CQR Quality Highlights Report
HLC On-Site Visit
September 16-18, 2019

Southeastern Community College

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I.   Introduction

Southeastern Community College (SCC) is proud of the progress that has been made since submitting its AQIP Systems Portfolio.

- Meaningful changes in administration, infrastructure, and support systems have dovetailed with many of the recommendations of the Systems Appraisal Feedback Report to strengthen SCC's processes and assessment measures that enable the aggregation and analysis of results at an institutional level.
- SCC has worked to create a dynamic *2017-2022 Strategic Plan*, one that is a living document and that aligns all key planning processes to a specific AQIP category. Additionally, the *2017-2022 Strategic Plan Status Chart* contains baseline metrics, internal targets, benchmarks, and assessment measures that are tracked annually and the results are reviewed annually.
- The *SCC Institutional Effectiveness Plan*: *A Guide for Planning and Assessing Effectiveness* was developed in 2018; it is a guide for assessing the effectiveness of the College towards achieving its mission and institutional goals through its planning processes and institutional assessment measures.
- 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.
- 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.
- All staff are held to the academic credentialing standards as determined by the respective job description. The hiring supervisor and search committee members are responsible for reviewing academic credentials and utilizing a scoring rubric to determine credential and skills alignment.
- An "Annual Assessment Report for Programs/Discipline Report and Planning Sheet" was developed in fall 2018 to help departments facilitate the review of assessment data and to drive curricula changes.

II.   Strategy Forum Project Quality Update

SCC attended the HLC Strategy Forum in May, 2018. One concern raised in SCC's previous Systems Appraisal Feedback Report was that although regular evaluations are conducted for SCC's full-time probationary (yearly) and non-probationary (every three years) faculty, there is no parallel process for evaluating adjunct faculty. Thus, the AQIP Action Project for Adjunct Evaluation was developed as an outcome of attending the HLC Strategy Forum. Co-chairs of the Action Project were among the team members who attended the Strategy Forum.

SCC recognized that adjunct instructors must adhere to institutional standards, such as following Course Quality Standards and participating in Academic Assessment, and SCC must be able to document these practices. Both administration and faculty acknowledged the importance of maintaining academic rigor, meeting institutional learning outcomes, and collecting meaningful assessments in all courses. Furthermore, all members of the SCC community agreed that the College should take steps to ensure that all SCC course offerings provide the highest quality instruction possible. Therefore, the purpose of the AQIP Action Project was to develop a clearly defined performance review process for adjunct instructors similar to the full-time faculty evaluation process.

The Action Project Team conducted surveys of full-time and adjunct faculty, consulted other Iowa community colleges for best practices on evaluating adjunct faculty, and reviewed employment trends of SCC's adjunct faculty. The Action Project Team drafted an adjunct evaluation form based on SCC's full-time faculty evaluation form and conducted a pilot evaluation in summer 2019 with full implementation in fall 2019. The AQIP Action Project

transitioned to a Continuous Process Improvement (CPI) Team in fall 2018 when AQIP Action Projects were discontinued.

III. Criteria for Accreditation Quality Updates

A. Core Component 3.B

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

SCC has a clearly defined assessment process as published in SCC's *Assessment Handbook* to assess its five Core Competencies that are aligned to SCC's general education programming: 1) Communication, 2) Critical Thinking, 3) Cultural Awareness, 4) Civic Awareness, and 5) Quantitative and Scientific Reasoning.

In addition to Course Curriculum Maps, 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. These program maps are housed on Hawknet (SCC's intranet) for all programs. Below is an example of the Animation Program Outcome Curriculum Map (see Figure 1) and the Animation Program Core Competency Curriculum Map (see Figure 2):

Figure 1: Animation Program Outcome Curriculum Map

Program Outcomes: Animation	Analyze & apply storytelling elements as presented in	Demonstrate understanding of shape & motion, including human anatomy, modeling & figure	Use technical tools & professional production techniques, including digital modeling and sculpting, texturing	Evaluate the elements & benefits of traditional art	Demonstrate professional behavior, problem-solving & job	Create, analyze, & modify artwork to develop a portfolio & demo reel
ANI-101 Animation Software I (3)			X			
ANI-116 Exploring Human Movement (3)		X	X	X		
ANI-106 Intro to Animation (3)		X	X			
ART-133 Drawing (3)		X		X		
DRA-110 Intro to Film (3)	X					
ENG-105 Composition I (3)	X				X	
ANI-117 Story for Animation (3)	X	X			X	
ANI-102 Animation Software II (3)		X	X			
ANI-210 Intermediate Animation (5)	X	X	X			X
ART-138 Figure Drawing (3)		X		X	X	
*1 ENG-221 Creative Writing (3)	X				X	
*1 LIT-209 Forms of Literature: Film Adaption (3)	X				X	
ANI-103 Animation Software III (3)		X	X			
ANI-211 Advanced Animation (5)	X		X		X	X
ANI-118 Design for-Animation (3)	X	X	X	X	X	X
GRA-299 Electronic Portfolio (3)			X		X	X
MAT-110 Math for Liberal Arts (3)			X		X	
ANI-104 Animation Software IV (3)		X	X			
ANI-166 Capstone and Demo Reel for Animation (3)	X	X	X		X	X
*2 ANI 941 Animation Studio Practicum (3)			X		X	
*2 ANI-932 Internship (4)			X		X	X
ART-143 Painting I (3)		X		X	X	
Associates Degree Awarded						

Figure 2: Animation Program Competency Curriculum Map

Core Competencies: Animation	Communication	Critical Thinking	Cultural Awareness	Civic Awareness	Quantitative and Scientific Reasoning
ANI-101 Animation Software I (3)	X	X			
ANI-116 Exploring Human Movement (3)	X	X	X		
ANI-106 Intro to Animation (3)	X	X			
ART-133 Drawing (3)	X	X			
DRA-110 Intro to Film (3)	X		X	X	
ENG-105 Composition I (3)	X	X			
ANI-117 Story for Animation (3)	X		X		
ANI-102 Animation Software II (3)	X	X			
ANI-210 Intermediate Animation (5)	X	X			
ART-138 Figure Drawing (3)	X	X			
*1 ENG-221 Creative Writing (3)	X		X		
*1 LIT-209 Forms of Literature: Film Adaption (3)	X	X			
ANI-103 Animation Software III (3)	X	X			X
ANI-211 Advanced Animation (5)	X	X			
ANI-118 Design for Animation (3)	X	X	X		
GRA-299 Electronic Portfolio (3)	X	X			
MAT-110 Math for Liberal Arts (3)		X			X
ANI-104 Animation Software IV (3)		X			
ANI-166 Capstone and Demo Reel for Animation (3)	X	X	X		
*2 ANI 932 Internship (4)				X	
*2 ANI-941 Animation Studio Practicum (3)				X	
ART-143 Painting I (3)		X	X		
Associates Degree Awarded					

B. <u>Core Component 3.C</u>

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

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. All job descriptions are finalized by HR to ensure proper job-level classification and adherence to local, state, and federal laws.

All staff are held to the academic credentialing standards as determined by the respective job description. The hiring supervisor and search committee members are responsible for reviewing academic credentials and utilizing a scoring rubric to determine credential and skills alignment (see example of Director of Retention rubric, Figure 3). Staff credentials are maintained in the Office of Human Resources and in Ellucian (SCC's ERP).

Figure 3. Director of Student Retention and Support Programs - Application Rating Sheet - June 2019

Rating Points:		0-3	0-4	0-4	0-6	0-6	0-3	26 Points Possible
		Education *Required: Bachelor's degree with emphasis in College Student Affairs/Personnel/Development, Psychology, Counseling, Social Work, Higher Education or related area; Master's Degree **preferred**.* ------ *MA in preferred area = **3**; MA = **2**; Bachelor's in preferred area = **1**; Bachelor's = **0***	**Previous Employment in College Setting** *.... **expected minimum** of three (3) yrs experience in higher education (HE)... .....Experience in community college student services **preferred**.* ------ *3+ yrs & in CC/student affairs = **4**; 3+ yrs in HE = **3**; <3 yrs & in CC /student affairs = **2**; <3 yrs in HE = **1**; None = **0***	**Supervisory Experience** *Minimum of three (3) yrs experience **required** in the areas of staff supervision; budget management; program development and evaluation.* ------ *5+ yrs = **4**; 3 - 5 yrs = **2**; <3 yrs = **0***	**Programming Experience** *Minimum of three (3) years' direct related experience **preferred** with academic advising, educational support programs, student orientation, first-year experience programs, or similar programs (i.e. federal TRIO programs, etc).* ------ *5+ yrs = **6**; 3 - 5 yrs = **3**; <3 yrs = **1**; None = **0***	**Direct-service Experience with Target Populations** *Three (3) years progressively responsible experience in working with low-income, first-generation college students **preferred**; . . . prior experience with retention, personal guidance, case management, and/or social services **preferred**; . . . human relations and interpersonal skills to interact positively and effectively with diverse populations (e.g., low income, first-generation, individuals with disabilities, ethnic/racial groups typically underrepresented in postsecondary education) are **critical**.* ------ ***0 - 6** points*	**Cover letter; Application Materials; Application Questions:** *Were all questions answered fully? Relevant content, concise, complete, effective writing? Accuracy of grammar, spelling, attention to details of entire application package?* ------ **0-3** points	
Last Name	**First Name**							**Total**

Required Skills and Qualifications:
• Bachelor's degree with emphasis in College Student Affairs/Personnel/Development, Psychology, counseling, Social Work, Higher Education or related area required; Master's Degree preferred.
• Minimum of three (3) years' experience required in the areas of staff supervision; budget management; program development and evaluation.
• Minimum of three (3) years' direct related experience preferred with academic advising, educational support programs, student orientation, first-year experience programs, or similar programs (i.e. federal TRIO programs, etc).
• Self-motivated, energetic and creative individual with an expected minimum of three (3) years' experience in higher education demonstrating proven leadership and project management success. Experience in community college student services preferred.
• Excellent communication skills (listening, speaking, writing) and the ability to work collaboratively with other department and division team members, required.
• Strong human relations and interpersonal skills to interact positively and effectively with diverse populations (e.g., low income, first-generation, individuals with disabilities, ethnic/racial groups typically underrepresented in postsecondary education) are critical.
• Honesty, strong work ethic, character and personal integrity, with commitment to providing the utmost professionalism, discretion and confidentiality are required.
• Three (3) years progressively responsible experience in working with low-income, first-generation college students preferred.
• Prior work experience with physical and / or learning differences and compliance with ADA preferred.
• Prior experience with retention, personal guidance, case management, and/or social services preferred.
• Relatability and successful experience with overcoming barriers similar to those encountered by low-income and/or first-generation college students preferred.
• Required proficiency with Microsoft Office programs; ability and willingness to learn and develop competency with: SCC's administrative software (Ellucian) and related technology applications (HawkNet, WebAdvisor, Student Self-Service; CANVAS); learning-success/retention-focused technologies (i.e. StudentLingo, Read&WriteGold, textHELP, SmartThinking).

C. <u>Core Component 4.B</u>

Systems Appraisal Feedback Rating – Unclear
 "The reviewers were unable to find evidence that the direct measures of assessing student learning are used fully in the CQI process. The reviewers were uncertain how data from the assessment of student learning processes are used to make systematic improvements to move through the CQI process associated with curriculum improvement and development. For example, how data drive curricula changes for general education courses may be used as evidence."

Each semester faculty utilize course-embedded assessment to evaluate student work based on the core competencies. Student work evaluated by course-embedded assessment consists of assignment(s) that are a normal part of the course. Each core competency has a rubric that is used to evaluate and score student work. Faculty complete a scoring sheet and email it to the Office of Institutional Research. The Office of Institutional Research analyzes and summarizes the aggregate data by core competency and longitudinally by department and academic program. The final step is to close the loop. The Academic Assessment Committee reviews the reports and disseminates the assessment results to faculty.

Annually in the fall, the Vice President of Academic Affairs and the Director of Assessment, Curriculum, and Learning Resources meet with each academic department and its respective Dean, Department Chair, and faculty members to review the Department's Assessment Report to make changes to improve student learning. The most common actions resulting from assessment include: changes to curriculum, requirements, program structures, or other aspects of the students' course of study; changes to the policies, funding, and planning that support learning, and faculty development. Annual Assessment Reports are available on Hawknet (SCC's intranet). Additionally, an "Annual Assessment Report for Programs/Discipline Report and Planning Sheet" was developed in fall 2018 to help departments facilitate the review of assessment data and to drive curricula changes going forward (see Appendix A).

One example from each academic department of proposed curricula or process changes from the most recent assessment meetings (fall 2018) include:

- Business/Information Technology: Core Competency 1 – Cultural Awareness
  a. Description of evidence of deficiency - below the internal target of global awareness
  b. Department's plan to address the deficiency - Discussed how country awareness can be incorporated more in the courses. 1) Invite guest speaker(s) who can talk about their culture and how to broaden perspectives in the particular field/course, and 2) perhaps have a panel to discuss and have clubs sponsor snacks, etc.
- ECFAE: Core Competency - Communication
  a. Description of evidence of deficiency: The mean score for the Grammar & Mechanics indicator for the college was 2.31 (Fall 2017) and 2.16 (Spring 2018). The ECFAE department scored 2.30 (Fall 2017) and 2.18 (Spring 2018), but this indicator is consistently the lowest scoring indicator for the ECFAE department on the Communication rubric B.
  b. Department's plan to address the deficiency – Continue to emphasize the importance of "Grammar & Mechanics" in written assignments and more frequently direct students to utilize resources including Academic Achievement Center, office hours, etc.
- Health Programs: Core Competency – Critical Thinking
  a. Description of evidence of deficiency: Rubric data for critical thinking is down slightly from 2017.
  b. Department's plan to address the deficiency – Continue to incorporate problem-based learning activities that require the student to use higher level critical thinking.

Specifically, problems in which students must analyze data or information and form accurate solutions using multiple sources. Post-graduate exams may also be helpful in identifying areas for improvement.

- Humanities and Social Sciences: Core Competency – Communications
  a. Description of evidence of deficiency: Many students lack the knowledge/skills to effectively communicate in writing and as a result they fail to meet the core competencies established by the college.
  b. Department's plan to address the deficiency – Faculty will continue to emphasize written communications in our courses and provide appropriate feedback. We will also continue to refer students for additional assistance from the Academic Achievement Center and other tutoring resources. In addition, we recommend that the college expand our offerings to include additional developmental courses for students with identified deficiencies.
- Math and Science Department: Core Competency - Quantitative & Scientific Reasoning
  a. Description of evidence of deficiency: There were two semesters of data with which to compare percentages.
  b. Department's plan to address the deficiency – There was some evidence that NA was being applied quite often throughout the Quantitative & Scientific Reasoning rubric. The Department will look at whether this can be changed to some extent. There are also some faculty who will be looking at using the same assessment tool (key signature assignment) in the future.

D. <u>Core Component 5.D</u>

Systems Appraisal Feedback Rating – Unclear
"Evidence of overall improvement of its operations that improve its sustainability may look like after the College plans its operations, sets goals to measure operations, collects data, reviews data, and then makes improvements as supported by these data."

In fall 2018, the Office of Institutional Research developed SCC's Institutional Effectiveness Plan that outlines its guide for assessing the effectiveness of SCC towards achieving its mission and institutional goals. The purpose of the SCC Institutional Effectiveness Plan is to demonstrate its planning and processes for measuring continuous quality improvement in student learning, educational programs, and administrative and educational support services.

<u>Institutional Planning</u>: SCC's mission, vision, and values are the foundation for the college's institutional planning that includes Strategic Planning, Divisional Tactical Planning, Budget Planning, Facilities Planning, Retention Planning, Academic Program Planning, and Guided Pathways Planning. During the 2017 strategic planning process, SCC's values were revised to include a commitment to service under Excellence: "we are committed to the highest standards in all aspects of teaching, learning, and service."

SCC's planning processes were identified as an institutional strength in SCC's 2009, 2013, and 2018 HLC Systems Appraisal reports. The reviewers were especially impressed by its comprehensive and inclusive elements including data collection, short-term issue ownership, long-term Cabinet oversight, and policy review processes.

SCC Planning Process

Continuous Process Improvement strategies and tools are integrated into all planning processes.
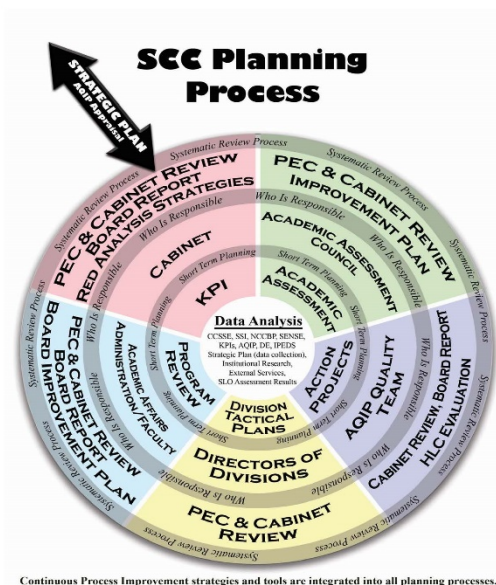
A. <u>Strategic Planning</u> - SCC has an inclusive strategic planning process that provides opportunities for internal and external stakeholder input. The current *Strategic Plan 2017-2022* was adopted by the Board of Trustees on December 11, 2017. Each Strategic Plan initiative has measurable outcomes with internal targets, and in most cases, a baseline metric has been established. The Strategic Plan is updated and assessed annually to document performance of operations and to make improvements to operations. The cumulative *Strategic Plan Status Chart* is available on SCC's intranet. SCC's *Strategic Plan 2017-2022* is available to internal and external stakeholders via SCC's website: https://www.scciowa.edu/aboutscc/inst_effectiveness/plan/index.aspx

B. <u>Divisional Tactical Planning</u> - The President's direct reports develop annual Divisional Tactical Plans that incorporate the strategic goals and set timelines for completion. The tactical plans are developed in collaboration with staff within the division. The tactical plans incorporate strategic plan initiatives that support SCC's educational mission, and they are designed to include one or two goals which reflect aspirational ideals inspired by regional opportunities and the emerging needs of college stakeholders. The tactical plans identify timelines for completion, resources needed, and responsible staff. The Tactical Plans are reviewed and updated annually and are available on SCC's P: Drive Folder, Tactical Planning.

C. <u>Budget Planning</u> - The Vice President of Administrative Services (VPAS) forecasts revenues and expenses for each academic year; these projections take into account projected student tuition from enrollment, estimates of property tax revenue, employment changes, wage contract settlements and appropriations/de-appropriations planned from the state. The VPAS regularly monitors the financial condition of the college to ensure its sustainability. With 400+ separate cost centers, effective monitoring relies upon the attention of individual cost center managers who confer directly with the VPAS when issues arise that indicate significant variation in the approved budget. The budget can be adjusted as needed during the year to address unexpected expenditures and still maintain fiscal stability. At its monthly meetings, the Board of Trustees reviews the budget and approves expenditures. The FY2020 Budget is available on SCC's intranet.

D. <u>Facilities Planning</u> – In 2013, a Master Facilities Plan Committee was formed after voters passed a $15,000,000 bond referendum. An architectural firm was hired to complete a needs-based facility planning process. The committee used this information to create a Master Facilities Plan which established priorities for additions and improvements. In 2015, the committee was renamed the Facilities Budget Committee, and it continues to set the long-term vision for SCC's facilities, including the expansion of campuses, accessibility needs, and landscaping needs. The committee meets each year to review a one-year and five-year needs analysis and available funding before making recommendations to the President. The VPAS presents pending capital/facility projects and an analysis of available funding for these projects to PEC, Cabinet, and the Board. An 18-month Master Facilities Plan is submitted to the Board of Trustees for approval. The Master Facilities Plan is located on SCC's intranet.

E. <u>Retention Planning</u> - SCC collects, analyzes, and reports student retention, persistence, and completion data for various populations in numerous ways, for the college overall, as well as by courses and programs. Data are collected from the institutional database (Ellucian) and reported by Institutional Research (IR) on an on-going basis to internal and external constituencies. SCC's participation in three state and national initiatives provides comparative benchmark results from external sources. Retention, persistence, and graduation rates are available on SCC's website and intranet.

F. <u>Academic Program Planning</u> - Developing responsive programming that balances and integrates human diversity, learning outcomes, students' career needs, and the realities of the employment market is ongoing for SCC. The 8-step program development process is outlined in SCC's *Institutional Effectiveness Plan.* Once programs are implemented, they undergo an Academic Program Review (APR) every three years. The triennial program review is meant to be a collaborative process that includes program faculty, deans, department chairs, the Director of Institutional Research, and the Vice President of Academic Affairs. Advisory Council members are also invited to attend. Collectively, the group discusses the data and proposes action plans to implement change that will improve the program and benefit students. The VPAA presents the final summary and action plans to PEC and the President's Cabinet, thereby providing the link between Academic Program Review, Strategic Planning, Divisional Tactical Plans, and the budgeting process. Academic Program Reviews are available on SCC's intranet.

IV. Strategic Challenges Quality Updates

A. <u>Goals, Internal Targets, External Benchmarks, and Measuring Deployed Processes</u>

In academic year 2018-2019, the Office of Institutional Research developed the *SCC Institutional Effectiveness Plan*: *A Guide for Planning and Assessing Effectiveness* that outlines a guide for assessing the effectiveness of the college towards achieving its mission and institutional goals. The purpose of the Institutional Effectiveness Plan is to demonstrate institutional planning, processes, and assessment measures for continuous quality improvement in student learning, educational programs, and administrative and educational support services.

SCC's *Effectiveness Plan* outlines its processes for institutional planning that allows the College to set goals, internal targets, and external benchmarks for: Strategic Planning, Divisional Tactical Planning, Budget Planning, Facilities Planning, Retention Planning, and Academic Program Planning (see also IV.D). For example, the *2017-2022 Strategic Plan* contains 4 goals, 18 strategies, and 52 initiatives. These initiatives contain assessment measures, internal targets, and external benchmarks as well as baseline metrics established in 2017. The strategic plan assessment results are updated annually in the fall and documented in the *SCC Strategic Plan Status Chart*. The status chart is reviewed annually by PEC, Cabinet, and the Board of Trustees to ensure progress is being made toward reaching internal targets. Meeting agendas, Data Request forms, Tech Request forms, Departmental Tactical Plans, etc. are aligned to one or more of SCC's Strategic Plan goals, strategies, or initiatives to support data-informed decision making.

SCC's *Effectiveness Plan* also outlines its institutional assessments (see chart below) that include academic, co-curricular, and operational assessments which tie together to ensure that student success efforts are aligned to process deployment and SCC's mission, vision, and values. The assessment tools such as CCSSE, CCFSSE, SSI, SENSE, NACEP, PACE, NCCBP, and VFA are benchmarked against national comparison groups of community colleges. The assessment tools including IPEDS, Iowa MIS, and the Iowa Dept. of Education Job Placement and Median Wage by CIP Program are benchmarked against Iowa community colleges. SCC has established internal targets for each of these national and state assessment measures to meet or exceed the national or state comparison group's mean score. SCC has also established internal targets for SCC's retention, persistence, and graduation rates; SCC's Key Performance Indicators; and SCC's Academic Program Review indicators.

In addition, assessment results of student learning outcomes for SCC's five core competencies are compiled every semester and evaluated annually to make improvements to student learning at three levels: course, program/department, and institution. At the course level, faculty assess students to determine if the course quality standards are being met. At the program/department level, faculty,

administrators, and program advisory boards use assessment data to determine the following: if the courses are sequenced in order to allow for cumulative learning, if the prerequisite and requisite courses contribute effectively to the outcome of the program, and if the program's courses, individually and collectively, contribute to its required outcomes. At the institution level, faculty, administrators and staff from multiple areas of the college work in collaboration to determine if SCC's educational mission is being met. Additionally, SCC's co-curricular assessments are linked to SCC's five core competencies. In fall 2018, internal targets for each of SCC's five core competencies were established.

Institutional Assessment Tool	First Year Implemented	Data Collection Frequency	Results Reviewed By
Integrated Postsecondary Education Data System (IPEDS) Surveys	1980	Annually	IR, PEC, Cabinet, Campus Community
Iowa Dept. of Education Management Information System (MIS) Data Reports	2007	Annually	IR, Board, PEC, Cabinet, Campus Community
Community College Survey of Student Engagement (CCSSE)	2007	Biennial, Odd Years	IR, Board, PEC, Cabinet, Campus Community
Community College Faculty Survey of Student Engagement (CCFSSE)	2007	Biennial, Odd Years	IR, Board, PEC, Cabinet, Campus Community
Student Satisfaction Inventory (SSI)	2008	Biennial, Even Years	IR, Board, PEC, Cabinet, Campus Community
Survey of Entering Student Engagement (SENSE)	2008	Biennial, Even Years	IR, Board, PEC, Cabinet, Campus Community
Key Performance Indicators (KPIs)	2008	Annually	IR, Board, PEC, Cabinet, Campus Community
Academic Program Review (APR)	2008	Annually	IR, VPAA, Deans, Faculty, PEC, Campus Community
National Alliance of Concurrent Enrollment Partnerships Surveys (NACEP)	2009	Annually	IR, VPAA, Board, PEC, Cabinet, Deans, Director of High School Relations
Graduate Survey	2009	Annually	IR, VPAA, Deans, Faculty, PEC, Campus Community
Employer Survey	2009	Annually	IR, VPAA, Deans, Faculty, PEC, Campus Community
National Community College Benchmark Project (NCCBP)	2010	Annually	IR, Board, PEC, Cabinet, Campus Community
Personal Assessment of the College Environment (PACE)	2012	Biennial, Even Years	IR, Board, PEC, Cabinet, Campus Community
SCC Quality Standards Report Card	2012	Annually	IR, Board, PEC, Cabinet, Campus Community
Academic Assessment of Student Learning Outcomes	2013	Every Semester	IR, VPAA, Deans, Faculty, PEC, Campus Community
Voluntary Framework of Accountability (VFA)	2015-16	Annually	IR, Board, PEC, Cabinet, Campus Community
Strategic Plan Status Chart 2017-2022	2017	Annually	IR, Board, PEC, Cabinet, Campus Community
Iowa Dept. of Education Job Placement and Median Wage by CIP Program	2017	Annually	IR, PEC, Cabinet, Deans, Faculty, Campus Community
Co-Curricular Assessment	2018	Annually	IR, PEC, Deans, Faculty, Campus

B. Program Degree Mapping to Student Learning Outcomes

The 2018 Systems Appraisal feedback from peer reviewers stated that "SCC has a clear and systematic process in place for incorporating core competencies into the curriculum." However, it was unclear to them if all students had the opportunity to be assessed on all five core competencies. SCC has developed Program Outcome Curriculum Maps and Program Core Competency Curriculum Maps to ensure that all students will have access to all five core competencies no matter what the course selection is to fulfill general education program degree requirements. These maps are available and accessible on Hawknet. (Please see also Section III.A for examples of Program Outcome Curriculum Maps and Program Core Competency Curriculum Maps).

V.   Additional Locations Quality Updates

SCC provides educational opportunities at its campuses in West Burlington and Keokuk, its learning center in Mt. Pleasant, its Center for Business (CBIZ), and online. Since the submission of the 2018 Systems Portfolio, the West Burlington and Keokuk campuses have undergone several improvements to physical resources:

- The Keokuk campus has undergone renovation of its 400 and 500 buildings (the Nursing and Science Lab Renovation).
- An Honor Garden has been completed in the Keokuk courtyard.
- A solar panel field (1,180 panels) has been constructed at the Keokuk campus and LED lighting installed. The solar panels will supply 90% to 95% of electrical needs.
- A 93.15 KW Solar Panel System has been installed on the SCC Industrial Technology Training Center roof at the Keokuk center.
- Estimated cumulative savings over 25 years from the Keokuk solar systems is $1.6 m.
- Information Technology (IT) has made improvements in technology in Keokuk classrooms and accessibility of the wireless internet speed.
- The Harry and Virginia Murray Art Gallery on the West Burlington Campus is complete and ready to be used. The Art Gallery will enrich the Fine Arts Program, the Fine Arts Alumni Chapter, and the Fine Arts Academy—a college-level instructional experience for area high school students.
- West Burlington Courtyard Pavilion Remodel: This renovation was completed in the summer of 2018, partially funded by Pepsi.
- Des Moines County Bike Path: The City of West Burlington has led a process to extend a bike path and end this on the SCC West Burlington campus. This bike path will travel along Gear Avenue (east side of campus) and end at Highway 34. The estimated match required by SCC is $30,000, with final determination after bids are received and discussed. This is anticipated to be constructed in early FY 2020.
- West Burlington Campus Visiting Agencies Space: Creation of space for Domestic Violence Intervention Program (DVIP), Alcohol and Drug Dependency Services (ADDS), and Young House Counseling was completed in 2018.
- Parks and Institutional Road Fund Project: SCC has been awarded a Parks and Institutional Road Fund Project (through IDOT) in March, 2017 for $231,000 to widen the main entrance at the West Burlington campus and add a new loop road around the residence hall towers. This construction is planned for calendar year 2021.
- West Burlington Special Needs Private Space: New space in room #160 (used a portion of the former Chemistry Lab) to make available for students or employees with special needs, including lactation.   The space was created in 2019.

VI.   Teaching Formats Quality Updates

A. Concurrent Enrollment Quality Update

SCC's concurrent enrollment program is accredited by the National Alliance of Concurrent Enrollment Partnerships (NACEP). Concurrent Enrollment Program (CEP) courses at Southeastern Community College (SCC) have grown from 5 courses with 5 sections and 72 enrollments in FY1999 to 49 courses with 95 sections and 509 (unduplicated) student enrollments in FY2018. This increase is partially due to the increased support of concurrent enrollment from the Iowa Legislature and Department of Education. CE programming is authorized by Iowa Code 282.26 and Senior Year Plus (SYP) legislation that governs secondary and post-secondary partnerships in the state of Iowa.

As part of its continuous improvement, SCC's institutional research office conducts triennial online surveys of Iowa Area Education Agency #16 high school principals, teachers, and counselors who are associated with SCC's CEP. The 2019 K-12 Partner Survey results have indicated that:

- 100% of CEP principals responded that they agreed or strongly agreed that they have a collegial partnership with SCC's CEP.
- 95% of teachers agreed or strongly agreed that a result of SCC's CEP in their schools is that they offer a greater number of rigorous classes.
- 95% of teachers agreed or strongly agreed that an effect of SCC's CEP is to demonstrate to parents that students are doing challenging work.
- 92% of counselors reported that students who participate in SCC's CEP increase the likelihood of pursuing postsecondary education.

B. Distance Education Quality Update

SCC is a founding member and fiscal agent of the Iowa Community College Online Consortium (ICCOC), a cooperative partnership of seven community colleges that provides fully online shared quality courses. The ICCOC continually strives to improve the student experience, course quality, and accessibility for all students by adopting a more inclusive approach to pedagogy and curriculum design:

- Ally by Blackboard was implemented to help guide instructors in the process of updating their content so that screen readers can easily interpret their content for students with visual impairments. Ally will also convert documents automatically for instructors so that students have more accessible versions of the course content.
- Turnitin (originality and plagiarism prevention service) assists students in using proper citations.
- Films on Demand provide short, educational films that are fully ADA compliant.
- StudyMate is a tool to help students learn course content through learning activities, games, and self-assessments.
- Respondus is a tool used for creating and managing exams in online courses.
- LockDown Browser is a custom browser that secures online exams in classrooms or proctored environments.
- Respondus Monitor is a companion to LockDown that uses video technology and webcam to prevent cheating during online exams.
- Dropout Detective is utilized in Canvas (SCC's Learning Management System) to identify at-risk students and to provide intrusive interventions.

VII. Looking Forward

SCC has benefited from having talented people in place to create a strategically integrated college structure through applying the AQIP concept of continuous process improvement. SCC is now positioned to be able to successfully implement and become a Guided Pathways institution. SCC recognizes the importance and value of providing intensive and intrusive navigation, advising, and support services alongside clearly defined, well communicated, and easily accessible guided pathways.

Based on the Community College Research Center's (CCRC) research, SCC is defining its Guided Pathways project as a collection of initiatives that will result in significant progress in all four of the practice areas:

- Practice Area 1: Mapping pathways to student end goals;
- Practice Area 2: Helping students choose and enter a program pathway;
- Practice Area 3: Keeping students on path;
- Practice Area 4: Ensuring that students are learning.

Beginning in fall 2019, SCC will redesign its programs and support services across the institution in each of these practice areas to ensure that all students have clear information about structured guided pathways that will enable them to achieve their educational and/or career goals.

Appendix A

Annual Assessment Report for Programs/Disciplines
Report and Planning Sheet

This Annual Assessment Report for Degrees/Programs is intended to be used to guide for the annual report presented by each department to the VPAA, and as an optional planning sheet to help program leadership develop their report content.

Targets for Meaningful Assessment. *SCC aims to have substantially all (≥ 90%) programs reporting that assessment elements and other indicators of quality assessment are in place. The college's goal is for assessment to be meaningful and useful to faculty and students. SCC's approach encourages deeper involvement in assessment and increases in quality over time as programs make improvements to meet evolving assessment needs. Degree program assessment reports also help fulfill requirements to maintain SCC's regional accreditation under the Higher Learning Commission.*

Scope and Audience for this Report: *This report provides a summary of the academic assessment activities conducted by each degree, program, or discipline. Attached documents provide supporting evidence to this report.*

Title of Program/Discipline   <u>Respiratory Care</u>

Report Date   <u>October 25, 2018</u>

Date(s) of supporting data   <u>Annually in Spring semester</u>

Department Chair Name   <u>Stacy Lewis-Sells</u>

Assessment Delegate Name   <u>Jim Steffen</u>

Section 1: Quality Measures of Assessment

Quality assessment follows an intentional and reflective process of design, implementation, evaluation, and revision. The Assessment Cycle (see graphic below) begins with student learning outcomes and questions about student learning in the curriculum. After reviewing the course and program learning outcomes and constructing a curriculum map indicating where particular learning outcomes are highlighted, faculty select assessment measures to gather evidence of student learning. The evidence is analyzed and discussed by the faculty, and used to inform program decisions, including those about instruction, the curriculum, the assessment, and dialog about teaching and learning.
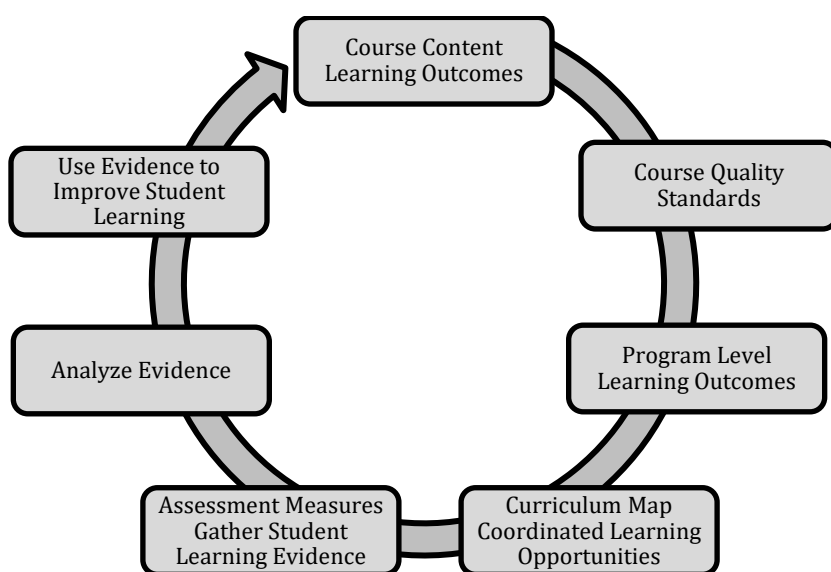
1.1 Courses in this program provide students with content learning outcomes.

   √   Yes, ≥ 90% of our courses had content learning outcomes in place

   o   Yes, most of our courses had content learning outcomes, but some needed revision
   o   No, fewer than 60% of our courses had up to date content learning outcomes

1.2 Courses in this program maintain up to date Course Quality Standards.

   √Yes, ≥ 90% of the QS in our courses had been updated in the past three years

   o   Yes, most of our courses had updated QS, but some were under or in need of revision
   o   No, ≤ 60% of our courses had updated QS updated within the past three years

1.3 All courses in this program are aligned to a Curriculum Map that includes all five SCC Core Competencies.

   √ Yes, all of our courses are identified on an up to date Curriculum Map

   o   Yes, ≥ 90% of our courses are identified on an up to date Curriculum Map
   o   No, more than 10% of courses are not aligned to a Curriculum Map, or the Curriculum Map needs updating

Has the Curriculum Map been approved within the past three years by the majority of faculty who teach these courses?

√Yes

o   No

Please attach your Curriculum Map.

1.4 Assessment Plan

Did this program have a current assessment plan in place during the past year?

√Yes, our program has a comprehensive plan that included utilization of data and participation by essentially all faculty.

o   Yes, our program had an assessment plan, but better coordination among all faculty was needed

o   No, our program did not plan and implement a coordinated assessment plan

Does this program have a current assessment plan for this academic year?

√Yes, our program has a comprehensive plan that includes utilization of data and participation by essentially all faculty.

o   No, our program lacks an assessment plan that includes data review and participation by all faculty

Does your assessment plan include a timeline that identifies when measures were collected, analyzed, and shared??

√Yes

o   No

Please attach your assessment plan.