available to them supports retention and completion at the college. The college catalog and website publish very clear and easily navigable links on the Student Success page: academic support, personal support, and disability services. Links lead to the Yohe Memorial Library, Academic Achievement Center, Student Support Center, TRIO Support Services, and PACE Pathways for Academic Career and Employment (mapping career goals). Students who have used Disability Services and participated in TRIO and PACE indicated that those programs and services made it possible for them to succeed in their programs. The College Experience course implemented in fall 2017 is mandatory for all AA and AS students and provides students guidance in study skills, financial literacy, and other strategies for mitigating barriers to success. IT offers multiple services which support student learning including Smarthinking.com tutoring service which permits students 15 hours of free tutoring in multiple subjects/courses, ADA technology, a more user-friendly LMS platform (Canvas), and access to IT help 24/7 through chat, phone or email. Students reported high satisfaction with technology and IT help available to them. The addition of implementing the statewide software Dropout Detective to all modalities--traditional face to face, hybrid, online, and concurrent courses has been one of the improvements which have enhanced SCC's ability to retain students.

The physical infrastructure of the campus appears to contribute to retention. Students reported that the physical facilities--in particular, the new science and health buildings and renovated and new dormitories/student housing--impacted their decision to attend SCC. Furthermore, students noted and the review team confirmed through a tour of facilities that labs and equipment are very up-to-date. Automotive and Collision Repair labs and Health labs including a Sim lab and Z lab are equipped with the latest technology. Donations from area stakeholders/community members has enhanced the ability of the institution to provide these up-to-date buildings and equipment.

SCC's processes and methodologies regarding retention, persistence and completion reflect effective practice and appear to be successful.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

4.S - Criterion 4 - Summary

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

Evidence

SCC demonstrates that it provides quality educational programs and evaluates their effectiveness through regular Academic Program Reviews, specialized accreditation for eight programs, as well as Curriculum Committee oversight and program Advisory Board input. The institution maintains authority over the credit it accepts for transfer and evaluates and publicizes on its website and catalog program and degree requirements, transfer, experiential credit and concurrent education policies. The institution tracks retention, persistence and graduation for its degree and certificate programs and measures these through appropriate tools. SCC provides comprehensive and appropriate support services including library with dedicated computers and study areas, Academic Achievement Center, Student Support Center (writing, reading and mathematics tutoring), TRIO Support Services, PACE Pathways for Academic Career and Employment, and Veterans services.

Program learning outcomes and core competencies have been written for all programs and are being measured for core competencies. SCC is encouraged to document the complete cycle in the process of identifying Program Learning Outcomes, selecting instruments to assess those outcomes, and documenting collection and analysis for improvement.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Rating

Met

Evidence

Although SCC has been affected by enrollment declines which has caused the institution to focus on cost-cutting measures, the review team determined, based on the evidence presented, that SCC's mission and goals are realistic and are being implemented in a thoughtful and prudent manner despite decreasing enrollment over the past eight years (credit hours generated have decreased by 34% from 2010 to 2018) and resulting fiscal challenges.

The College demonstrated to the team that fiscal infrastructures are in place to support both current and future operational demands. Moody's Investors Service has assigned an Aa3 rating to SCC'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. A review of the past three years financial audits, along with "above the zone" CFI values (2016 CFI =2.62, 2017 CFI = 2.01, 2018 CFI = 1.83) indicate appropriate use of College finances and adequate financial health. 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. These funds have been used to make improvements to campus facilities, including a new Health and Sciences Complex and Blackhawk Tower Residence Hall at the West Burlington Campus and the Industrial Technology Training Center at the Keokuk Campus.

SCC demonstrates a sufficient number of human resources despite some staffing declines caused by funding and enrollment decreases. The College has sufficient fiscal, human, facilities, and technological resources to meet the college's mission and performance goals. As the review team learned during its visit, the institution's leaders have realigned services and staff in order to balance the budget and have done so in a manner through attrition and not filling positions, not by a reduction in force. The Board of Trustees's awareness of the fiscal situation, along with their monitoring of the external environment, led them to support the measures taken.

The College has a clear process for identifying budget needs, making budget requests, approving budgets, and monitoring budgets. The Special Operating Budget Committee works with the Vice President of Administrative Services to provide budget development, oversight, and forecasting. The ultimate responsibility for the budget resides with the Board of Trustees, who approve the annual budget and review budget reports at their monthly meetings. Budgets were reviewed for 2018, 2019, and 2020. The team verified that educational purposes remain the primary focus for resource allocation processes. There are no allocations to outside entities that impact the institution's ability to serve its students and mission.The College utilizes IPEDS financial reports and Core Financial Indicators to monitor the budget.

SCC has processes in place that ensure all employees are appropriately qualified and trained, and regularly supported in their professional development. 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. The team verified that processes are in place to ensure compliance with these standards.

The College maintains a strong commitment to the professional development of all employees as evidenced by development opportunities discussed during the visit. Faculty are supported via sabbatical opportunities and yearly contractual professional development funds. Staff are supported through departmental development funds. Tuition reimbursement is available for employees seeking career advancement within the College, and yearly, three professional development days are designed to benefit all employees.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.B - Core Component 5.B

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

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

Rating

Met

Evidence

Board policy provides descriptions, responsibilities and points of accountability for the Board of Trustees (BOT), an elected five-member entity as required by state statute (Board Policy 203: Board Responsibility, Board Policy 205: Board Member's Role and Basic Responsibility). Monthly Board meeting agendas are established to acquaint and provide updates to BOT members regarding legal and fiduciary duties and the overall health and direction of the College. During the CQR visit, the team confirmed that Board members are actively engaged at the College and available to staff, faculty, students and community members. The BOT delegates day-to-day operations of the College to the President and his designees (Board Policy 401: Delegation to the President.

During the visit, the College provided evidence that administration, faculty, staff, and students are involved in setting academic requirements, policy, and processes through effective structures for contribution and collaborative effort. All academic committees are either faculty led or co-chaired with an administrator, and provide opportunities for input in setting academic requirements, policy and processes. Faculty committees include Academic Assessment Council, Curriculum Committee, and Quality Faculty Plan.

SCC has a robust committee structure that facilitates inclusive decision-making. The Synergy Team is comprised of leaders from Academic Affairs and Student Services meeting monthly to address issues and develop projects that affect both divisions. Staff members also hold positions on committees such as the Campus Safety & Security Committee, Guided Pathways Team, CREW (Celebrating & Recognizing Employee Work) Committee, and Welcome Day Committee. 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 additional comments.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Rating

Met

Evidence

During the visit, SCC provided strong evidence that it engages in systematic and integrated planning that allocates its resources in alignment with the College's mission and priorities. Budgets were reviewed for 2018, 2019, and 2020. The team verified that educational purposes remain the primary focus for resource allocation processes. There are no allocations to outside entities that impact the institution's ability to serve its students and mission. A review of the past three years financial audits, along with "above the zone" CFI values (2016 CFI =2.62, 2017 CFI = 2.01, 2018 CFI = 1.83) indicate appropriate use of College finances and adequate financial health.

The College has a Special Operating Budget Committee and Technology and Equipment Committee that provides budgetary oversight and maintains transparency with all budget decisions. During the CQR visit, the team determined that SCC's planning processes encompass the institution as a whole and perspectives of internal and external constituent groups are considered, including program advisory board perspectives. The Strategic Plan 2017-2022 contains goals and initiatives which are reported on each October via the Strategic Plan Status Chart. Accountability for the plan follow-through is established via primary leads. Division and Departmental Tactical Plans are aligned to strategic plan initiatives and AQIP categories. Processes for assessment of student learning, evaluation of operations, and planning are detailed in the Tactical Plans and linked to the overall College Strategic Plan. The College provided evidence of institution-wide KPIs that are aligned with the strategic plan.

 A review of enrollment, facilities, IT, and institutional strategic plans demonstrate that the College has a sound understanding of its current capacity and possible fiscal, technological, and environmental strengths, weaknesses, opportunities, and threats. 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 the College's mission. Additional measures (i.e. tax levies, tuition increases, and technology fees) ensure that there are adequate resources to carry out SCC's strategic priorities and meet student/stakeholder needs.

The institution has faced some financial reductions over the past few years and has made appropriate adjustments to priorities and action areas. Campus discussions confirmed that institutional planning anticipates emerging factors such as technology, demographic shifts and globalization.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Rating

Met

Evidence

Though links between processes and evidence were weak in the Systems Portfolio, during the CQR visit, the team was able to validate the processes described, hear examples of how the process works in action and learn about the strides the College is making to document data-driven decisions. For example, the College used PACE data to create a new employee recognition program committee at the College, Celebrating & Recognizing Employees at Work (CREW). Additionally the Retention Oversight Council was started in response to decreased enrollments and the need to increase student retention. Interventions were created, including the use of Dropout Detective, and retention increased 1% in one year.

In response to the Systems Appraisal, SCC's Office of Institutional Research developed an Institutional Effectiveness Plan that outlines the College's approach to assessing the effectiveness in achieving its mission and institutional goals. The purpose of the Plan is to demonstrate its planning and processes for measuring continuous quality improvement in student learning, educational programs, and administrative and educational support services. Goals, internal targets and external benchmarks have been set for Strategic Planning, Divisional Tactical Planning, Budget Planning, Facilities Planning, Retention Planning, and Academic Program Planning.

During the CQR visit, the College demonstrated that it learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities, and sustainability, overall and in its component parts. An example of the institution learning from operational experiences is the periodic SSI survey to students. Safety and security changes were made on campus due to low SSI safety scores on the 2014 and 2016 survey results. Changes included additional cameras being installed along with a camera control room, Maxient reporting being started, installation of lock-down buttons, and training for staff and students. These changes resulted in increased SSI safety scores at the 2018 survey period.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

5.S - Criterion 5 - Summary

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

Evidence

SCC has appropriate resources to support mission and current operations, as well as clear processes and structures to forecast and plan for future opportunities and challenges. The College is in the second year of a five-year strategic plan, which functions as a living document to guide the work of SCC. The Board of Trustees delegates authority to the President and his designees to conduct college operations. The President, his executive leadership team, and various other College administrators and committees collaboratively work toward achievement of strategic goals. The College planning, budget, and assessment cycle facilitates systematic and integrated planning.

6 - Commitment to Continuous Quality Improvement (CQI)

6.A - Question 6.A

Levels of Organizational Maturity in Relation to the AQIP Pathway Categories

Please provide a brief paragraph or two that captures the team's perception of the institution's overall level of maturity (and the relevant challenges and strengths) and how the institution might further advance its agenda.

Evidence

SCC demonstrates that it practices CQI in numerous initiatives and processes. These processes, which align with the strategic plan and budget were evident in documents and through conversations with faculty, staff, administration and the Board. Practice Continuous Improvement is a Strategic Goal. This goal is detailed in an Institutional Effectiveness plan which requires that all divisions and departments submit Tactical Plans each year. Core Competency Assessment Reports are completed by faculty each year and discussed during fall meetings between the VPAA, faculty, and deans. These include analysis of Core Competencies assessment results for the prior year and plans for making changes in curriculum, course sequencing, etc. for the current year. Academic Program Reviews occurring every three years and specialized accreditation for eight CTE programs are also comprehensive CQI processes which include Advisory Boards. Various other planning documents such as a Technology Plan and Master Facilities Plan align with the budget processes. Thus, SCC demonstrates that CQI processes are incorporated into multiple aspects of the institution's systems and planning.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

6.B - Question 6.B

Evidence of Principles of High-Performance Organizations
Please provide a brief paragraph or two that indicates how and where the institution demonstrates its systematic approach to continuous quality improvement through aspirational values found in the Principles of High-Performance Organizations.

Evidence

SCC demonstrates commitment to its stakeholders through strategic planning and budgeting processes that are mission-driven and incorporate both input and feedback from internal and external constituencies. The College demonstrates commitment to people through ample professional development opportunities for its faculty and staff and a near-singular focus on the academic, social, physical, and career development of the students it serves. SCC exhibits agility and foresight through the willingness to launch relevant and innovative changes that respond to industry trends and needs. SCC has an opportunity to continue its quality journey by creating more clarity on the learning principle of high performance organizations by focusing on communication and decision-making processes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7 - Commitment to the AQIP Pathway

7.A - Question 7.A

Actions That Capitalize on Systems Appraisal Feedback

Provide brief bullet points that demonstrate success or progress.

Evidence

- An Institutional Effectiveness Plan was developed in order to measure continuous quality improvement in student learning, educational programs, and administrative and educational support services.
- Program Outcome Curriculum Maps and Program Core Competency Curriculum Maps have been developed to ensure that all students will have access to all five core competencies no matter what the course selection is in order to fulfill general education program degree requirements.
- Strategic Plan goals and initiatives have been aligned to AQIP Categories for accountability and reporting purposes.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.B - Question 7.B

Actions That Capitalize on Strategy Forum Participation

Provide brief bullet points that demonstrate success or progress.

Evidence

The Strategy Forum Team created and implemented a comprehensive Adjunct Faculty Performance Review which mirrors that of the full-time evaluation process. The process is aligned with Strategic Goal 2 *Strengthen Human, Financial, and Facility Resources* and is being implemented in 2019. Strategic Goal 4.1.2 indicates that it is a Quality Improvement project.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.C - Question 7.C

Actions That Capitalize on Action Projects
Provide brief bullet points that demonstrate success or progress.

Evidence

SCC utilizes a dedicated reporting mechanism for all their AQIP projects. This process includes annual reviews by the President's Cabinet, Board of Trustees, the AQIP Steering Committee, and other stakeholders.

The College utilized an AQIP project to revamp the processes at SCC. This process included a professional development day, creating handouts, standardization of data collection, and reviewing financial aspects.

Action projects were used to review Math Placement, Employee Recognition, and Co-curricular assessment. The projects were tied to the mission, vision, and Strategic Plan to help the institution move forward in the AQIP categories.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

7.D - Question 7.D

Commitment to Active Engagement in the AQIP Pathway
Provide brief bullet points that demonstrate success or progress.

Evidence

A culture of Continuous Quality Improvement was displayed by the institution. Specific examples that demonstrate growth through data-driven, evidence-based decisions include;

- Development and use of a document entitled "Annual Assessment Report for Programs/Discipline Report and Planning Sheet", to assist department in reviewing assessment data and drive curricular changes.
- Use of a Strategic Plan Status Chart, containing baseline metrics, internal targets, benchmarks, and assessment measures that are tracked and results reviewed annually.
- Use of Plan-Do-Check-Act Continuous Process Improvement Cycle as the College transitions out of the AQIP Pathway and establishes a new CQI college-wide methodology.

Interim Monitoring (if applicable)

No Interim Monitoring Recommended.

Review Dashboard

Number	Title	Rating
1	Mission	
1.A	Core Component 1.A	Met
1.B	Core Component 1.B	Met
1.C	Core Component 1.C	Met
1.D	Core Component 1.D	Met
1.S	Criterion 1 - Summary	
2	Integrity: Ethical and Responsible Conduct	
2.A	Core Component 2.A	Met
2.B	Core Component 2.B	Met
2.C	Core Component 2.C	Met
2.D	Core Component 2.D	Met
2.E	Core Component 2.E	Met
2.S	Criterion 2 - Summary	
3	Teaching and Learning: Quality, Resources, and Support	
3.A	Core Component 3.A	Met
3.B	Core Component 3.B	Met
3.C	Core Component 3.C	Met
3.D	Core Component 3.D	Met
3.E	Core Component 3.E	Met
3.S	Criterion 3 - Summary	
4	Teaching and Learning: Evaluation and Improvement	
4.A	Core Component 4.A	Met
4.B	Core Component 4.B	Met
4.C	Core Component 4.C	Met
4.S	Criterion 4 - Summary	
5	Resources, Planning, and Institutional Effectiveness	
5.A	Core Component 5.A	Met
5.B	Core Component 5.B	Met
5.C	Core Component 5.C	Met
5.D	Core Component 5.D	Met
5.S	Criterion 5 - Summary	
6	Commitment to Continuous Quality Improvement (CQI)	
6.A	Question 6.A	
6.B	Question 6.B	

7	Commitment to the AQIP Pathway	
7.A	Question 7.A	
7.B	Question 7.B	
7.C	Question 7.C	
7.D	Question 7.D	

Review Summary

Conclusion

The team recommends that Southeastern Community College be given the opportunity to select its next pathway. SCC has established that it is committed to continuous quality improvement and has put in place the necessary processes to gather data, analyze data, and make data-driven decisions.

Overall Recommendations

Criteria For Accreditation
Met

Sanctions Recommendation
No Sanction

Pathways Recommendation
Eligible to choose

No Interim Monitoring Recommended.

Federal Compliance Worksheet for Evaluation Teams

For AQIP Pathway Comprehensive Evaluations

Evaluation of Federal Compliance Components

This worksheet is to be completed preliminarily by a Federal Compliance reviewer and then, subsequent to the on-site evaluation, finalized by the peer review team that conducts the visit. When a Federal Compliance reviewer is not assigned, the worksheet is completed by the team. The team that conducts the visit is ultimately responsible for the contents of this worksheet in its entirety. When a Federal Compliance reviewer completes the form, the reviewer will evaluate the materials submitted in advance of the visit and refer any issues to the team no later than one week prior to the visit for further exploration and confirmation on-site. The team chair ensures that the team has reviewed the Federal Compliance reviewer's preliminary findings, makes any necessary adjustments to the preliminary evidentiary statements and findings in the worksheet subsequent to the on-site visit, and submits the finalized worksheet as an integral part of the team's final report.

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

Generally, if the team finds in the course of the review that there are substantive issues related to the institution's ability to fulfill the Criteria for Accreditation, such issues should be raised within the appropriate parts of the comprehensive evaluation team report. If the team recommends monitoring on a Federal Compliance Requirement in the form of a report or focused visit, the recommendation should be included in the Federal Compliance monitoring sections below, added to the appropriate section(s) of the team report, as well as in the Summary Section of the Team Report indicating any expectations for improvement.

Submission Instructions

All submissions should be submitted as a single PDF file at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the institution's materials are sent to the correct HLC staff member.

Audience: Peer Reviewers
Form
Published: 2019 © Higher Learning Commission

Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 1

Institution under review: Southeastern Community College (IA)

Name of Federal Compliance reviewer: Joyce Phillips Hardy, Ph.D.
Leave blank if a Federal Compliance reviewer was not assigned.

TEAM CHAIR ONLY:

Name: Jon Dalager

☒ I confirm that the evaluation team reviewed the institution's compliance with the federal requirements in this worksheet and that the worksheet reflects the team's ultimate findings and related rationales.

1. Assignment of Credits, Program Length and Tuition

A. After gaining access to the institution's Federal Compliance materials in the Assurance System, contact the institution's Accreditation Liaison Officer to request a sample of course and program materials. Review the sample and other documentation submitted by the institution and make a reasonable determination as to whether the institution's assignment of credit hours conforms to commonly accepted practice in higher education:

- o The institution's policy (or set of policies) and procedures for assignment of Credit Hour for all **types** of courses, disciplines, programs, credential levels, formats, regardless of modality

- o The institution's course or program credit assignment **procedures** and its representative sample approval documentation

- o The process the institution utilizes to verify length of academic period and compliance with credit hour requirements through course scheduling

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

☒ The institution meets HLC's requirements.

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

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

☒ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 3.A. and Assumed Practice B.1.*

Rationale:

INSTITUTIONAL POLICY: Administrative Guideline 115 (publically available through Southeastern Community College's [SCC's] website About SCC – Accreditation & Quality – Consumer Information – Credit Hour Policy) precisely defines the expectation for assigning credit hours to traditional and non-traditional courses, through different course lengths, and for both conventional and alternative instruction methodologies. A rubric is provided as a guideline for estimating asynchronous contact hours for common activities in an online course.

Audience: Peer Reviewers
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Page 2

INSTITUTIONAL PROCEDURE – PROGRAMS: SCC articulates the expectations for programs (Associate of Arts, Associate of Science, and Associate of Applied Science degrees as well as diplomas and certificates) in the "Educational Programs/Program Credit Assignment Procedure," submitted by SCC and also available from SCC's website (About SCC – Accreditation & Quality – Consumer Information – Educational Programs/Program Credit Assignment). The Federal Compliance Filing submitted by SCC indicates that Administrative Guideline #114 identifies academic period length.   I was unable to find this policy through a search of the website, although Administrative Guide 115 does address minutes of instruction necessary for semester credit assignment.

INSTITUTIONAL PROCEDURE –

- COURSES: Forty-nine syllabi representing twenty-eight courses over the three previous terms (Fall 2018, Spring 2019, and Summer 2019) were analyzed for compliance with institutional credit alignment. Courses selection represented different instructors teaching the same course, different term lengths, different modalities, and different levels of courses within the same program. Most course syllabi provided evidence that student learning and effort for that learning aligned with the institutional assignment of credit as articulated in Administrative Guideline 115 on the assignment of credit. One class syllabus (PSY 121-152B) was deemed deficient in this regard.

- PROGRAMS: Programs from the 2019-2020 catalog were compared with the requirements for programs as articulated in Educational Programs/Program Credit Assignment Procedure document. One certificate, 2 diploma, 5 AAS, the AS Transfer, and the Criminal Justice Transfer AA were evaluated.   These programs include what appears to be an appropriate mixture of courses at different student progression levels (100-200-300-400), as appropriate to the program. Reviewing courses within a program reveals what seemed to be an appropriate sequencing or stratification of learning from one course to the next.

PROCESS VERIFYING LENGTH OF ACADEMIC PERIOD – SCC has a collaborative process involving faculty, staff, and administration in determining the term lengths and class scheduling.   The review for credit hour requirements and verification of the academic period is completed by Enrollment Services by the Registrar/Enrollment Specialist (SCC-Fed Compliance Filing pg. 2).

ADDITIONAL OBSERVATION: A review of 49 syllabi representing twenty-eight courses showed the following additional features:

- Courses that are transcripted the same (that is, have the same numbering and course description) should have the same or similar articulated learning outcomes or goals. However, not all course sections of the same course present the same or similar learning outcomes or have similar methods of assessing for those outcomes, as evidenced in the reviewed syllabi.   Specifically, BIO 168-161E is different than other sections (101, 201, and 261) reviewed. ENG 105-101 and ENG 105-201 differ from each other and from other sections (106, 151, 401E, and 104), The two reviewed ENG 106 sections (152 and 202) differed from one another. MAT 156-151 had articulated learning outcomes while the other two sections (101 Su and 101 Fall) had no learning outcomes but did have a similar list of course content. SPC 112-152 and 112-153 learning outcomes differed from each other and differed from the other three sections (105E, 201, and 261E).

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Page 3

- Not all syllabi identified the days, times and/or modality of offering.

- One syllabus (PSY 121-152B) lacked significant information that was seen in other syllabi, including course description and a description of student learning expectations.

- Some courses provide a list of content while others provide measurable student learning outcomes. Content appears appropriate for the courses, and those with student learning outcomes appear aligned with the course level (freshman or sophomore).

- Email conversation with the Vice President of Academic Affairs indicates that a process will be implemented in Spring 2019 to audit all syllabi to ensure that the template is utilized and all required elements are included. Deans will be responsible for conducting this review. Syllabi will be made available to students on SCC's Hawknet, and through "Webadvisor for Students."   (email to JHardy, 27 August 2019).

- At the time of the visit, the peer review team was told that the audit is ongoing and a spreadsheet is used to assure compliance. The team was provided with a copy of the syllabus template and the syllabus templates were provided to the team. The new syllabi are available to the students on Hawknet.

Additional monitoring, if any:

2. Institutional Records of Student Complaints

A. Verify that the institution has a policy and procedure(s) for addressing student complaints.

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

☒ The institution meets HLC's requirements.

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

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

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.3, A.4.*

Rationale:

Information regarding student complaints is available through SCC's website. Clicking on any of the heading tabs opens a toolbar along the right side of the screen. "Current Students" then "Policies and Guidelines" opens a page with a link to the Code of Conduct and the General Student Handbook.

SCC's Judicial Code of Conduct & Student Rights detail the processes through which student complaints can be filed, who is involved in hearing and determining response, and timelines

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Contact: legalaffairs@hlcommission.org
Page 4

for responses. The document includes due process proceedings for behavior, student discipline, student rights and other complaints, grade appeals, financial aid appeals, and other complaints or appeals.

SCC also provides information regarding student rights for online learning through its website, providing information on NC-SARA, internal student complaint procedures, and a link to the Judicial Code of Conduct and Student Rights and Student Handbook. Additional information found here includes links for filing student complaints with external agencies, including the Iowa's SARA portal agency and the Higher Learning Commission.

Additional monitoring, if any:

3. Publication of Transfer Policies

A. Verify that the institution has demonstrated it is appropriately disclosing its transfer policies to students and to the public.

- o Review the institution's transfer policies.

- o Review the list of articulation agreements the institution has in place, including articulation agreements at the institution level and for specific programs and how the institution publicly discloses information about those articulation agreements.

- o The information the institution provides should explain any program-specific articulation agreements in place. Also, the information the institution provides should include whether the articulation agreement anticipates that the institution:

  - ▪ Accepts credits for courses offered by the other institution(s) in the articulation agreement.

  - ▪ Offers courses for which credits are accepted by the other institution(s) in the articulation agreements.

  - ▪ Both offers courses and accepts credits with the other institution(s) in the articulation agreement.

  - ▪ What specific credits articulate through the agreement (e.g., general education only; pre-professional nursing courses only; etc.).

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

☒ The institution meets HLC's requirements.

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

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

☒ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.A and Assumed Practice A.5.D.*

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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 5

Rationale:

SCC's Administrative Guide 333 articulates the transfer policy and requirements.   Their Academic webpage titled "Courses & Programs that Transfer" provides transfer guidelines for four schools where the majority of SCC's students transfer into. The site also has links for specific schools in Iowa, Missouri, and Illinois as well as three online universities.   (Note – The provided URL for this page - https://www.scciowa.edu/currentstud/transfer/index.aspx which is accessed through Current Students - reveals links for Culver Stockton College, Hannibal LaGrange College, Iowa Wesleyan, Southern Illinois University, Drake University, Simpson College, University of Illinois – Urbana/Champagne, and the online BS business completion degree link for Northwest Missouri State University were non-functional. Using the provided link for transfer requirements as accessed through Academics (https://www.scciowa.edu/academics/Transfer/guides.aspx) leads to a different page with the same title. The links on this page appear functional; some differences in institution listing is evident).

Additional monitoring, if any:

4. Practices for Verification of Student Identity

A. If the institution **does not** have students enrolled in distance or correspondence courses, indicate this in the responses below.

B. If the institution **does** have students enrolled in distance or correspondence courses, confirm that the institution verifies the identity of students. Confirm that it appropriately discloses additional fees related to verification to students, and that the method of verification makes reasonable efforts to protect students' privacy.

- o Determine how the institution verifies that the student who enrolls in a course is the same student who submits assignments, takes exams and earns a final grade. The team should ensure that the institution's approach respects student privacy.

- o Check that any costs related to verification (e.g., fees associated with test proctoring) and charged directly to students are explained to the students prior to enrollment in distance or correspondence courses.

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

☐ The institution does not have students enrolled in distance or correspondence courses.

☒ The institution meets HLC's requirements.

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

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

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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 6

☒ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Core Component 2.A.*

Rationale:

Administrative Guideline 1101 is available through a search of SCC's website, and outlines acceptable use for SCC's technical resources.   User responsibilities are outlined, including expectations that promote security of the technological systems and user privacy. Students are assigned login usernames and passwords (which they can change) to access both their Hawknet portal and the Canvas learning management system. The security system is ADFS (Active Directory Federation Services), which provides additional password security.

Additional protections for student privacy include restricted access to Ellucian modification; presence of an IT Security Plan and a Major Technical Use Plan (disaster recovery); backup power and content storage; and secure access, firewall, antivirus and other technologies.

SCC's Website (Academics – Online Learning) links to a Student Responsibilities Page (ICCOC Proctors & Testing; https://www.iowacconline.org/proctors-and-testing-sites) that provides information regarding the potential of the need for a proctor.   According to this Iowa Community College Consortium page, students are notified of the need for a proctor at the time of enrollment by the presence of (P) following the course title, in the course schedule page. Students that do not live near a testing center may be required to pay a Proctor Fee, and they are notified of this. No online courses listed in the pdf copies of the fall 2018, spring 2019, and summer 2019 schedules were noted as having this designation. SCC's Federal Compliance Filing states that students are notified in their syllabi that any proctored exams can be taken on campus for free, or through Honor Lock at a fee.

Additional monitoring, if any:

5. Title IV Program Responsibilities

A. This requirement has several components the institution must address. The team should verify that the following requirements are met:

- o **General Program Requirements.** The institution has provided HLC with information about the fulfillment of its Title IV program responsibilities, particularly findings from any review activities by the U.S. Department of Education. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities. (See Appendices A and B.)

- o **Financial Responsibility Requirements.** The institution has provided HLC with information about the Department's review of composite ratios and financial audits. It has, as necessary, addressed any issues the Department has raised regarding the institution's fulfillment of its responsibilities in this area. *Related HLC Requirements: Core Components 5.A, 2.B; Assumed Practice D.* (See Appendix C.)

Audience: Peer Reviewers
Form
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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 7

- o **Campus Crime Information, Athletic Participation and Financial Aid, and Related Disclosures.** The institution has provided HLC with information about its disclosures. It has demonstrated, the institution's compliance with these regulations.

- o **Student Right to Know/Equity in Athletics.** The institution has provided HLC with information about its disclosures. It has demonstrated the compliance with these regulations. *Related HLC Requirement: Assumed Practice A.6.*

- o **Satisfactory Academic Progress Policy.** The institution has provided HLC with information about its compliance with this regulation. *Related HLC Requirements: Criterion 3.A; Assumed Practice A.5.*

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

☒ The institution meets HLC's requirements.

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

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

☒ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. (See related HLC Requirements with each section of the Title IV Responsibilities above.)

Rationale:

General Program Responsibilities: SCC was recertified on December 02, 2016 regarding Title IV participation. No audit has been completed by the Office of the Inspector General of the U.S. Department of Education since the last HLC comprehensive evaluation. The last three completed audits for SCC were uploaded into the Assurance System's Addendum Files location. The highlighted areas of material weakness identified by SCC in their Federal Compliance Filing match those found within the audit. Several findings are noted, including community service allocation/expenditures not reaching the required threshold (from Year Ended 2018), timely submission of change in student enrollment status (Year Ended 2018), and over-under awarding of funds for 5 (of 53 sampled) students (Year Ended 2017). SCC has instituted training and process changes that they believe will address these concerns for the future.

Financial Responsibilities Requirements: The institution's composite ratios have declined recently (2.62 in AY2016 to 1.83 in AY2018) but are still solid. Financial audits for the past three years were provided in the Addendum File location.

Campus Crime, Athletic Participation, and Related Disclosures:

SCC's web page provides a link under Life at SCC for a Campus Safety and Title IX page. This page provides expectations for compliance with Title IX, how to file a report (with a link to the fillable reporting form), Emergency response and evaluation, Code of Conduct/Student Rights expectations, as well as procedures for various safety and security issues. Title IX Coordinators are listed by name and full contact information is provided. Authority of campus safety members and accessibility of website information are also linked from here. The three most recent Annual Security and Fire Safety Report are available for the public from this site.

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Form
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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 8

A link was provided by SCC to the Financial Aid policy regarding drug-related offenses, but I could not find this document through a search of the website. I did find a different document that addressed this issue, although not with the details of time waiver or rehabilitation.

While searching for accreditation notification, I opened a tool bar along the right under "Accreditation and Quality" with a link for Consumer. Clicking on Consumer Information opens a page with a large number of links (accreditations, diversity, leave of absence, faculty, credit hour policy, financial aid assistance, student outcomes, etc.). Headings help to "chunk" related information, but within each heading the documents do not appear to have a pattern or theme that would readily discernable to an incoming student.

Student Right to Know/Equity in Athletics: While a link was provided for this information, I struggled to find it on the website. Finally a click on About SCC-Accreditation & Quality-Institutional Research took me to a webpage with a myriad of links to IR-related documents, including Student Right to Know, Enrollment summaries, etc. As above, I found this also on the Consumer Information page, under Accreditation & Quality – the link had been hidden by the expanded tool bar across the top of the panel. The pathway to find these documents may cause these public documents to be less available for potential students.

Satisfactory Academic Progress Policy: Clicking Admissions – Costs & Aid brings up a page with a scrolling sequence of links and also opens a tool bar along the right side of the page. Clicking on Financial Aid opens a sub-tool bar which includes a link for Satisfactory Academic Progress. The information provided is clear and direct, and written in a manner that should be understandable by prospective students and their parents.

Additional monitoring, if any:

6. Publication of Student Outcome Data

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

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

☒ The institution meets HLC's requirements.

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

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

☒ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirement: Assumed Practice A.6.*

Rationale:

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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 9

SCC meets the requirement for making student outcome data available to the public, as seen in the About SCC-Accreditation & Quality-Institutional Research webpage. Many links to IR-related documents, including Student Right to Know, Term enrollment summaries, Completions by student demography categories, Placement reports, etc., are seen here.

About SCC – Accreditation & Quality has a tool bar along the right does have a link called "Consumer Information," which opens a page with a large number of links (accreditations, diversity, leave of absence, faculty, credit hour policy, financial aid assistance, student outcomes, etc.). Headings help to "chunk" related information, but within each heading the documents do not appear to have a pattern or theme that would readily discernable to an incoming student. No link to Consumer Information is within the main body of this page.

This information is embedded within the website and is probably not accessible to most prospective students and/or parents. Would the public benefit from having a link under the About SCC tab that linked to this same page, with a clickable heading titled, "Metrics of Academic Quality" or another term that would indicate to prospective students where to find this information? Moving Consumer Information up one hierarchical level may increase its ability to be found by prospective students.

Additional monitoring, if any:

7. Standing With State and Other Accrediting Agencies

A. Verify that the institution discloses accurately to the public and HLC its relationship with any other specialized, professional or institutional accreditors and with all governing or coordinating bodies in states in which the institution may have a presence.

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

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

☒ The institution meets HLC's requirements.

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

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

☐ The Federal Compliance reviewer/evaluation team also has comments that relate to the institution's compliance with the Criteria for Accreditation. *Related HLC Requirements: Core Component 2.B; Assumed Practices A.7, C.4.*

Rationale:

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Page 10

From SCC's main webpage, a click on Accreditation and Quality opens a page with information on Mission, Vision, and Values of the institution, with related links (Quality Checkup Report, Institutional Research, and Strategic Plan). Along the right a sub-column opens that provides a link titled Accreditation. The Accreditation page provides HLC accreditation and contact information, as well as a chart that identifies the general state accreditation as well as the specialized accreditation for many programs. Links open up the letter of accreditation status or a certificate of accreditation status from the respective agency.

Additional monitoring, if any:

Institutional Materials Related to Federal Compliance Reviewed by the Team

Provide a list of materials reviewed here:

Southeastern Community College's Website:

- About SCC – Accreditation & Quality

- About SCC – Accreditation & Quality - Accreditation page

- About SCC – Accreditation & Quality - Consumer Information Page

- About SCC – Accreditation & Quality - Institutional Research Page

- Academics - Courses & Programs that Transfer

- Academics – Catalogs & Code of Conduct

- Catalog of Programs & Degrees

    o Accounting - AAS

    o Auto Mechanics – Diploma

    o Automotive Technology – AAS

    o Associate of Science Transfer - AS

    o Criminal Justice Transfer - AA

    o Modern Food Production, Agriculture, & Environment - AAS

    o Nursing - AAS

    o Medical Scribe – Certificate

    o Pharm Tech - Diploma

    o Welding - AAS

- Current Students – Policies & Guidelines Page

- Current Students – Transfer to a 4-year School page

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Form
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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 11

- Life at SCC – Campus Safety & Title IX

Iowa Community College Online Proctor & Testing (linked from SCC's Online page)

Southeastern Community College's Documents:

- 2016 Annual Security and Fire Safety Report
- 2017 Annual Security and Fire Safety Report
- 2018 Fall Schedule
- 2019 Spring Schedule
- 2019 Summer Schedule
- Academics - Academic Calendar
- Accreditation/Approval Letters/Certificates from the following:
  - Iowa Department of Education
  - National Automotive Technician's Education Foundation/National institute for Automotive Service Excellence
  - I-CAR Industry Aligned Training Center Professional Development Program
  - National Alliance of Concurrent Enrollment Partnerships
  - Commission on Accreditation of Allied Health Education Programs – CoAEMSP
  - Commission on Accreditation of Allied Health Education Programs – Medical Assistant
  - Iowa Department of Inspections and Appeals – Nurse Aid
  - Iowa Board of Nursing
  - Commission on Accreditation for Respiratory Care
  - American Welding Society
- Authority of Campus Security
- Course Catalog 2019-2020
- Credit Hour Policy (Administrative Guideline 115)
- Educational Programs/Program Credit Assignment Procedure
- Emergency Action Plan (2015)
- Employee/Students/Public Technology Usage (Administrative Guideline 1101)
- General Student Handbook
- Judicial Code of Conduct & Students Rights

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Process: Federal Compliance Review
Contact: legalaffairs@hlcommission.org
Page 12

- Student Housing Fire safety Protocol and Fire Incident Statistics

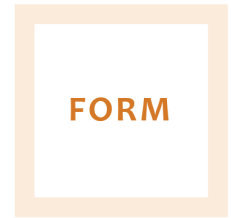- Transfer Policy (Administrative Guideline 333)

Email from Vice president of Academic Affairs to J Hardy (27 August 2019)

Addendum Materials
- SCC FY 2016 Audit

- SCC FY 2017 Audit

- SCC FY 2018 Audit

SYLLABI (also loaded into Addendum):

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Contact: legalaffairs@hlcommission.org
Page 13

Southeast Community College - Iowa: Syllabi Reviewed

Semester	Course Number & Title	Instructor	F2F	Hybrid	online	Location of Origin
Fall 2018	AGN 130-161 Soil & Water Conserva	Pidgeon, S.		16 wks; class online; lab f2f		W Burlington
Spring 2019	AGN 376-101 Integrated Pest Mngt	Pidgeon, S.	4 weeks			W Burlington
Spring 2019	AGS-226-101 Beef Cattle Sci	Raub, A	12 weeks			W Burlington
Fall 2018	ANI-101-101 Animation Software I	Horn, T	16 weeks			W Burlington
Spring 2019	ART-173-101 Ceramics	Bybee, J	16 weeks			W Burlington
Fall 2018	AUT 505-101 Automative Brake Syst	Hunter, T.	5 weeks			W Burlington
Spring 2019	AUT-190-101 Hybrid Fund	Hunter, T.	2 weeks			W Burlington
Fall 2018	BIO-163-102 Essentials Anato Phys	Sharp, J	16 weeks			W Burlington
Fall 2018	BIO-168-101 Human Anat & Phys	Bassler, C.	16 weeks			W Burlington
Fall 2018	BIO-168-161E Human Anat & Phys	Ziglar, C.		15 wks; Class online; lab f2f		W Burlington
Fall 2018	BIO-168-201 Human Anat & Phys	Ruskell-Lamer,	16 weeks			Keokuk
Spring 2019	BIO-168-261 Human Anat & Phys I	Ruskell-Lamer,	8 weeks			Keokuk
Spring 2019	BIO-173-101 Human A&P II	Sharp, J	16 weeks			W Burlington
Fall 2018	BIO-277-01 Evolution	Morrisett, F	16 weeks			W Burlington
Fall 2018	CHEM 165-101 General Chem I	Snipes, C.	16 weeks			W Burlington
Fall 2018	CHEM 165-161E General Chem	Snipes, C.		15 wks; Class online; lab f2f		W Burlington
Spring 2019	CHEM 273-101 Org Chem II	Snipes, C.	16 weeks			W Burlington
Fall 2018	CRJ-100-101 Intro to Crim Justice	Shireman, C.	16 weeks			W Burlington
Fall 2018	CRJ-100-151 Intro to Crim Justice	Waddle, M.			15 weeks	W Burlington
Spring 2019	CRJ-128-101-Victimology	Shireman, C.	16 weeks			W Burlington
Spring 2019	CRJ-130-201E Criminal Law	Chelf, T.	16 week			Keokuk
Fall 2018	CRJ-132-101 Constitutional Law	Chelf, T	16 weeks			W Burlington
Spring 2019	EMS 201-131E Emerg. Med Tech	Steffen, J.	16 weeks; Zoom			W Burlington
Fall 2018	ENG-105-101 Composition 1	Menke, C.	8 weeks			W Burlington
Fall 2018	ENG-105-106 Composition 1	Upton, J.	16 weeks			W Burlington
Fall 2018	ENG-105-151 Composition 1	Hansen, J			15 weeks	W Burlington
Fall 2018	ENG-105-201 Composition I	Cook, J	16 weeks			Keokuk
Fall 2018	ENG-105-401E Composition I	Hayes	16 weeks			Mt Pleasant
Spring 2019	ENG-105-104 Composition I	Burm, C	16 weeks			W Burlington
Spring 2019	ENG-106-152 Composition II	Kosse, J.			15 weeks (star	W Burlington
Spring 2019	ENG-106-202 Composition II	Cook, J	16 weeks			Keokuk
Summer 201	ENG-106-151 Composition II	Hansen, J.			8 weeks	W Burlington
Summer 201	*LIT-131-201 Native American Lit*	*Hayes*	*4 weeks - CANCELLED*			*Keokuk*
Fall 2018	MAT-156-101 Statistics	Polley, M.	16 weeks			W Burlington
Fall 2018	MAT-156-151 Statistics	Sharp, K			15 weeks	W Burlington
Summer 201	MAT-156-101 Statistics	Polley, M.	8 weeks			W Burlington
Spring 2019	MAT-216-101 Calculus II	Gebrehiwot, H	16 weeks			W Burlington
Fall 2018	MUS-102-101 Music Fundamentals	Pirtle, R.	16 weeks			W Burlington
Summer 201	PNN-220-101 Pharmac for Nurs I	Thomann, Schr	8 weeks			W Burlington
Spring 2019	PSY-121-102 Dev. Psych	Henderson, L.	16 weeks			W Burlington
Spring 2019	PSY-121-152B Dev. Psych	Banes, A			8 weeks	W Burlington
Summer 201	SOC-110-131 Intro to Sociology	Shireman, C.	8 weeks (Video Conf)			W Burlington
Spring 2019	SOC-110-153B Intro to Sociology	Gottler, R			8 weeks	Keokuk
Fall 2018	SPC 112-201 Public Speaking	Dunlap, J	16 weeks			Keokuk
Fall 2018	SPC-112-105E Public Speaking	DeLisle	16 weeks; R night			Mt. Pleasant
Fall 2018	SPC-112-152 Public Speaking	Davis, S			15 weeks	Keokuk
Spring 2019	SPC 112-153 Public Speaking	Bachman, D			15 weeks	W Burlington
Spring 2019	SPC-112-261E Public Speaking	Dunlap, J		8 weeks		Keokuk
Spring 2019	WEL-720-101 Intro Robotic Arc Weld	Kaczinski, M	4 weeks			W Burlington

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Page 14

Multi-Campus Reviewer Form

After conducting the electronic and on-site portions of the multi-campus visit, the assigned peer reviewer completes a separate Multi-campus Reviewer Form for each campus that was reviewed. The reviewer then emails completed forms to the rest of the comprehensive evaluation team members. The team discusses and integrates the findings into its final comprehensive evaluation report in the Assurance System, including any concerns or recommended follow-up.

After the visit, the team chair should submit all Multi-campus Reviewer Forms at hlcommission.org/upload. Select "Final Reports" from the list of submission options to ensure the forms are delivered to the correct HLC staff member. The Multi-campus Report from the institution and the reviewer forms become part of the institution's permanent file and are shared as appropriate with future evaluation teams.

Instructions

A Multi-campus Reviewer Form should be no more than five pages. The form begins with a brief description of the campus and its operations to provide the context for the on-site team's deliberations.

For each review category, provide 2–3 evidence statements that make clear the team's findings in relationship to the Criteria and Core Components. Check one of the following for each category:

- The evidence indicates that the institution fulfills the expectations of the review category. (The reviewer may cite ways to improve.)

- The evidence indicates that there are concerns related to the expectations of the review category.

This form does not request a recommendation from the reviewer. Instead, the full evaluation team is expected to include a discussion of the evidence related to the multi-campus visit in its deliberations about the oversight, management, and educational quality of extended operations of the institution. The team will incorporate evidence on extended operations into the final team report. Further, the full team may determine that a pattern of concern exists across multiple categories of a single campus or more than one campus and may result in a recommendation for additional monitoring or sanction.

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Page 1

Report Template

Name of Institution: Southeastern Community College

Name and Address of Branch Campus: SCC-Keokuk Campus, 335 Messenger Road, P.O. Box 6007, Keokuk, Iowa 52632-6007

Date and Duration of Visit: September 17, 2009/4 hours

Reviewer: Jon Dalager

1. Campus Overview

Provide a brief description of the scope and operations of the campus. Include information about consortial or contractual arrangements, if applicable.

The Keokuk campus began as Keokuk Community College in 1953 and then merged with Burlington Junior College in 1967 to form Southeastern Community College. The Keokuk campus offers Associate of Arts, Associate of Science, Industrial Maintenance Technology (Diploma and AAS), Electrical Maintenance Technology (Certificate), Industrial Maintenance Technology (Certificate), and Nursing (Diploma and ADN). Students can pursue Accounting (Diploma and AAS) and Business Administration (AAS) with some of the required classes to be completed online. Preparatory classes can be taken in Keokuk for additional health-professions programs that are offered at the West Burlington campus, including: Emergency Medical Services, Medical Assistant, Medical Billing and Coding, and Respiratory Care.

The Keokuk Campus consists of six academic buildings, five of which are connected by enclosed walkways, and one 10-unit residential building designated for student housing. The campus also contracts for the use of space from the Keokuk Catholic Schools for a gymnasium/basketball court, locker rooms, staff offices, a team room, and access to the kitchen/café facilities. SCC contracts with a vendor to provide food service to both campuses.

There are fifteen full-time faculty members that teach at the Keokuk campus, and an additional eight who split time between both campuses. The campus also supports thirteen full-time and six part-time staff members for its enrollment of nearly 500 students.

2. History, Planning, and Oversight

Provide 2–3 evidentiary statements on the effectiveness of the institution's planning, governance and oversight processes at the campus and in relationship to the broader systems of the institution, particularly as they relate to enrollment, budgeting and resource allocation at the institution.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

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Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 2

Evidentiary Statements:

SCC operates as one institution with two campuses and conscious efforts are made to ensure that equitable services, resources, and processes are available on both campuses. The College's mission, vision, and values are shared across the service district and are the guiding principles that frame day to day operations, future plans, and budgetary allocations. The SCC committee structure includes representation from the Keokuk faculty and staff.

The budgeting process includes consideration of the needs of all locations, including the Keokuk campus, and the dedication of funds for capital projects has not neglected the needs of that campus

It is notable that the administration serves both campuses with the exception of one person who serves full-time as the Keokuk Campus Director. Other administrators will spend one or more days each week on the Keokuk campus, thus providing additional administrative oversight.

3. Facilities and Technology

Provide 2–3 evidentiary statements on the institution's facilities and technology at the campus and their suitability to the needs of the students, staff and faculty, as well as the educational offerings. Consider, in particular, classrooms and laboratories (size, maintenance, temperature, etc.); faculty and administrative offices (site, visibility, privacy for meetings, etc.); parking or access to public transit; bookstore or text purchasing services; security; access for people with disabilities; and other services or facilities (food or snack services, study and meeting areas, etc.).

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

A tour of the campus revealed well-maintained, bright, open facilities that were outfitted with comfortable desks, tables, and chairs. The science and simulation labs were modern and recently renovated, and the classrooms appeared to have up-to-date technology. There was adequate parking for students, staff, and faculty.

Faculty offices were adequate and accessible for students and comparable to those at the West Burlington campus. Faculty acknowledged that they had the equipment they needed, the offices were adequate for their needs, and that the facilities were satisfactory.

The bookstore opened only at the beginning and end of the semester and was not open during the tour. Students expressed minor frustration at this, but admitted that they were able to purchase their needed books and items for classes during the open weeks.

Food and beverages were available from vending machines when the cafeteria was not open, and there were microwaves available for those who brought their own food. There were adequate sitting areas in the common area.

Audience: Peer reviewers
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Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 3

A library/learning resource center was available on the Keokuk campus, and materials are available for Keokuk courses. Faculty and students may also retrieve materials from the West Burlington campus or through the Iowa interlibrary loan program.

Each building was accessible for people with disabilities.

4. Human Resources

Provide 2–3 evidentiary statements on appropriateness of faculty and staff qualifications, sufficiency of staff and faculty for the campus, and the processes for supporting and evaluating personnel at the campus. Consider the processes in place for selecting, training and orienting faculty at the location, as well as the credentials of faculty dedicated to the campus and other faculty.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Human Resources Department at SCC provides services to both campuses. All benefits are provided equally to faculty and staff at both campuses. A Keokuk representative will be appointed to hiring committees for staff, faculty, and administrative positions at the College no matter where the position will reside. One member of the faculty said that job announcements only list SCC as the employer without indicating at which campus the new instructor will teach. All recruitment, credential review, hiring and orientation processes are the same for new employees at both campuses.

Faculty contact the West Burlington HR department for personnel issues and HR support. The faculty are evaluated by the academic dean and follow the same criteria and processes at both campuses. All faculty development and training opportunities are the same for faculty at both campuses

5. Student and Faculty Resources and Support

Provide 2–3 evidentiary statements on the student and faculty services and academic resources at the campus, as well as the processes to evaluate, improve and manage them. Consider, in particular, the level of student access (in person, by computer, by phone, etc.) to academic advising/placement, remedial/tutorial services, and library materials/services. Also, consider the level of access to admissions, registration/student records, financial aid, and job placement services, as well as attention to student concerns. Finally, consider the resources needed by faculty to provide the educational offerings.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

Audience: Peer reviewers
Form
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Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 4

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The Enrollment Services office at the Keokuk Campus provides a "one-stop shop" for current and prospective students. Students can access admissions, academic advising, financial aid, veteran's services, registrar's office, student activities, residential life, as well as business office services. Students can access their financial aid, tuition statement, and application in person or online. Many of the services for students are also available on line and accessible to students at the West Burlington and Keokuk campuses.

Both campuses have an Academic Achievement Center where tutoring is available, and both campuses have a Student Support Center where students can get testing services, TRIO SSS, disability services, and help from a Student Success Advocate.

Students at the Keokuk campus were satisfied with the level of support at the Keokuk campus and one commented that it was better at Keokuk because it was smaller and they knew your name.

Faculty were satisfied with the resources provided for instructional support, with several very pleased with recent renovations of labs and the construction of the Industrial Maintenance Technology Center.

Student clubs and organizations are separate at each campus, but the student government is shared across both campuses. Student representatives use Zoom to participate in meetings.

6. Educational Programs and Instructional Oversight

Provide 2–3 evidentiary statements on the institution's capacity to oversee educational offerings and instruction at the campus. Identify whether the institution has adequate controls in place to ensure that information presented to students is ample and accurate. Consider consistency of curricular expectations and policies, availability of courses needed for program and graduation requirements, performance of instructional duties, availability of faculty to students, orientation of faculty/professional development, attention to student concerns.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

All instructional programs and offerings are under the supervision of the Vice President of Academic Affairs who works with the academic deans and program directors at both campuses. All programs and courses are facilitated through a common curricular development and review process (Curriculum Committee). All faculty develop each course syllabus utilizing a College-approved template which contains consistent programmatic, policy-driven, and compliance conformed elements for courses at both campuses. Additionally, all SCC instructors (including all

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Form
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Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 5

face-face sections) have access to a pre-built course shell within CANVAS, the College's LMS system.

SCC's Director of Marketing works closely with the Keokuk and West Burlington Enrollment Coordinators on publicity pieces. These individuals meet twice a month to discuss the informational content and design of promotional pieces. They work together closely on letters, emails, text messages and social media that are delivered to prospective and current students regarding important upcoming events, applying for scholarships, filing for financial aid, registration, paying tuition, success strategies, mid-terms, and graduation information. Omni-update is utilized across the institution to provide consistent updates to the web pages.

Students were aware of the different programs offered at each campus, and made an educated choice on where to pursue their degree, even in the case where the program is offered at both campuses (nursing).

7. Evaluation and Assessment

Provide 2–3 evidentiary statements on the institution's processes to evaluate and improve the educational offerings of the campus and to assess and improve student learning, persistence and completion sufficiently in order to maintain and improve academic quality at the campus. Consider, in particular, the setting of outcomes, the actual measurement of performance, and the analysis and use of data to maintain/improve quality. Identify how the processes at the branch campus are equivalent to those for assessment and evaluation on the main campus.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The evaluation of faculty, assessment of program learning outcomes and core competencies occurs equally on both campuses.

Similarly, all courses and sections across the College are included in assessment of student learning outcomes and other quality improvement measures, and as well, are developed based on a standardized set of learning outcomes.

SCC's faculty-led Academic Assessment Council includes members from the Keokuk campus and oversees the annual assessment of the five Core Competencies. The Council solicits input from faculty, staff, departments, and Program Advisory Councils and aligns assessment efforts with processes such as Academic Program Review. SCC faculty at both campuses have created Course Curriculum Maps, Program Outcome Curriculum Maps, and Program Core Competency Curriculum Maps to ensure that the Core Competencies are incorporated throughout all courses and programs.

SCC's assessment process is based on the iterative four-step Continuous Process Improvement model known as Plan-Do-Check-Act.1. Each semester faculty use institutional rubrics to evaluate course-embedded assignments that align with the Core Competencies. 2. Faculty complete

Audience: Peer reviewers
Form
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Process: Multi-campus Visit
Contact: peerreview@hlcommission.org
Page 6

scoring sheets and email them to SCC's Director of Institutional Research. 3. The IR Director analyzes the information and posts assessment reports on SCC's intranet. 4. Academic departments review the reports annually in the fall with the Vice President of Academic Affairs and the Director of Assessment, Curriculum, and Learning Resources to make changes to improve student learning and close the loop in the assessment process.

8. Continuous Improvement

Provide 2–3 evidentiary statements that demonstrate that the institution encourages and ensures continuous quality improvement at the campus. Consider in particular the institution's planning and evaluation processes that ensure regular review and improvement of the campus, as well as alignment of the branch campus with the mission and goals of the institution as a whole.

Judgment of reviewer (check one):

☒ The evidence indicates that the institution fulfills the expectations of the category.

☐ The evidence indicates that there are concerns related to the expectations of the category.

Evidentiary Statements:

The College's Strategic Plan (2017 – 2022), specifies four overarching goals: I. Promote Student Success, II. Strengthen Human, Financial, and Facility Resources, III. Enhance Collaborative Partnerships, IV. Practice Continuous Improvement. The strategic plan is not specific to either campus but is the guiding document for the entire college. All functional departments at SCC and all employees are held accountable to considering how their respective position and their responsibilities positively impact and move forward the achievement of the strategies and initiatives within these four goal areas.

The Updated Facilities Master Plan (May 2019) includes the needs and plans for all SCC facilities, including the Keokuk campus. The Facilities Master Plan Committee members included the President, the Vice-President of Administrative Services, the Vice President of Student Services, the Vice President of Academic Affairs, the Executive Director of Information Technology Services, the Executive Director of Institutional Advancement, the Director of Facilities, and the Director of Marketing. Note that each committee member is responsible for activities on all campuses, including the Keokuk campus.

Faculty and staff at the Keokuk campus felt that their voice was adequately represented in the planning and improvements of Southeastern Community College.

Audience: Peer reviewers
Form
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Process: Multi-campus Visit
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Page 7

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

INSTITUTION and STATE:	Southeastern Community College, IA
TYPE OF REVIEW:	AQIP Comprehensive Evaluation
DESCRIPTION OF REVIEW:	A multi-campus visit will occur in conjunction with the comprehensive evaluation to the Keokuk Campus, 355 Messenger Road, Keokuk, IA 56232. Visit to include a Federal Compliance Reviewer: Dr. Joyce Hardy
DATES OF REVIEW:	9/16/2019 - 9/17/2019

☐ No Change in Institutional Status and Requirements

Accreditation Status

Nature of Institution

Control: Public

Recommended Change: No change

Degrees Awarded: Associates

Recommended Change: No change

Reaffirmation of Accreditation:

Year of Last Reaffirmation of Accreditation: 2012 - 2013

Year of Next Reaffirmation of Accreditation: 2019 - 2020

Recommended Change: 2029 - 2030

Accreditation Stipulations

General:
  Prior HLC approval is required for substantive change as stated in HLC policy.
Recommended Change: No change

Additional Location:
  Prior HLC approval required.
Recommended Change: No change

HIGHER LEARNING COMMISSION

Institutional Status and Requirements Worksheet

Distance and Correspondence Courses and Programs:

Approved for distance education courses and programs. The institution has not been approved for correspondence education.

Recommended Change: No change

Accreditation Events

Accreditation Pathway   AQIP Pathway

Recommended Change: Not determined as of this date.

Upcoming Events

Monitoring

Upcoming Events

None

Recommended Change: No change

Institutional Data

Educational Programs		**Recommended Change: No change**
Undergraduate		
Certificate	28	
Associate Degrees	28	
Baccalaureate Degrees	0	
Graduate		
Master's Degrees	0	
Specialist Degrees	0	
Doctoral Degrees	0	

Extended Operations

Branch Campuses

Keokuk Campus, 355 Messenger Road, Keokuk, IA, 56232-6007

Recommended Change: No change

Additional Locations

Institutional Status and Requirements Worksheet

SCC Fort Madison Center, 1602 Avenue F, Fort Madison, IA, 52627 - Inactive

SCC Mount Pleasant Center, 200 North Main Street, Mount Pleasant, IA, 52641 - Active

Recommended Change: No change

Correspondence Education

None

Recommended Change: No change

Distance Delivery

01.0102 - Agribusiness/Agricultural Business Operations, Associate, AAS in Agriculture

24.0101 - Liberal Arts and Sciences/Liberal Studies, Associate, AA in Arts & Sciences

43.0107 - Criminal Justice/Police Science, Associate, Criminal Justice

43.0203 - Fire Science/Fire-fighting, Associate, Fire Science

47.0604 - Automobile/Automotive Mechanics Technology/Technician, Associate, Auto Technology - Management Option only

52.0201 - Business Administration and Management, General, Associate, Business Administration

52.0301 - Accounting, Associate, Accounting

52.0401 - Administrative Assistant and Secretarial Science, General, Associate, Office Administration

Contractual Arrangements

None

Recommended Change: No change

Consortial Arrangements

24.0101 - Liberal Arts and Sciences/Liberal Studies - Associate - Associate - 24.0101 Liberal Arts and Sciences/Liberal Studies (Southeastern Community College Credit Course Catalog 2011-2012) - Iowa Community College Online Consortium

Recommended Change: No change