

Assurance Argument
Southeastern Illinois College - IL

3/25/2019

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.)

Argument

The mission statement for Southeastern Illinois College is: *“Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.”* This mission statement has served the college well and provides the foundation for the institution's strategic plan. The Mission Statement is routinely reviewed through the [strategic planning process](#), which is overseen by the Office of Student Affairs, to determine its relevance to the changing needs and desires of the college's many constituents (Strategic Plan [2012](#), [2017](#)). The review entails an inclusive process, with [open forums](#) held seeking input from all groups within the college as well as community stakeholders. Southeastern Illinois College's Board of Trustees, the governing board for the institution, [reviewed and approved](#) the current mission statement on January 19, 2016.

Southeastern's academic programs, student support services, and enrollment profile are consistent with our stated mission. As noted in the [curriculum guides](#), the college offers diverse academic and vocational programs that lead to associate degrees, technical certificates or certificates of proficiency. Currently, Southeastern offers approximately [50 degree and certificate programs](#). Many programs and certificates serve transfer students planning to matriculate to other colleges and universities while others assist students entering or transitioning into the workforce. In addition to traditional academic curricula, the college offers non-credit-bearing professional training opportunities for individual workers and area employers through the [Workforce Education](#) department. Similarly, SIC offers [community education programs](#) to local communities, which includes programming for both adults and children. Academic programs meet the Illinois Community College Board (ICCB), the state's governing agency for community colleges, standards for [approval](#). Southeastern provides academic programs at various times of day in [different modalities](#) and on [different schedules](#) in order to maintain accessibility and affordability. This information is shared with students through the printed schedule, college catalog, mailings, email, college website, and other publications throughout campus.

Many [student services](#) are available at SIC. Students are empowered to achieve their educational

goals with support from [academic advisement](#), [tutoring](#), [TRIO](#), [career services](#) and [technology](#). The offices of [Financial Aid](#), [Veterans Support](#) and Enrollment Services are also available to help students. Students are involved in service projects through various [organizations](#) on campus including Circle K, [Student Government](#), choir and several [academic clubs](#). [Disability services](#) assist students with individual needs. A newly established [food bank](#) on campus is available to all students, and [public transportation](#) can be accessed locally and regionally with daily routes available to the College.

The majority of students, or about 91.6 percent, enrolled at Southeastern come from the local communities the college serves. Approximately six percent of our students are from out-of-district and over two percent are from out-of state as reported for spring 2018 semester. Also, 24 percent of students are enrolled only in distance education courses. From December 2013 to December 2017, SIC has experienced a 14 percent increase in online credit hours and FTE and a 4 percent increase in unduplicated headcount for online courses. The [demographics](#) of the student body reflects that of the region served. Within the makeup of the student body, 87 percent of students identify as “White”, four percent as “Black,” three percent as “2 or more races,” and one percent as “Hispanic” with four percent not reported. A review of [US Census data](#) (2010) shows the counties SIC serves all report a higher percentage of populations identifying as “White” and comparable figures for other ethnic groups. Despite the homogeneous nature of the area, SIC prides itself on diversity and inclusion across campus, including a newly organized diversity committee with co-coordinators. The [diversity and inclusion co-coordinators](#) have specific assignments to document the diversity initiatives engaged by the college, including compliance reports such as the college’s use of [minority service providers](#). The co-coordinators also review inclusion policies and procedures, including board policy and [hiring practices](#). They work with members of upper administration, or Cabinet as referred to at the college, to promote multi-cultural awareness training, including [sexual harassment](#) and sensitivity training/workshops.

[Southeastern’s planning and budgeting priorities](#) align with and support the mission. All individual units on campus, including academic departments and administrative offices, are required to submit an annual operational plan that includes an explicit articulation of how each department or office supports the academic mission of the college. [Budget hearings](#) are held annually and the budget is posted in accordance with [Board Policy](#), and reflected on the [Institutional Effectiveness Calendar](#). Budget officers are required to submit a [budget rationale form](#) to link to mission and budgeting. During the spring semester when department budgets are created, budget officers must complete a budget rationale form to explain the rationale for any significant increases or decreases in budget proposals. Alignment of planning and budgeting priorities is further addressed in Criterion 5.C.1. Additionally, assessment plans for all instructional and non-instructional units must link activities to the budget, indicating either a positive or negative [impact](#).

Sources

- Academic Advising Webpage SA
- ADA Disability Services Webpage AA
- Assessment Plan 2017-2018 Business Office w Results ASS
- Board Meeting Minutes 01.19.16 PO
- Board Meeting Minutes 01.19.16 PO (page number 6)

- Board Minutes 9.20.16 budget hearings PO
- Board Minutes 9.20.16 budget hearings PO (page number 4)
- BP 8002 Adoption of Budget-BOT.pdf
- BP 8003.1 Purchasing Guidelines - Minorities BOT
- Budget Linkage Form BA
- Career Services Webpage SA
- Census Data for college district IR
- Clubs and Organizations-Website SA
- Community Education CE
- Diversity _ Inclusion Co-Coordinators Role PO
- Financial Aid Webpage FOA
- Food Pantry Webpage SA
- Hiring Manual and Emp Recruit Plan HR
- ICCB Reognition Letter 2015-2020 PO
- Institutional Effectiveness Cycle Calendar IR
- MIG News Article SA
- Mini Semester Courses - Info AA
- NCES College Navigator SIC Student Demographics FED
- Online Classes Programs and Offerings AA
- Program Curriculum Guides AA
- RIDES Public Transportation SIC webpage SA
- Sexual Harassment Prevention Training HR
- Strategic Plan Minutes 11-10-15 Inst Goals
- Strategic Planning Process Manual 2017-22 SP
- Strategic_Plan_2012-2017
- Strategic_Plan_2017-2022
- Student Government from web SA
- Student Services Webpage SA
- Student Technology Services Webpage IT
- TRIO Webpage LC
- Tutoring Services Webpage LC.pdf
- Veteran Services Webpage FOA
- Workforce Education WED.pdf

1.B - Core Component 1.B

The mission is articulated publicly.

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

Argument

The college's mission is articulated publicly in a number of locations and methods. Physical locations across campus include the lobby of A-B Building, the lobby of the Visual and Performing Arts Center ([F Building](#)), the lobby of Robert I. Gregg Technology Center (G Building), the Heritage Room (B Building), and the Board Room in the Harry W. Abell Administration Building (E Building) ([campus map](#)). Furthermore, the college articulates the mission through a number of publications such as the [college catalog](#), [college website](#), [college Facebook page](#), [faculty handbook](#) and the [college Viewbook](#). On an individual level, many faculty and staff include the Mission Statement as part of their [email signature](#), as well as on the back of [faculty/staff business cards](#).

In alignment with the mission statement, the institution has a vision statement, core values, and institutional goals, which can be found on the [college's website](#). These aspects are included in college publications such as the catalog and the student handbook, the *Talon*, and are posted in various physical locations across campus as mentioned above. The core values capture the emphasis that Southeastern Illinois College places on a) fairness; b) integrity; c) compassion; d) self-esteem; e) responsibility; and f) learning. The institutional goals in particular, enumerate the priorities of the college's mission. Collectively, these aspects demonstrate Southeastern's commitment to its mission and guides operations.

The goals discuss the academic mission of providing quality educational programs. This is reflected through program offerings for baccalaureate transfer and career and technical education (CTE) in addition to community education courses. The institutional goals also cover cultural enrichment opportunities, which are reflected through [student activities](#), the [Visual and Performing Arts Center](#), and [Cultural Arts series](#). Furthermore, the institutional goals address economic development support through [workforce development](#) and the college's [Small Business Development Center \(SBDC\)](#).

The mission, vision, core values, and institutional goals were [reviewed and reaffirmed](#) in the institution's 2017-2022 Strategic Plan. These items reflect the institution's intent and degree to which it provides quality, affordable educational opportunities to help students achieve their goals. With a wide array of constituents, SIC is always working to balance the needs of traditional transfer students with non-traditional and CTE students. The college has a broad range of goals to meet the needs of developmental education, two-year certificate/degree programs, as well as recertification training in a variety of fields. While it would be easy to fear being spread thin to cover the needs of

the community, SIC instead embraces the idea of providing a broad foundation for its constituents.

As such, the institution is committed to providing lifelong learning opportunities through accessible educational programs. This is evidenced through the college's Strategic Plan in that several major initiatives deal with instructional programs. Specifically, Strategic Plan Initiatives 1 and 4 directly deal with instruction and educational support services. Each year, all academic and non-academic units submit operational plans with specific action steps to further the advancement of those initiatives, and thereby advance the mission of the college. At the end of each academic year, progress on the operational plans are collected and reported in order to demonstrate commitment to the [strategic plan and college mission](#). Likewise, the mission's focus on cultural enrichment opportunities and economic development is also captured in the strategic plan in Initiative 5, with the same pattern of operational plans and reporting structure. Additionally, the strategic planning process incorporates a [community scan](#) in which the college collects information from and about institutional and community stakeholders in order to ensure strategic planning decisions regarding constituent needs are based on objective data. This data includes aspects such as [regional demographic data](#) and trends, guidance and recommendations from accrediting bodies, and the college's [enrollment management plan](#) and other institutional research and sources.

To deal with challenging fiscal issues, Southeastern has initiated a number of unique and innovative partnerships with sister institutions in order to collectively fulfill each college's educational mission when that mission could not be necessarily fulfilled by an individual college. For example, Southeastern has partnered with Rend Lake College in Ina, Illinois, to offer the Veterinary Assistant and [Massage Therapy](#) programs at SIC's White County extension center. In addition, the college has engaged in course sharing and seat purchasing agreements with other colleges for [Physics](#), Spanish, and adult education classes (GED) among others. These partnerships have allowed the participating colleges to offer vital educational services that might not be possible without this level of cooperation.

Sources

- Campus Map BA.pdf
- Catalog Mission Statement AA
- Community Scan for SP 2017-2022 SP
- Cultural Arts Series Webpage EV
- District Comparison Data from Community Scan SA
- Enrollment Management Plan SA
- Facebook Mission Statement MK
- Faculty Handbook Mission Statement AA
- Massage Therapy Program Sharing Agreement AA
- Mission statement AA
- Mission Statement Business Card BOT
- Mission Statement on Staff Email PO
- Mission-Goals-Values-website BOT
- Operational Plan for SP 2017-2022 Initiative 1 and 4 OP
- Physics Instructor Sharing Agreement AA
- SBDC Webpage WED
- SIC Mission and Core Values Sign in VPAC Lobby

- Strategic Plan Approval Board Minutes 3-2017 SP
- Strategic Plan Approval Board Minutes 3-2017 SP (page number 8)
- Student Activities Web SA.pdf
- Viewbook Mission Statement -MK.pdf
- VPAC Webpage.pdf
- Workforce Education WED.pdf

1.C - Core Component 1.C

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

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

Argument

Southeastern fosters a culture of diversity through the institution's mission and identified values. The [mission statement](#) emphasizes that individuals should enhance lifelong learning through cultural enrichment opportunities. In addition, the college's [core values](#) reflect this commitment by focusing on behavior free from self-interest, prejudice or favoritism. These core values are displayed throughout the campus and are demonstrated daily by [SIC's faculty and staff](#).

Our goal at SIC is to enable students to successfully live and work in a culturally diverse global society. A number of the college's initiatives and processes reflect this. For example, diversity is directly addressed in the institution's 2017-2022 Strategic Plan [Initiative 1.3](#). Additionally, SIC's [assessment plans](#) for all divisions feature diversity as a goal area. This requires measurement and reporting of topics related to ethnic and cultural diversity within the institution's courses. Classes offer a [wide range of assignments](#) to enrich students through multicultural experiences ([Institutional Goal #2](#)).

SIC's activities reflect attention to human diversity as appropriate within its mission and for the constituencies it serves. SIC sponsors [activities](#) that work to raise awareness of diversity through student clubs and organizations such as Circle K, Phi Theta Kappa, Art Club, Theater Club, Cosmetology, Diesel Tech Club. The Nursing program hosts [Culture Day](#) on campus in which nursing students showcase display presentations covering a variety of multi-cultural topics.

Recognizing the need for diversity and inclusion in our society the college created [diversity and inclusion co-coordinators](#) to utilize a diversity advisory committee to help guide the college on issues relevant to the subject. As stated in 1A, the work by these individuals includes advisory, assessment, awareness, compliance and planning. SIC has a student body that mimics its population base, but the college has an exemplary record of [minority service providers](#). Additionally, the college advertises widely for faculty positions in minority publications. SIC was also the only community college in the southern part of the state to have its first female president, and currently Cabinet is primarily composed of female members. SIC does not discriminate based on gender, race, disability, orientation, or other commonly noted inclusion traits.

Although a formal institutional commitment to support and increase diversity exists, the extent of racial diversity attained in our students and our faculty and staff remains limited. The [demographics](#) of SIC students are majority Caucasian and middle-to-lower socioeconomic class. To facilitate the diversity experience, our institution empowers students to recognize global diversity through educational support programs and student services such as TRiO/SSS and [Perkins](#). TRiO works to increase retention and graduation rates of first-generation, low-income, or disabled students. The [Student Success Center](#) offers educational support services to all SIC students. [The David L.](#)

[Stanley White County Center](#) in the northern part of the college's district, hosts the Illinois Worknet Center, which provides services through the Illinois Department of Employment Security and Southern 14 Workforce Investment Board.

Southeastern [provides cultural enrichment opportunities](#) for the campus and surrounding constituencies in a variety of ways. The [George T. Dennis Visual and Performing Arts Center](#) is a beacon of cultural diversity for the campus and region, and this facility allows the college to hold a diverse array of cultural programming. SIC's [Theatre program](#) typically produces two full-length plays, two full-length musicals, and a summer children's show every year. The theatre also hosts local high schools as a venue for their own productions. The [Community and Concert Choirs](#) typically perform four times throughout the year. The SIC Art exhibition series in the [SIC Art Gallery](#) typically revolves eight shows through the gallery annually. The [Permanent Art Collection](#) is displayed year-round throughout the SIC campus. The [Cultural Arts Series](#) has been in operation for almost four decades bringing a variety of cultural experiences to the SIC campus throughout the school year, and these performances are open to the general public. Additionally, the college is in the process of building the [Ella Elizabeth Hise Museum of Regional Art](#) which will foster an appreciation for visual art work, exhibits, programs, and cultural partnerships that celebrate Southern Illinois and the surrounding region.

Our [Disability Services](#) office provides educational support services for those students who qualify under Section 504 of the Rehabilitation Act of 1973 and the Americans with Disabilities Act of 1990. Through this office students with learning, psychological, or physical disabilities can take advantage of services such as note-taking, extended testing time, sign language interpreters, among many others.

Sources

- ADA Disability Services Webpage AA
- Art Collection Donantion Press Release MK
- Art Gallery Web EV.pdf
- Assessment Plan Template Diversity Goal Area AS
- Business Enterprise Program Report to ICCB BA
- Choir News Release on Website MK
- Cultural Arts Series Webpage EV
- Diversity _ Inclusion Co-Coordinator's Role PO
- Diversity Chart AS
- Events Calendar Website for Cultural Performances
- Hise Museum Website
- Institutional Goal 2 Diversity Webpage BOT.pdf
- NCEC College Navigator SIC Student Demographics FED
- Nursing Culture Day-AS.pdf
- Perkins Services Info CTE
- SIC Mission and Core from website BOT
- Strategic Plan 2017-2022 Major and Sub-Initiatives SP-1.3.pdf
- Student Government Diversity Initiative
- Student Success Center Website Info for Students LC
- Theatre 2018-2019 EV
- TRIO Webpage LC

- Viewbook Core Values MK
- VPAC Webpage.pdf
- Website Core Values SA
- White Co Center Website AA.pdf

1.D - Core Component 1.D

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

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

Argument

Since its founding in 1960, Southeastern has been a part of the [local community](#) that it serves. Because the college is publically and locally funded and overseen by a publically elected [Board of Trustees](#), the institution recognizes the close bonds with constituents and residents of the district. As such, Southeastern is committed to serving its district through a variety of educational endeavors and services.

Southeastern Illinois College is proactive in addressing the needs of students and the communities it serves. As a community college, SIC seeks to engage with its local district and provide services that no other entity in the district can. This is demonstrated through academic partnerships, workforce and training partnerships, and community service aspects. The [Early College Program](#) (ECP) and [dual credit](#) programs address the needs of high school students in the district and help to offset some of the costs associated with higher education. To serve outgoing transfer students, SIC is engaged with numerous [articulation agreements](#) with college and university partners. [Community education](#) serves students and citizens who seek non-traditional educational enrichment opportunities. The [Mary Jo Oldham Center for Child Study](#) provides early childhood education opportunities for young children and childcare services for students, staff, and community members alike. SIC's nursing program and new powersports program have forged [partnerships](#) with area service providers. The annual [Heritage Festival](#) hosted at the college brings area craftsmen and customers together in a highly popular regional event. To honor the victims of the 2012 tornado, student government partnered with several campus affiliates to raise funds and construct a [Memorial and Fountain](#) on campus. The [Cosmetology Clinic](#) provides hair and salon services for the public while providing valuable experience for students. The [Small Business Development Center](#) and [workforce development training](#) seek to meet some of the economic development needs of the region. Specifically, Southeastern is one of only two community colleges in the southern region of the state of Illinois with an operating Small Business Development Center.

In addition to these examples, the college is committed to accountability and public transparency. On its website, the college devotes an entire section to [Accountability](#). Under this link, which is available as a footer on every webpage, the college publically provides information regarding its [assessment practices](#) and planning practices. Additionally, Southeastern publically discloses its [financial standing](#) by posting its budget and annual audits on its website. Collectively, the aim of the webpages is to publicly demonstrate the college's commitment of stewardship for the district

through public accountability and transparency.

As a [public unit of local government](#), Southeastern Illinois College's primary mission is to provide education. This is reflected in the college's strategic plan in that the first major initiative deals with the college's educational mission. Likewise, the first of [seven institutional goals](#) deal directly and specifically with the college's educational objectives. By placing these educational initiatives first in the respective documents, the college signals its commitment to the primacy of its educational mission. In addition, [Initiative 5](#) of the strategic plan focuses on economic development and community enrichment which helps to foster an emphasis on seeking to further advance Southeastern's service district.

Furthermore, Southeastern's [annual audits](#) indicate that the college is a unit of local government, and therefore is not subjected to the generation of financial returns to investors like a for-profit institution. Similarly, the [Southeastern Illinois College Foundation \(SICF\)](#) is a non-profit organization that provides a means of raising and administering private funds to support activities and programs at the college, which aid in supplementing funds received through local, state, and federal tax resources and student tuition. Additionally, the SICF raises and administers funds in order to increase access to the college for students. As a component unit of the college, the SICF is under the same auspices of the college in not being beholden to external investors. The Foundation Board is composed of community supporters, business owners, alumni, and benefactors, which demonstrates the Foundation's commitment to the college and community.

Because the college is not obligated to external investors, Southeastern is able to offer many educational services for little or no cost. For example, students participating in the Early College Program and additional dual credit programs have their [tuition waived](#). Also, students participating in programs such as the [certified nurse assisting \(CNA\)](#) program have tuition waived as well. For our healthcare programs, the college works closely with local and regional healthcare providers to provide training and potential exposure for employment for students. Some of these healthcare providers offer assistance for educational costs for students. With [cooperative agreements](#) from other community college partners, students can enroll in academic programs not available in their home district for in-district tuition rates. The college also utilizes advisory boards for its CTE programs to ensure that these academic programs are closely aligned with workforce needs of local industry.

Sources

- [Accountability.pdf](#)
- [Assessment.pdf](#)
- [Board of Trustees Info and Current Members BOT](#)
- [CNA Program webpage AS](#)
- [Community Education CE](#)
- [Cooperative Agreements and Partners web PO.pdf](#)
- [Cosmetology Clinic Hours AS](#)
- [Dual Credit Program AA](#)
- [Dual Credit Webpage Tuition Waived ES](#)
- [Early College Program AA.pdf](#)
- [Financial Info Audits Budget website BA](#)
- [Foundation Strategic Plan 2017-2022 FOU](#)
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- Institutional Goals-website-AA.pdf
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- SBDC Webpage WED
- SIC Legends and Lore-Web.pdf
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- Training Information
- University Articulation Agreements PO
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1.S - Criterion 1 - Summary

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

Summary

In summary, the mission of Southeastern Illinois College governs the operation of the institution and is intentionally included in its assessment, budgeting, and strategic planning processes. It informs the academic offerings of the college and provides a foundation for the services the college provides to its service district. As a comprehensive community college, SIC possesses a multifaceted mission and serves a broad constituency group. As such, the institution is committed to serving students through our educational mission as well as the public good through our numerous collaborations with the local communities we serve.

Sources

There are no sources.

2 - Integrity: Ethical and Responsible Conduct

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

2.A - Core Component 2.A

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

Argument

SIC is governed by a Board of Trustees that is responsible for creating, adopting and enforcing policies that abide by the Illinois Public Community College Act ([110 ILCS 805](#)) and federal laws to warrant integrity in all operations of the college. Integrity is a core value that runs through every element of Southeastern Illinois College. The Board, administration, faculty, and staff have created, through policies and processes, a fair and ethical working and learning environment. Most of the core policies enforcing integrity throughout campus are located in [Board policies](#) and Southeastern's [Standards of Conduct](#), which provides students with detailed rules necessary for a safe campus environment.

The institution ensures financial integrity through detailed budgeting and auditing processes. Budgeting begins with the Executive Dean of Administrative Services and the Board Finance [Sub-committee](#). From there, budget forms are distributed to each Executive Dean and Vice President for distribution to [individual budget officers](#). The [budget officers review](#) needs based on the objectives detailed in the institution's Strategic Plan and create a proposed budget for the following academic year. Budgets are also directly tied to individual departments and [program assessment plans](#). [Open budget hearings](#), facilitated by the Business Office and the Executive Dean of Administrative Services, are then conducted for each department across campus. Attendees at open budget hearings have an opportunity for dialogue. Once the individual departments have provided input for the budget, a tentative budget is presented to the Board of Trustees within a minimum of 30 days prior to potential adoption. The Board then has the option [to adopt](#) the budget after a public hearing at the regularly scheduled trustees meeting.

The Executive Dean of Administrative Services oversees the purchasing of goods and services at Southeastern. [Fiscal oversight of day-to-day operations is provided by deans, department chairs and directors](#). Requisitions for goods and services are approved electronically. Purchases above \$10,000 require, per [Board policy](#), multiple price quotes from different vendors. Bids are open to the public. The Executive Dean of Administrative Services oversees the selling of college items to the public as detailed in [Board policy](#). [Monthly financial summaries](#), including a Treasurer's report, are presented at Board of Trustees meetings.

Southeastern works hard to ensure financial transparency in spending and educational costs. The college's tuition and fees are clearly presented in multiple campus publications and on SIC's website. The Financial Aid Office, in conjunction with the Executive Dean of Administrative

Services, [calculates cost of attendance](#) annually in compliance with federal regulations according to institutional and program-specific costs. Southeastern keeps up-to-date [Gainful Employment disclosures](#) on the website, which includes costs associated with all SIC Gainful Employment programs identified by the U.S. Department of Education. In addition, as mandated by [Board policy](#), [campus-wide audits](#) are performed yearly by Kemper C.P.A. Many policies adopted by the institution ensure transparency and integrity, including [Purchasing Guides](#), [Investment of Funds](#), [Capitalization](#), [Disposal of Equipment](#), [Fund Balance](#), [Whistle Blower](#), [Conflict of Interest](#), and adherence to the [Higher Education Opportunity Act](#).

Integrity concerning students and educational processes are rooted in the [institution's goals](#): (1) *“Provide a general education program that creates a foundation for further study and enlightened citizenship”* and (2) *“Empower students to achieve their educational goals enabling them to successfully live and work in a culturally diverse global society.”* There are many assurances provided to students that guarantee integrity through their educational endeavors. Southeastern has a [student conduct code](#), complies with the federally-mandated [Right to Know disclosures](#), and the adheres to all policies expressed by the [Americans with Disabilities Act](#). The college participates in the [Illinois Articulation Initiative](#) (IAI) and is a member of the [Illinois Community College Board](#) (ICCB), [Illinois Board of Higher Education](#) (IBHE), and the [Illinois Department of Veteran’s Affairs](#).

The institution performs annual [program reviews](#) of disciplines and programs on a rotating schedule, along with monthly [Curriculum](#) and [Leadership](#) committee meetings, and biannual [Assessment committee](#) meetings. All three committees promote academic integrity by consistently examining viability and effectiveness of current programs, as well as researching the development of new programs to recruit new students in an effort to better serve the college constituency. SIC’s TRiO program carefully adheres to the [guidelines](#) set forth within the Title IV grant.

Student records are protected by the [Family Educational Rights and Privacy Act](#) (FERPA), which prohibits the college from sharing academic or personal information, with the exception of directory information, to any person without written consent. [Per Board policy](#), students are afforded, per FERPA, the right to request an amendment of their education records. Students who have completed both baccalaureate and career and technical education (CTE) programs are provided with [Educational Guarantees](#), or guarantees of educational effectiveness. If it is determined that a student has completed a baccalaureate class with written consent of transfer from an academic advisor that will not transfer to a designated university, SIC will refund the student for the course. If an employer of a graduate from a CTE program along with the student determine that he or she is lacking in academic or technical skills, the student may be permitted to enroll in up to 12 credit hours of appropriate existing instruction, free of tuition and fees.

A commitment to integrity is present throughout the college’s policies and processes concerning personnel. The [Human Resources' Hiring Manual](#) details an objective approach to reviewing applicants and the institution’s hiring policies from the creation of hiring committees, review of applications, interviews, and selecting a candidate for employment. Southeastern is an [“equal opportunity employer”](#) with a commitment to anti-discrimination in all levels of employment, work, and learning environments. The school conducts [annual sexual harassment training](#) for all employees and documents its commitment to any form of workplace or learning environment [harassment or discrimination](#). New employees, including student workers, are also provided with information and training on [FERPA](#), which guarantees that student records (with the exception of [directory information](#)) will remain confidential without written consent.

All employees, including faculty, [staff](#), and [administration](#), are evaluated on a bi-annual or on a

three-year cycle through procedures outlined in [bargaining contracts](#) and the Board Policy Manual. The quality of academics is closely monitored at Southeastern through course evaluations by students and detailed instructor evaluations, provided in the bargaining contract. [Faculty self-assessment](#) occurs annually. Faculty undergo [student evaluation](#) of courses each semester. The school ensures that all faculty have [appropriate credentials](#), as set by the Higher Learning Commission, for all areas of instruction. As part of an overall orientation process for new hires, the college has implemented a mentor/mentee program as part of the [Professional Development Planning Committee \(PDP\)](#). The PDP Committee serves to provide employees with resources, such as [grant opportunities](#) and continuing education opportunities.

Southeastern Illinois College has embraced an open-door commitment by establishing itself as a comprehensive community college that welcomes all who wish to utilize its various educational programs, community services, and facilities. The [Mary Jo Oldham Center for Child Study \(MJOCCS\)](#) has served the campus and community for over 40 years and is accredited by the [National Association for the Education of Young Children \(NAYCE\)](#) at the Gold level. The [MJOCCS Parent Handbook](#) outlines its processes and policies. In addition, the center conducts Pre-K screening for the community and background checks for all employees. The institution also houses a full-service [cafeteria](#) and [bookstore](#), both operating daily. These food and beverage services follow federal and state health codes monitored by the Egyptian Health Department.

Due to a commitment to community service, SIC allows certain areas of campus to be rented by outside entities. The Board enforces a [Facilities Usage Policy](#) in order to protect both the college and the renter when an external event is being hosted on campus. If an external group is approved to rent a campus facility, the renter is provided with the following forms: [Facilities Rental Request and Procedure](#), [Facility Use Space and Requirements](#), and [Facility Fee Schedule](#).

Participants in competitive clubs and athletic teams are held to a higher level of conduct than regular students. The Board of Trustees has adopted a detailed [policy](#) regarding Archery Program participants and the method by which team members may bring their bows to campus. Competitive club participants who travel for competition and/or events are required to read and sign in agreement to a [Competitive Team Participant Code of Conduct](#). Student athletes are required to read and sign a [similar contract](#). Athletic teams at SIC are members of the National Junior College Athletic Association (NJCAA), which outlines detailed [eligibility requirements](#) for student athletes to participate in a given sport. As part of their participation, student athletes are subject to random drug testing. If a student athlete is randomly selected to submit a [drug test](#), he or she must sign a consent form. If the athlete refuses to sign, he or she is immediately withdrawn from the respective athletic team.

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2.B - Core Component 2.B

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

Argument

Southeastern Illinois College works diligently to present itself to the public by using multiple outlets for information dissemination, with the primary source being the [college website](#). Printed literature available for public distribution includes the [catalog](#), [the Talon](#), [course schedule](#) and [Viewbook](#). SIC also has a social media presence by having public accounts with [Facebook](#), [Twitter](#) and [Instagram](#).

Program offerings at Southeastern are clearly presented to students and the public via multiple sources. Southeastern grants seven associate degrees and a variety of occupational certificates. SIC divides programs into two areas: baccalaureate/transfer and career and technical education. Baccalaureate programs are divided into three [divisions](#): Humanities; Mathematics, Science and Technology; and Social Science, Business and Education. Career and technical education programs are divided into three divisions: Applied Technology; Nursing and Allied Health, and Workforce and Community Education. A listing of program offerings can be found on SIC's [website](#), as well as in the [catalog](#), on the back of the [course schedule](#) and [Viewbook](#).

Program-specific curriculum guides are accessible both on SIC's [website](#) and in the college [catalog](#). Curriculum guides list the following information: type of program (transfer or career and technical education), courses required to complete a respective degree or certificate, suggested terms in which to complete said courses, total credit hour requirements, minimum GPA requirements, career opportunities and major employers. Curriculum guides also note if the program is a [Gainful Employment certificate program](#) which prepares students for gainful employment in a recognized occupation.

Southeastern Illinois College has an itemized [five-step admissions process](#) published in multiple outlets. The outlined admissions procedure requires potential students to: (1) apply online; (2) provide proof of residency; (3) submit official copies of transcripts (high school, high school equivalency exam, college); (4) take a placement exam, if applicable; and (5) meet with an academic advisor. Admissions requirements can be found on the college's website, in the [catalog](#) and in course schedules.

[Contact information](#) for faculty and staff at Southeastern Illinois College is easily accessible on the college website. Contact information includes name, department, title, email address, phone extension and office location, and the online directory is organized alphabetically, by department or by service. Faculty, staff and students are also given the option to sign up for the txtSIC messaging service, which allows certain administrators to send text alerts about emergency situations, campus closures and other academic information (i.e. last day to drop classes, Falconmail outages).

Full-time faculty members also hold regular [office hours](#) on campus with hours posted and noted in course [syllabi](#) distributed to students at the beginning of each semester. General college administrative hours (by semester) are listed on the [website](#). The Office of Academic Affairs emails

all faculty and staff at the beginning of each calendar year (or sooner if updated) an [emergency procedures sheet](#) to be posted in all classrooms and on bulletin boards across campus.

The [annual cost of attendance](#) is accessible on the college's website, as well as in the [Viewbook](#) and [course schedules](#). The Financial Aid Office updates the cost of attendance annually for full-time, three-quarter time, part-time and less than part-time students. Cost of attendance includes direct, which includes [tuition and fees](#), books and supply costs, and indirect fees, which includes room and board, transportation and personal costs provided by the U.S. Department of Education. The Financial Aid Office also emails cost of attendance information to students with their [financial aid award letters](#). Another service provided by the Financial Aid Office is the [net price calculator](#), which is designed to provide potential students an estimate of the amount of financial aid they could receive.

The [Viewbook](#), which is used as a recruitment tool, lists in-district tuition rates, as well as [border county](#) tuition rates and rates for online students. Viewbooks are disseminated to high school students by the high school recruiter. They are also provided to various in-district libraries and distributed at job fairs. [Class schedules](#), which are printed at SIC, list in-district tuition rates, as well as out-of-district, border county, out-of-state, international and distance learning rates. Schedules also list student activity fees, technology fees and facilities fees. If a specific class has an attached course fee, this is also noted in the schedule. Beginning with the 2019 summer and fall schedules, summer and fall semesters are combined, with spring semester printed independently. Gainful Employment information is available on the college's website identifying those non-degree (certificate) programs meeting the U.S. Department of Education's gainful employment disclosure requirements. This information is also available on the GE-designated [certificate program curriculum guides](#).

According to the Illinois Community College Board, when [comparing tuition and fees](#) for 36 community colleges for a three year average (FY16-FY18), Southeastern ranked as the seventh lowest in the state of Illinois. Per [Board Policy 2005](#), Southeastern Illinois College is required at the end of each fiscal year to undergo an audit by a licensed auditing or accounting firm. The firm examines the institution in accordance with rules and regulations set forth by the [Illinois Community College Board](#) and U.S. Department of Education. Electronic copies of annual audits are available to the public on the [college's website](#). Per [Board Policy 8001](#), the college President is responsible for preparing a budget each fiscal year for the institution, estimating revenues and expenditures. A [public hearing](#) is scheduled prior to the adoption of the budget by the Board of Trustees. The Board will then adopt the budget for the upcoming fiscal year, per [Board Policy 8002](#).

Governed by ICCB, Southeastern Illinois College is subject to periodic recognition visits. The most recent recognition visit from ICCB was in February 2015, in which Southeastern was awarded a [successful five-year recognition](#). Accreditation relations are readily available for public view through multiple outlets. Southeastern Illinois College is accredited through the Higher Learning Commission, which is listed on the [college's website](#), as well as published in the college catalog, course schedules, and the [Viewbook](#). SIC is a member of the [Illinois Community College System](#) and is fully recognized by the Illinois Community College Board. The Mary Jo Oldham for Center for Child Study is accredited through the [National Association for the Education of Young Children \(NAEYC\)](#), which is listed on the [college's website](#) and published in the center's annual [Parent Handbook](#). The Diesel Technology program is accredited by the [National Automotive Technicians Education Foundation \(NATEF/ASE\)](#), which is listed on the [college's website](#). Due to amendments to the [Illinois Nurse Practice Act \(225 ILCS 65\)](#), effective January 1, 2018, the college will be [pursuing accreditation](#) through the Accreditation Commission for Education in Nursing (ACEN)

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2.C - Core Component 2.C

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

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

Argument

The Board of Trustees is the official governing board of Southeastern Illinois College and consists of seven trustees elected at-large from District #533, with staggered six-year terms. One student trustee, who has an advisory vote, is elected by the student body and serves a one-year term. [Section II of the Board Policy Manual Series 2000](#) contains policies that summarize membership, meetings, methods and duties of trustees. [Meetings](#) are held on the third Tuesday of each month, except June and November. Board policy undergoes constant review and is updated as needed.

The governing Board deliberates to preserve and enhance the institution through the framing of Board goals, defining clear policies and its fiduciary responsibilities. For example, the Board approves the annual budget as noted in the [September 2017 Board minutes](#) and the annual audit that was conducted and reported to the Board at the December meeting as cited in the [2017 December Board minutes](#). The Board listened to the internal constituents as represented through the student body and responded to the student government requests to renovate the Student Center through a [Protection, Health and Safety project](#) to improve health and safety through the removal of asbestos tile and secure more efficient lighting. The Board demonstrates an [innovative and creative thinking](#) process to address low enrollment courses through a [regional joint educational agreement](#) such as the [Physics Course Sharing Agreement](#). This agreement allowed both Southeastern Illinois College and Shawnee Community College to share an instructor for the purpose of teaching low enrollment physics courses for students of both institutions. At the [December 2016 Board meeting](#), the trustees approved a [general course sharing agreement](#) for SIC, Shawnee Community College and Rend Lake College.

The Southeastern Illinois College Board reviews and considers reasonable and relevant interests of the institutions internal and external constituencies during its decision-making deliberations as reported in board agendas and minutes. The Board fulfills its responsibilities through an organized committee structure through which the institution is governed such as the Leadership Committee, which is comprised of division chairpersons, department heads and members of the administrative Cabinet. Leadership meets once a month and minutes of these meetings can be found on the [Academic Leadership](#) page of the website. The administrative Cabinet meets once a week and each Cabinet member submits a monthly report to the Board of Trustees through the [Board packet](#) as

a means of keeping the Board informed about departmental, divisional and overall college issues. The student trustee also communicates to the Board regarding student initiatives and interests at the board meeting.

The college and Board of Trustees interact with key external constituents of the district such as legislators, alumni, donors, local business leaders and other professional organizations to build relationships to benefit the college and the community. The college works closely with the [SIC Foundation](#) to [raise money for scholarships](#) for students attending the institution, as well as to fund improvement and developmental projects on campus. Board policies, such as the [Citizens Advisory Committee](#), is an especially useful resource that utilizes community members' skills and experience to enhance the vocational curricula. Also referred to as the [CTE Advisory Board](#), the group meets bi-annually as a means to network with professionals in the community and ensure programs are properly training students to enter the workforce. Another Board policy, [Communication with the Public](#), is an excellent means of keeping the community informed about college programs, cultural arts, community education enrichment courses, and college happenings. A board release is sent to the local media outlets and posted on the college's website prior to each Board meeting as a means of transparency to the public. In addition, administrators within the college are engaged in community activities such as Rotary membership, county Chambers of Commerce, and Vice President Dr. Karen Weiss is a member of one of our feeder schools' board of education ([Norris City-Omaha-Enfield CUSD #3](#)). A sample of other [relevant committees](#) are:

- [The Board Executive Finance Committee](#), which is comprised of two Board of Trustee members, the President, and the Chief Financial Officer. The Board Executive Finance Committee meet to go over all financial matters of the college including the development of the college budget.
- [The Board Leadership Committee](#), comprised of the Board chair, Board vice chair, and President. The Board Leadership Committee meets prior to board meetings to discuss the items on the monthly board agenda.
- [The Curriculum Committee](#), makes recommendations on courses and programs to the Board of Trustees. The committee is composed of administrative leadership as well as faculty representatives from all divisions and a student representative.

The Southeastern Illinois College Board preserves its independence from undue influence guided by policies set forth in the [Board Policy Manual](#). The Board operates as a cohesive unit and all decisions made by the Trustees are geared to promote, deliberate, and act upon decisions that is in the best interests of the institution, students and constituents. Policies such as [Duties of Individual Board Members](#) and [Duties of the Board of Trustees as a Governing Entity](#) provide an excellent framework in defining the role of a trustee. Further, Board policies, [Code of Ethics](#) and [Model Ethics Ordinance](#), provide guidance for Board members ethical conduct, political activities and the solicitation and acceptance of gifts by trustees. Board members must also complete a [Statement of Economic Interests form](#), each year to report financial disclosures, per State statute. Another indicator that provides a strong record of independence is that the Board of Trustees commissions an external auditing firm to conduct the annual audit to provide the constituents of the college district and ensure that the college accounting records are fair, complete and adhere with the generally accepted accounting principles ([BP 2005](#)).

Per [Board policy 2007.1](#), Board members are required to undertake bi-annual assessment activities and hold an annual retreat to discuss matters of interest and governance. Effective January 1, 2017, Illinois Governor Bruce Rauner signed [Public Act 99-0692](#), which mandates elected community

college board members to complete a minimum of four hours of professional development leadership training. The President's Office maintains [records of completion](#) for each individual Board of Trustee member.

During the 2008 Higher Learning Commission's comprehensive evaluation visit, the HLC team regarding governance issued a monitoring report. The monitoring report specifically addressed that written policies should be developed which clarify the roles and relationship between the Board of Trustees and the President; the chain of command and protocol for interactions between Board members and college employees as structured in the college [organizational chart](#); pathways for improved communication between the Board and President (CEO); and, a clearer understanding of Board authority versus Presidential authority to avoid potential "micro-management" by the Board.

The Board addressed and responded to the governance issues raised by the HLC by inviting an external consultant who specialized in Board/CEO relations to attend a special Board retreat to assess and evaluate processes and policies and to help formulate a governance plan going forward. The Board policy addressing [Trustee and CEO Roles and Relationship](#) was adopted in July 2009 to provide a clear understanding of the Trustee/CEO roles and guidance through written policy and to help the Trustees and President (CEO) execute the policy. This policy also includes language that would protect college employees who believe activities that could be regarded as illegal, unethical or dishonest would be provided whistleblower protections. For the past eight years, the Board and CEO have maintained a cooperative relationship that has resulted in stable leadership to the benefit of the entire campus environment and the district served by the college. In fact, in the past decade there has only been one contested race and that was to fill a vacancy left by the passing of a board member.

The Board of Trustees has adopted a [set of guidelines](#) that explains the roles and relationship between members with the [CEO \(President\) of the college](#). The [President is the chief executive and administrative officer](#) of the college and is responsible for the day-to-day operations, oversight, and leadership of the college. The President aligns the leadership and decisions with the college's strategic plan and mission statement with assistance from an [executive Cabinet](#), who [reports to the President](#), and is composed of the following positions:

- Vice President of Academic Affairs
- Executive Dean of Academic Services
- Executive Dean of Student Services
- Executive Dean of Administrative Services

The Cabinet also meets with the three associate deans, along with exempt positions as needed, at the first of the month to engage in multiple issues and gain deeper insight from more inclusive leadership decision-making.

There are [six academic divisions](#) which ensure faculty oversight of the college's academic programs. Faculty has the responsibility for developing, implementing, and revising curricula and educational policies, determining credits for courses, deciding requirements for graduation, and electing members to campus [committees](#). The [curriculum committee](#), which serves to recommend changes to courses or programs to the Board of Trustees, is comprised of faculty members from all six academic divisions and various administrators. As mandated by ICCB, each instructional and non-instructional program area is evaluated via [program review](#) every five years. [Program review](#) data is compiled and

documented by faculty and/or staff members from respective departments, and the findings are presented to the curriculum committee.

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2.D - Core Component 2.D

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

Argument

Southeastern Illinois College is committed to freedom of expression. Academic freedom is encouraged as documented in Board policy, the faculty and staff handbook, and the faculty association (SICEA) contract. As described in the [SICEA contract](#), faculty *are entitled to freedom in the classroom in discussing the faculty member's subject*. Faculty are granted freedom in research and in publication of results, as long as duties are performed adequately. Instructor duties outlined in the [SICEA contract](#) reference that faculty are to present subject matter in an unbiased and objective manner to stimulate critical thinking. Instructors have academic freedom to teach course objectives using the instructor's chosen teaching methods, but must cover content as defined by the master course syllabus.

Southeastern Illinois College is committed to the pursuit of truth in teaching and learning. The [Mission Statement, Institutional Goals, and Core Values](#) contain related statements. These documents outline that Southeastern provides students quality transferable courses, a general education that creates a foundation for further study, and empowers students to achieve their goals educationally.

The student handbook, [the Talon](#), contains policies on the grading system, student standards of conduct related to academic honesty and plagiarism, a social media/online networking policy, student grievance procedures, and [acceptable use policy](#) for information technology and electronic resources.

The [faculty handbook](#) contains a number of guidelines and policies related to the pursuit of truth in teaching and learning, including faculty qualifications and credentials, assessment practices, faculty's role in curriculum development and responsibility to select textbooks, the use of course outlines, and professional development.

The [qualification for faculty teaching](#) baccalaureate courses is a master's degree in the content discipline, or a master's degree in a related discipline with a minimum of 18 hours of graduate credit in the teaching discipline. For many technical courses, an associate's degree is required, with a bachelor's degree preferred.

Assessment practices are in place whereby faculty evaluate student learning to ensure core content is mastered. [Assessment results](#) are then used to make course and program improvements. Additional assessment practices that help ensure quality instruction is maintained across the curriculum include student evaluation of courses, faculty self-evaluations, and division chair evaluations of faculty.

Curriculum development begins with the faculty, as does textbook adoption. The [curriculum committee](#) discusses and approves all curricular changes. Faculty duties include providing instruction on a college level and participation in professional growth and development activities each academic year to maintain competence in their content area. Faculty development is also encouraged through the [salary schedule](#), [sabbatical policy](#), a year-end recognition luncheon, and participation in

professional meetings and conferences

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2.E - Core Component 2.E

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

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

Argument

Southeastern Illinois College encourages academic honesty through multiple means within the institution. Faculty members are required to hold the [appropriate credentials](#) as set forth by the Higher Learning Commission and the Illinois Community College Board. The college promotes [professional growth and development](#) as outlined in [Board policy](#). For the 2018-2019 academic year, Southeastern's Professional Development Planning Committee (PDP) offered employees the opportunity to apply for four [mini-grants](#) to assist with funding for professional development. SIC holds [annual inservices](#) designed to provide training for employees highlighting pertinent issues that affect the entire institution, such as federal credit hour compliance, reaccreditation, and threat behavior analysis.

Academic honesty is reflected not only in Board policy but is also found in individual [class syllabi](#). All updates in course outlines and changes in courses must be made by peer approval through processes established by the [curriculum committee](#). The [information technology acceptable use policy](#), which is administered to all employees, details the acceptable use of computers for research purposes for both students and employees. The college has developed an [intellectual properties policy](#) in to both protect and provide incentive for employees to develop new ideas to disseminate to the general public, as well as serve to generate revenue for both the college and the innovative individual. SIC also has various policies in place to protect the institution and its employees for the ethical use of information and intellectual property, including the following policies: [Production, Use and Distribution of Video Tapes and Material](#) and [Social Media](#).

SIC provides a [guarantee of educational effectiveness](#) of baccalaureate/transfer programs, which serves as an assurance that students can obtain a quality education at their local community college, and then transfer to complete their baccalaureate education. If, with the written consent of an authorized counselor, a course is selected to transfer to a specifically designated college or university, is successfully completed, and is not accepted for transfer, Southeastern Illinois College will refund tuition and fees for that course. The full attention to academic integrity and student completion falls in line with the institution's [core value](#) of "*Responsibility*."

Students of Southeastern Illinois College adhere to the conduct policy. In order to provide a safe environment, Southeastern Illinois College [standards of conduct](#) explicitly states those activities which are contrary to the general interest of the college community or which threaten to disrupt the teaching and learning in which members of the college community are engaged. Students enrolling in the college are expected to conduct themselves in a manner compatible to the college's function as an educational institution. Misconduct for which students are subject to discipline include, but are not

limited to, academic dishonesty, plagiarism, and willful falsification of educational data that is represented as scholarly research. Furnishing false information to Southeastern Illinois College with the intent to deceive, including, but not limited to, incidents of embezzlement and fraud, are also addressed.

Southeastern Illinois College students, both online and traditional, are provided electronic information, resources and other computer-based resources to support the college's educational mission. Students, faculty, staff and others who use the college's computer-based resources are required to adhere to an [acceptable use policy](#). This policy applies to all computer hardware and software owned or operated by the college, college electronic mail, college websites, and college on-line services and bulletin board systems. "Use" of the college network shall include use of or obtaining access to the wired or wireless network from any electronic device whether or not owned or operated by the college.

Sources

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2.S - Criterion 2 - Summary

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

Summary

Southeastern Illinois College places a high importance on integrity, and the institution operates in an ethical and responsible manner. Board policies and clearly defined departmental processes serve as tools to safeguard integrity on multiple levels. Financially, the college has clear oversight of budget and purchasing processes, with a system of checks and balances in place to ensure appropriate spending. Cost of attendance is clearly publicized with tuition ranking among the lowest in the state. Annual audit findings are published on the college's website.

Southeastern promotes academic integrity administratively through program reviews, monthly curriculum and leadership meetings, annual departmental assessment projects and employee evaluations. On an instructional level, program offerings and curriculum guides are easily accessible and provide detailed information outlining degree requirements. Faculty are required to have appropriate credentials as set by the Higher Learning Commission and Board policy. While students are entitled to the freedom of expression in the pursuit of learning, they are also held to their own standards of ethical behavior as defined in the Student Code of Conduct.

Southeastern has a clear Board philosophy and has developed a Board Policy Manual Series to serve as a guide for duties and expectations of Board members. Since the last HLC visit in 2008, the Board and CEO have worked together to develop a new policy to clarify the relationship between Board members and the College President.

Sources

There are no sources.

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

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

3.A - Core Component 3.A

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

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

Argument

SIC offers [six associate degrees and 42 occupational certificates](#), including an Associate in Arts (AA), Associate in Science (AS), Associate in Applied Science (AAS), Associate in Liberal Studies (ALS), Associate in Fine Arts, specializing in art, theatre, or music theater (AFA), and Associate in Engineering Science (AES).

SIC's instructional programs are administered through [divisions](#). These divisions are representative of the academic structure generally found in institutions of higher learning nationally. Each of the academic divisions is led administratively by a division chair who reports to the Executive Dean of Academic Services. With the majority of the divisions, the division chair holds tenured faculty status. SIC also employs an Associate Dean of Workforce and Community Education, who reports to the Vice President of Academic Services.

The quality and currency of SIC's educational programs are guaranteed through a rigorous learning outcomes assessment program; a periodic program review process for all academic programs and non-academic support departments; and where appropriate, external review through the evaluation of specialized accrediting agencies.

Each course offered must adhere to a master course outline, approved by committee and compliant with Illinois Community College Board standards. Master course outlines include a credit-hour audit of each expected in-class and out-of-class instructional hour. Regular [program review](#) ensures the consistency of individual course outlines with master course outlines, safeguarding reasonable benchmarks for the required level of performance by students across all courses and modalities. SIC's program review process involves faculty completing a [set of questions](#) designed to evaluate the enrollment, retention, completion, and successful learning outcomes of its courses. Each division must complete a program review once every five years. Representatives from the division then present the program review to the curriculum committee for discussion and evaluation.

SIC is accredited by the [Higher Learning Commission](#) and recognized and monitored by [Illinois Community College Board](#), Illinois Department of Financial and Professional Regulations, and Illinois Department of Public Health, who all affirm the currency and rigor of campus programs.

SIC participates in the [Illinois Articulation Initiative \(IAI\)](#), which allows the transfer of completed general education curriculum between participating institutions. IAI participation requires that learning goals and educational requirements for lower-division general education requirements have been met.

Further, SIC maintains [articulation agreements](#) with four-year universities to facilitate the transfer of its students to other institutions. Advisors attend [articulation meetings](#) throughout the year to ensure that these articulation agreements are accurate and tenable.

SIC [articulates dual credit courses](#) with all in-district high schools to ensure that courses achieve stated learning goals across the institution and across modalities. This means that dual credit courses must meet the same requirements as traditional courses to ensure that they will transfer and bear credit. Initially, every course is reviewed by high school faculty and staff and college faculty and staff to ensure that course objectives are aligned between high school and college courses. Each course is then re-evaluated annually to ensure that course objectives continue to be met, and dual credit faculty are evaluated to ensure the rigor of coursework is maintained.

Further, SIC participates in [course sharing agreements](#) with two other community colleges in the region. These agreements involve sharing courses with other community colleges that might otherwise be cancelled due to low enrollment. The colleges work together with students to ensure that the instruction meets educational needs. For example, faculty and staff from both colleges will review those courses identified for sharing to maintain the integrity of the coursework as well as compatibility between the colleges.

SIC demonstrates its commitment to consistent program quality in all modalities and locations by requiring that all courses, including traditional, online, hybrid, or distance learning, adhere to the [master course outline](#) and have completed the [credit hour audit](#) to ensure rigorous and uniform expectations. Further, each course is subject to regular program review to ensure its compliance. Learning goals for each program are demonstrated in specific program goals, available to students in the course catalog. Online courses receive additional safeguards for consistency including [technology training for online instructors](#), [online course request](#), [online course review](#), and [designated support staff](#) for online instruction. Similarly, [distance learning courses](#) receive technology support to ensure their fluid delivery. Dual credit courses and courses taught at the White County extension center are consistent with courses taught on-campus and in other modalities. Finally, courses in all locations and across modalities participate in ongoing campus [assessment projects](#) to improve targeted areas for growth, which helps to ensure the continuous improvement of student instruction.

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- Program Curriculum Guides-AS.pdf
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- Technology Training OLET Webpage LC

3.B - Core Component 3.B

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

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

Argument

At Southeastern Illinois College, general education is intended to be an integral part of the instructional program for all students who seek the two-year degree regardless of their educational or career goals. The [general education program](#) at SIC is intended to provide students with common skills and competencies, while allowing the pursuit of individual interests within prescribed academic areas, and to motivate them to seek the highest possible degree of personal growth and development.

SIC's general education curriculum adheres to the [Illinois General Education Core Curriculum](#) (GECC) set forth by the Illinois Articulation Initiative, ensuring that student expectations and program goals are appropriate for [transfer to other participating institutions](#). IAI oversight is reinforced by the periodic review of general education goals by SIC faculty in each division, as well as regular [program review](#) of each academic program.

Specific policies are in place regarding general education requirements for students pursuing the Associate of Applied Science (AAS) and Associate of Liberal Studies (ALS) degree. Advisors work with students to ensure that they are aware of these guidelines and requirements. Such safeguards ensure that SIC's general education program achieves the first tenet of its [mission statement](#), *providing quality accessible educational programs*.

Divisions create their own general education goals which adhere to IAI standards, and divisions revise these goals periodically. General education goals are then assessed by SIC's [curriculum committee](#) to ensure the goals adequately meet student needs.

[SIC's general education goals](#) serve as an integral part of instructional programs for all students. They are intended to provide students with common skills and competencies while allowing the

pursuit of individual interests within prescribed academic areas. They motivate students to seek the highest possible degree of personal growth and development and are reviewed by each division through curriculum committee member representation and division meetings, and are included as part of annual assessment across the curriculum. General education goals are reviewed departmentally every five years as part of the [program review process](#).

SIC promotes the engagement of students in every degree program by articulating specific course and program objectives that reflect creativity and development of skills appropriate to the course. Student engagement often takes the form of [internships](#), assistance at campus events such as [children's events](#), [STEM day](#) (math and sciences), Worldwide Youth in Science and Engineering (WYSE), art exhibits, [theatrical performances](#), and speech events. A few specific examples of engagement deserve attention. For example, Southeastern Illinois College is presently offering private music instruction to those 16 years of age and older. Currently, SIC has instruction available in voice, piano, brass and woodwinds, which culminates in bi-annual [public music recitals](#). SIC's [Service Learning 121](#) course also provides opportunities for students to serve their communities in a variety of ways unique to the student and their talents. Further, every year approximately 150 high school students from the region meet on the campus of Southeastern Illinois College to take a series of regional exams as part of the [WYSE](#) competition. In 2019, the name of the competition was changed to Academic Challenge due to the University of Illinois's withdrawal as the administrative agent.

SIC's performing arts majors have opportunities to perform in four shows each year, including a children's show, a musical, and straight plays. Visual arts majors have opportunities to showcase their work both in SIC's visual art gallery and [regional art competitions](#). Students on SIC's forensic team practice real-world presentation, performance, and argumentation skills in both regional and [national competition](#). SIC's Archery Team affords [opportunities](#) for students to expand their experience, even as many pursue degrees related to outdoor recreation or archery. Co-curricular clubs such as the math and science club and nursing club also help students form professional connections and expand practical opportunities. As these examples demonstrate, both curricular and co-curricular [opportunities](#) enable students to engage and grow in their respective fields.

SIC's commitment to diversity is codified in its second [institutional goal](#): *to empower students to achieve their educational goals, enabling them to successfully live and work in a culturally diverse global society*. This institutional goal serves as an ongoing lens through which to view instruction and is achieved in the following ways. First, SIC's [mission statement](#) reflects the importance of cultural enrichment opportunities. SIC's [Cultural Arts](#) series provides rich opportunities for students and community members to enjoy music, drama, art, and theatre for a low-ticket cost. Previous cultural arts events include the St. Louis Irish Arts musical performance, the Amelia Eisenhower band coffee concert, Butterfly Dreams jazz ensemble, and New York Times bestselling author [Jamie Ford](#).

SIC also promotes the recognition of human and cultural diversity by selecting diversity as one of three areas of emphasis in [institutional assessment](#). Connecting diversity with assessment requires faculty to critically examine their own instruction to look for ways in which the value of diversity could be communicated more meaningfully. For example, as part of a previous assessment project, [English 121](#) students were directed to research a marginalized community and write a thorough analysis of the systemic causes of their marginalization and ongoing effects. This project turned students' attention to the diversity of the world around them. English faculty were able to use the results of this project to justify the inclusion of more discussions of power inequities in society. For [more examples](#) of [diversity assessment](#) and use of results, see completed [faculty assessment](#)

projects.

Finally, SIC promotes student success by addressing real physical needs of students, such as hunger. The [Freddie Falcon Food pantry](#) is open year-round for in-need students who may wish to obtain non-perishable food items.

SIC facilitates faculty and student contributions to global bodies of knowledge through experiential learning, student internships, competitive teams, and clubs. For example, students on SIC's forensic team partner with faculty to critique emerging technologies or controversial messages, analysis which they present nationally at student competitions. A previous speech examined the synthesis of Tasmanian devil milk for human medicinal use, evaluating both the practical challenges and ethical implications of such a [project](#). Similarly, SIC art students participate in [shows](#) both locally and regionally, which afford them the opportunity to share their work and engage other creative thinkers. Student opportunities will continue to expand with the planned addition of the The [Ella Elizabeth Hise Museum](#), and on-campus regional art gallery which will facilitate the advancement of regional creative artwork. Students also have opportunities to participate in [Model Illinois Government](#), which facilitates their research of the current local, state, and national political landscape. Students may also participate in student work opportunities or serve as student government representatives on major faculty committees, such as assessment, curriculum, and strategic planning.

Faculty enjoy specific avenues to advance their scholarship or creative work. Faculty may take time under the institutional [sabbatical policy](#). Further, many faculty maintain membership in [professional organizations](#) in their fields or [attend conferences](#), with some giving presentations to advance national knowledge in their field. For example, student affairs personnel presented scholarship concerning [rural students](#), a key population at SIC, at the National Association of Student Personnel Administrators (NASPA) IV Regional Conference in 2013. SIC President Jonah Rice presented colleagues at the 2017 and 2018 Higher Learning Commission Conference regarding [sharing agreements between institutions](#). Other activities include political science instructor Matt Lees providing political analysis on local television station WSIL-3, theatre students hosting local high school students on campus for an annual drama convention, humanities students hosting the regional competitive speech and debate tournament, and Media Services presenting at the Jenzabar annual meeting conference. Nursing faculty attend [various workshops and webinars](#) to assist them in maintaining currency in the topics in which they teach, and Diesel Technology faculty participate in professional development opportunities to satisfy National Automotive Technicians Education Foundation (NATEF) requirements.

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3.C - Core Component 3.C

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

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

Argument

SIC's commitment to quality education begins with its commitment to recruit and retain a well-qualified faculty, one dedicated to the mission of the institution and to the students in its charge.

Currently, SIC employs 35 full time faculty and between 40-65 adjunct instructors, depending on the semester and student need. Many faculty have served the institution for 10 years or more, providing students with access to knowledgeable and [experienced instructors](#). Faculty are required to teach [15 hours each semester](#), although many choose to teach additional courses. Class caps for SIC courses range from 25-40 students depending on the course. SIC has a [1:25](#) full-time faculty to full-time equivalent student ratio. Compared to data for cohort and regional colleges, Southeastern has the lowest faculty to student ratios. This allows more opportunities for individualized learning experiences. Faculty representation is a key factor in major institutional committees, including curriculum and strategic planning committees, and assessment is faculty driven. Faculty may receive [release time](#) for responsibilities beyond teaching and committee obligations, including serving as division chair. Faculty may also serve as sponsors or co-sponsors to [SIC clubs and organizations](#). All of these factors help ensure that faculty have a manageable load with the tools they need to teach successfully.

Baccalaureate faculty (full-time, part-time, and dual credit faculty) hold a master's degree or higher with at least eighteen hours of specific instruction [in their field](#). This [policy](#) meets requirements for instructors established by [HLC](#) and [ICCB](#), and is enforced through an initial audit of personnel files. Faculty update credentials annually on their [faculty self-assessment](#), which is submitted to their division chair and academic dean. Educational requirements and other qualifications are established in [faculty job descriptions](#), provided to each applicant before an interview and kept on file in SIC's HR office. Also prior to an interview, applicants' educational qualifications are reviewed by [hiring](#)

[committee members](#) comprised of [faculty](#) in areas specific to position openings.

Specific programs also maintain rigorous standards for teaching faculty. For example, SIC's Diesel Technology program is certified by the National Institute for Automotive Service Excellence (ASE) and the National Automotive Technicians Education Foundation (NATEF). As an [ASE/NATEF certified program](#), the Diesel Technology shop is reviewed every five years by NATEF to ensure the quality and safety of the shop.

The Diesel Technology program is also a member of the Association of Diesel Specialists (ADS), an organization "dedicated to the highest level of service on diesel fuel injection and related systems." All SIC Diesel Technology instructors are certified by the American Diesel Society and certified by Automotive Service Excellence as [Master Technicians](#).

Associate Degree Nursing faculty and Practical Nursing faculty must meet professional standards required by Illinois Department of Financial and Professional Regulations, and Certified Nursing Assistant faculty must meet standards required by Illinois Department of Public Health.

Full-time faculty are evaluated annually by their division chair(s) until they achieve [tenure status](#), at which time evaluations are completed [every three years](#). Full time faculty are also expected to complete a [self-evaluation tool](#). Adjunct faculty are [evaluated](#) during the first semester of teaching and then [every three years](#) unless problems occur and/or the faculty member retires or resigns. [Students evaluate](#) all faculty each fall and spring semester. Instructors may choose one or two courses each semester that they wish to have evaluated. Students from those courses complete the evaluation forms and submit the completed forms to the Executive Dean of Academic Services office. Results are returned to faculty at the end of each semester. Faculty review the results and address strengths and weaknesses that were documented on the evaluations as part of their faculty self-evaluation. They also document any changes that have been made or will be made as a result of the student evaluation process.

Students have an opportunity to [evaluate online classes](#) every semester. A link to the evaluation tool is placed in each online class prior to the end of each semester. Instructors receive the evaluation results at the end of each semester and, similarly, address strengths and weaknesses in the self-evaluation tool.

SIC systemically assures professional development opportunities by including professional development in [institutional budgets](#). Many instructors have also begun to participate in free online professional development opportunities specific to their field or areas of expertise. For example, nursing instructors access [professional development opportunities](#) provided by Assessment Technology Institute (ATI). SIC schedules [staff-wide professional development days](#) twice per year to address changes in education, and SIC faculty attend the [Higher Learning Commission Conference](#) on a regular basis. Further, a standing [professional development committee schedules workshops](#) and other activities throughout the academic year. This committee also awards [\\$500 mini-grants](#) for professional development, supported by the college and the SIC Foundation. All faculty and staff are eligible to apply for these grants. The Human Resources office provides [annual sexual harassment training](#) that is [required](#) for all faculty and staff. Special ad hoc professional development and training are offered, such as recent behavior threat assessment consultation.

Adjunct instructors, including dual credit instructors, receive annual professional development training through [SIC's August Academy](#), which consists of mandatory training prior to each fall semester. SIC's Online Learning and Educational Technology department also holds specialized

[workshops and training for online instruction](#). In addition to formalized training, division chairs include adjunct instructors in planning and other types of [professional development activities](#) related to the content area by including them in faculty meetings and/or working with them individually. For example, the nursing department includes adjunct nursing instructors in professional development activities including providing information for the [upcoming Accreditation Commission for Education in Nursing accreditation](#) process. Similarly, the humanities department includes its adjunct faculty in [assessment](#) projects.

Instructors from various disciplines, including math, psychology, art, and nursing have recently [obtained higher degrees or credentials](#) in their content areas. Faculty from math and science and social science have volunteered to participate in state education panels which SIC supports financially. For example, nursing and diesel faculty have worked with accrediting bodies to ensure competencies are met within the division. Math faculty serve on state-supported math commission, known as IMACC (Illinois Mathematics Association of Community Colleges).

SIC ensures that instructors are available to students with questions through the use of faculty schedules, mandatory office hours, and online office hours. [Faculty schedules](#) require 30 hours per week on campus, with at least five hours of office time during the fall and spring semesters. Online faculty may post virtual office hours, during which students may access them online. While adjunct faculty are not required to maintain specific office hours, they provide information to students regarding availability and contact information. Finally, [faculty contact information](#) (email and phone extension) is required on [course outlines](#), and is also available on SIC's faculty directory.

While adjunct faculty are not required to hold office hours, they do share contact information with students through individual course outlines. Many are willing to meet with students before or after class to discuss class content, or hold office hours by appointment. Office space is provided for adjunct faculty in B208.

SIC staff provide critical support services such as [tutoring](#), [financial aid](#), [advising](#), [veterans' services](#), [disability support services](#), [TRiO support services](#), and co-curricular activities. All staff members providing student support services are required to [possess degrees, certifications, and experience relevant to their positions](#). Financial aid staff are [available](#) Monday-Friday, 8:00-4:30 to help with financial aid applications or answer student questions. Support staff are [evaluated](#) bi-annually. Staff also receive [ongoing training](#) and may attend regional or national conferences to advance their knowledge base.

SIC also provides tutoring services to support student learning. A combination of [professional and peer tutors](#) are available to help students in various content areas, such as math and English. The college's [TRiO program](#) also offers tutoring to students who qualify for and participate in the TRiO program.

[SIC's White County extension center](#) is an [Illinois Worknet Center](#) and maintains an affiliation with the local workforce investment board, which provides for a workforce investment opportunity act (WIOA) representative on-site to assist community members in-need of services.

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3.D - Core Component 3.D

The institution provides support for student learning and effective teaching.

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

Argument

SIC provides targeted support to student populations with diverse needs. Since SIC serves 20-50 students with documented physical and learning [disabilities](#) each semester, the institution coordinates ADA accommodations and support through the ADA coordinator. Students who have served in the Armed Forces may receive specialized help through consulting with the designated [veteran's advisor](#). Additionally, [Perkins IV grant support](#) makes tutoring and equipment available to CTE students. The [TRiO grant](#) provides a litany of tutoring and [support](#) services to students who qualify for and participate in the program, including mentoring, workshops, college and cultural trips. Students may also access assistance through advising, financial aid office, career counseling, college orientation sessions, the Dana Keating Student Success Center, and [testing/tutoring](#) services. These services are useful to students to help students navigate the costs and obligations of obtaining a college education, as well as assisting with strategies to meet the academic rigor of college coursework. Students may also receive assistance with academic work at the [Dana Keating Student Success Center](#) by working with peer and professional tutors. [Tutors](#) are available by appointment and through walk-in appointments to assist students in meeting course [objectives](#).

SIC provides learning support and instruction for academic needs through the strategic use of developmental courses, tutoring, and mentoring. SIC advisors use [multiple measures](#) including placement test scores, high school transcripts, high school GPA, and SAT/ACT scores to direct entering students to course and programs for which students are adequately prepared. This range of tools underscores SIC's multifaceted approach to student placement; SIC is not focused on one specific tool or resource. [Developmental classes](#) exist to provide foundational support for students who do not meet established benchmarks for placement into college level classes. To facilitate the timely entry of college-ready students into credit-bearing courses, some development classes are offered to district high schools. Finally, college events such as [STEM Days](#) and [Spotlight Days](#) also help, as well as well as [online student orientations](#) which are provided in both face-to-face and fully online versions. Further, students may also obtain initial college experience through the Bridging the Gap program, which delivers developmental English and math instruction to high school students to promote their college readiness. The Bridging the Gap program was a one year pilot, but SIC

continues to work with high schools to deliver the objectives of the grant. Once students successfully complete this developmental instruction, they become eligible to enter credit-bearing English and math courses.

Advising is a priority at SIC. Three full-time [advisors](#) and one part time TRiO advisor, with three masters degrees and a Ph.D. among them, are available to assist students. A [dual credit coordinator](#) regularly visits high schools for advisement with high school students and collaboration with high school counselors. The [Director of the David L. Stanley White County extension site](#) provides support services to students in Carmi. Finally, faculty may assist with students in specific areas.

SIC maintains several spaces and resources to support effective teaching and learning. First, the Melba Patton Learning Resource Center (LRC) and the Dana Keating Student Success Center (SSC) both provide a variety of excellent academic resources for students to utilize to enhance success. With the increased use of technology for learning, the LRC is reinventing itself to meet the current needs of students. The redesign to a “Learning Commons” area began in 2018, and it will continue over the next few years as SIC updates and redefines the space. Walls between the LRC and the SSC will be removed, and instead of maintaining a quiet library for individual study, SIC will shift the space into an updated environment with room for collaboration and active learning. The redesign will create a barrier-free area that will encourage students and instructors to share ideas and communicate effectively, creating a learning hub for SIC. This reorganization creates a “one stop shop” for students to receive assistance with issues including research, tutoring, testing, tech support, information literacy, and online classes.

SIC has [open access computer labs](#) at the main campus and the White County extension center. These labs are available to students during regularly scheduled hours or to entire classes by appointment. Computer labs include Internet access, printing capabilities, Microsoft Office software, and access to more than 40 online databases including LexisNexis. Students may also access SIC’s free, open WI-FI network, which is available campus-wide and was upgraded in 2014.

The main campus includes a [library](#) with approximately 60,000 cataloged items and expanded databases including LexisNexis. SIC’s library also participates in I-Share, a statewide lending program wherein SIC students may access cataloged materials at other institutions in Illinois.

SIC maintains several specialized learning spaces on its campuses. These spaces include, but are not limited to, five up-to-date [science labs](#), an art gallery, the [Visual and Performing Arts Center](#), 36 smart classrooms, forensics suite, cosmetology suite, [diesel lab](#), powersports lab, welding lab, and an [outdoor education complex](#).

One of SIC’s key hands-on instructional spaces is the [nursing lab](#). The lab is equipped with three high-fidelity simulators: adult, obstetrical, and pediatric. The use of the simulators promotes skills acquisition, aids development of clinical judgment, and teaches students about complex clinical situations with lifelike examples. The use of the simulators allows students to develop critical-thinking and decision making skills without exposing patients to unnecessary risk.

An additional lab with 10 beds and eight standard mannequins allows first-year nursing students to practice fundamental nursing and pharmacology skills. The lab is equipped with basic hospital beds, tables, and various other types of hospital equipment. There are also laptops in the lab to allow students to practice electronic charting. This lab is adjacent to a large classroom that contains a smart board. The nursing area also has distance learning (DL) equipment that is portable and can be transported to either the simulation lab or the standard lab. This allows instructors to be able to

connect with hospitals that have DL equipment.

Similarly, the [Diesel Technology program](#) at Southeastern Illinois College offers a modern training environment for its students. The Diesel Technology shop is located on the first floor of T Building on the SIC campus and includes four large training bays. One of the bays includes a state-of-the-art computerized pit alignment system. Additionally, four classrooms and a computer lab are readily available to Diesel Technology students for research and training material access. [Powersports Technology](#) was added in 2018 as an additional program for students interested in hands-on training with outdoor recreational vehicles and small engines.

SIC has acquired a 3D printer for instructor use across the disciplines. Faculty will use the printer to enhance student instruction in a myriad of ways. For example, several instructors plan to use the printer to generate models for classroom and lab use.

Students may access support for research and information resources through [eLearning orientation](#) and assistance, the [IT helpdesk](#), [TRiO online modules](#), and [peer tutoring](#).

Information literacy is a key component of general education courses including Rhetoric and Composition (ENG 121) and Public Speaking (COM 121). For this reason, SIC's [library](#) serves as an integral part of the academic community by offering programs which will aid in the implementation of the educational objectives of the college. The role of the library in relation to the educational objectives of the college are three-fold: (1) to serve as an instructional materials center; (2) [to act as a teaching agency](#); and (3) to serve as the information center for the college. The library as an information center provides to patrons a carefully selected, integrated, and cataloged collection of print, non-print media, and electronic resources with the technology and facilities to utilize media and electronic resources. As a teaching and service agency, the library serves as part of the college's instructional program. The library works with faculty in the development of instructional programs by acquiring and evaluating information resources. Instruction, formal and informal, is provided to all in the choice and interpretation of information for research and instruction.

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3.E - Core Component 3.E

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

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

Argument

SIC offers co-curricular programs suited to the institution's mission which contribute to students' educational experience. Co-curricular opportunities complement a number of programs, such as the national and state award-winning [speech and debate team](#) for English and communication majors, the [archery](#) or shooting team for outdoor recreation majors, [sports teams](#) and coaching classes for student basketball, baseball or softball athletes interested in coaching, and state award-winning [Model Illinois Government](#) for government and political science students. These teams, while not limited to the majors noted above, provide opportunities for students to apply classroom lessons in a competitive environment.

SIC includes co-curricular organizations in its peer review schedule. Co-curricular programs that receive funding from SIC's Student Government Association must [assess](#) and go through the peer review process every other year.

Further, SIC provides numerous performance and exhibit opportunities to enhance students' educational experience. [Art exhibits](#) showcase annually in the art gallery. [Theatre students](#) have opportunities to produce shows from building sets and designing lighting to choreographing dances or performing onstage. Other students have opportunities to exhibit at SIC's annual health fair, perform for peers at community choir concerts or during the annual [spring music concert](#).

Finally, SIC fosters service-learning opportunities across a variety of programs to foster active student engagement. For example, math and science students participated in the total solar eclipse observation event held August 2017. The business skills team participates in fundraising activities for charity. Other students volunteer their time in SIC's student food pantry, stocked with resources donated by SIC clubs/programs and community contributors. For example, (a) SIC's food pantry is now run through Student Government; (b) Phi Beta Lambda (PBL) provided Christmas gifts for needy children this past season; (c) Student Government has conducted shoe drives; (d) Math and Science club provides oversight of recycling projects on-campus, and (e) the nursing program fundraises for the American Heart Association and Barnes Children's Hospital.

From competitive and performance opportunities to hands-on and service learning events, SIC's co-curricular offerings enable students to advance their education in a meaningful way.

SIC's [mission statement](#) indicates that "*Southeastern Illinois College enhances lifelong learning by providing quality accessible educational programs, cultural enrichment opportunities, and support for economic development.*" SIC pursues its mission statement regarding educational programs by

offering a variety of degrees and certificates accredited by various institutions, reviewed annually by faculty, and improved continually through ongoing campus-wide assessment.

SIC pursues its mission statement regarding cultural enrichment opportunities through the Workforce and Illinois Small Business Development Center ([WISBDC](#)), the cultural arts series, senior arts classes, [community education classes](#), theatre performances for local students, the Honor Roll Academy, the [Lego camp](#), and the annual community health fair. These events engage the community in various ways that fuel learning, enhance exposure to diversity, improve access to the performing arts, and increase children's opportunities to scholarship and creativity.

Finally, SIC pursues its mission of support for economic development by hosting local business owners and vendors at [Heritage Festival](#), which welcomes more than 1,000 people to campus each year. Through this event, which remains one of the larger craft shows in the southern Illinois, SIC promotes local and regional small business by providing a centrally-located host site, supporting business, and promoting community engagement. SIC also works with local businesses to anticipate employers' needs and train staff accordingly.

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3.S - Criterion 3 - Summary

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

Summary

SIC enlists skilled and accredited instructors to deliver a wide range of transfer and career and technical education coursework to students through a variety of modalities on its Harrisburg, Carmi, and online locations. These courses allow students to establish learning goals appropriate for individual paths including transfer, CTE, and dual credit and may cover such areas of emphasis as general education, cultural diversity, and student engagement.

Faculty and staff are vetted by a human resources department and a hiring committee which adheres to Higher Learning Commission and Illinois Community College Board standards, as well as specialized accreditation standards for individual programs. They are continuously enriched through continuing education, regional and national conferences, and share scholarly development with colleagues and students. They are held accountable by regular employee reviews, and their work is monitored by regular program reviews.

SIC students are supported by a network of faculty and staff committed to their success. Academic advising is provided for students each semester. Instructors are accessible to students. In addition, staff members are readily available to provide student support services. Students may also access co-curricular programs that complement their studies and promote active learning through student engagement. Specialized spaces, such as the Learning Commons, campus computer labs, smart classrooms, art galleries, and the Outdoor Education Complex, as well as new technologies including upgraded Wi-Fi, high-fidelity simulators, and a 3-D printer, further support student learning goals.

These specific examples, outlined in detail above, show that SIC has carefully designed policies and procedures in place to promote the integrity of its educational climate and the people therein.

Sources

There are no sources.

4 - Teaching and Learning: Evaluation and Improvement

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

4.A - Core Component 4.A

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

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

Argument

Southeastern Illinois College follows the [Illinois Community College Board requirements](#) outlined in the statewide system for the review of instructional programs supporting strategic campus-level planning and decision-making related to instructional programming and academic support services. [Program review](#) is conducted on a [five-year rotation](#) and focuses on career and technical education programs, academic disciplines, cross-disciplinary instruction, student and academic support services, and important program changes and improvements that have been made as a result of campus planning and quality improvement. The review process involves: (1) examining costs and resources allocated to the programs; (2) documenting the process and utilizing results in planning college initiatives, quality improvement efforts, and the budgeting process; (3) involving faculty, administrators, and advisory groups, as appropriate, in the process; (4) using current and relevant information and state-level data regarding enrollment, completions, and costs; and (5) reporting results and actions arising from the review to the Board of Trustees and other appropriate constituencies.

SIC's program review process is directed by the [Curriculum Committee](#), which is comprised of faculty and academic support personnel. Annual program review [summaries](#) are compiled and reviewed by the Curriculum Committee, administration and approved by the Board of Trustees, with the final report submitted to ICCB.

Southeastern's [transfer credit policy](#) governs the acceptance of transfer credit. The college will accept transfer credit from postsecondary institutions which are accredited by the Higher Learning Commission or from comparable regional accrediting associations. Students who have attended programs not accredited by HLC or a comparable regional accrediting association must successfully complete proficiency examinations for those courses for which the student is seeking credit. Transfer policies are made available to students in the college catalog, in the *Talon*, and on the [college's website](#).

Students entering with transfer credits can request to have their [transcripts evaluated](#) toward a degree or certificate at SIC. Students desiring to have transfer credit evaluated must request an official transcript from each institution be sent to the Enrollment Services Office for review. Once the required documentation is received, an official evaluation of the coursework will be completed, and evaluation results will be noted on the student's official academic record. Southeastern is also a participant in the [Illinois Articulation Initiative](#), a statewide agreement that allows transfer of the completed Illinois transferable [General Education Core Curriculum](#) between participating two and four-year colleges and universities.

SIC evaluates its own course offerings in terms of the college's [credit hour definition](#) to determine credit hours transcribed for those courses. With the appropriate documentation, the Enrollment Services Office will receive, review and accept varied types of learning for college credit according to the following board policies and administrative procedures, including:

- [military credit](#)
- [correctional training credit](#)
- [early college](#) and [dual credit](#)
- [college-level examination program \(CLEP\)](#)
- [advanced placement \(AP\)](#)
- [international baccalaureate credit \(IB\)](#)
- [proficiency credit](#).

Credit is also awarded for experiential learning through the [Technical Resource Management](#) Associate of Applied Science degree. Through this degree program, students document their work experience and provide sufficient and appropriate evidence to support their request for credit which is approved by the appropriate faculty, academic dean and/or vice president.

SIC faculty have primary responsibility for establishing course prerequisites, rigor and syllabi. For new program or course development, faculty must [submit appropriate forms](#) to their division chair(s) and academic dean for approval. Once the course has been approved, the course is submitted to the Curriculum Committee, which reviews and approves the course after ensuring appropriate prerequisite(s) and measurable learning outcomes are identified. All approved items are then presented to the College President and Board of Trustees for final approval before submission to the Illinois Community College Board for state approval. If approved, the change will be applied to the ICCB Course Master and become a course offering at the college. If the course is a general education course, it will be submitted to IAI for approval.

The rigor of courses is ensured through the development of objectives by faculty when creating new courses or updating existing courses in the process of IAI review. Course objectives are printed on all syllabi and identifies what a student should attain upon successful completion of the course. A [master course outline with a federal credit hour audit form](#) is created for each course and is available to faculty on the college's internal platform, known as *Intrinsic*. The master outline serves as a template for all faculty teaching the course to ensure consistency with course objectives. Faculty have the option of adding information to the syllabus beyond what is standard for the course.

[Multiple measures](#) are used to determine placement into college-level coursework, including English and math classes. These measures may include high school coursework and GPA, ACT/SAT scores, and college placement test scores which helps to ensure that students can meet the rigor required in the general education coursework. Most recently, the college transitioned from using ACCUPLACER to College Board's NEXT GEN as the preferred placement test for students.

The college adheres to the [faculty credential policy](#) with regard to ensuring all full-time, adjunct and dual credit faculty meet minimum educational requirements as outlined by the Higher Learning Commission and the Illinois Community College Board. Faculty teaching general education courses, or other non-occupational courses, must hold a master's degree or higher in the teaching discipline or subfield. If a faculty member holds a master's degree or greater in another discipline or subfield, then that faculty member will have completed a minimum of 18 graduate credit hours in the discipline or subfield in which he or she is teaching. Faculty teaching in a career and technical education program must hold a minimum of an associate's degree and/or a combination of education, training and tested experience. All [faculty credentials are reviewed](#) by the Vice President of Academic Affairs, Executive Dean of Academic Services and division chairs, in cooperation with the Human Resources Director, to ensure minimum requirements have been met.

The college partners with 10 district high schools to offer dual credit opportunities to high school students in both transfer and career-related coursework. SIC adheres to [ICCB administrative rules for dual credit](#), which provides guidance for dual credit instructors, students, course offerings and course requirements. The college also follows guidelines set forth by the [Dual Credit Quality Act](#), which provides oversight of how dual credit is delivered and evaluated in the state of Illinois. As part of the college's dual credit initiatives, an [early college program](#) is available for eligible high school students in Southeastern's district, allowing students to complete baccalaureate transfer courses and online career and technical education courses at a reduced cost. SIC also offers a variety of [career and technical education courses](#) (CTE) for dual credit at both the district high schools and the college's main campus. All coursework offered for dual credit and/or dual enrollment meet the same requirements and rigor as those courses offered on-campus and online for college credit.

Additionally, faculty teaching dual credit courses meet the same credential requirements as for full-time and adjunct faculty. To participate in dual credit and/or dual enrollment coursework, students are generally at junior and senior levels in high school and must meet all pre-requisites and eligibility requirements including completing a [high school admission form](#) each semester, attaching a copy of their high school transcripts, and taking the appropriate placement tests, as needed. High school students enrolled in dual credit and/or dual enrolled classes must follow the same course enrollment and withdrawal policies as for all SIC students. The college's [dual credit articulation agreements](#) are initiated, reviewed and approved by the Executive Dean of Academic Services annually as part of the oversight process, which includes evaluation processes for both instruction and course content. Dual credit enrollments have steadily increased in recent years. For example, [dual credit enrollment](#) increased 12% from 2015 to 2016. Current [statistics](#) indicate that dual credit/dual enrollment accounts for 25% of total enrollment for the college.

Southeastern provides access to learning resources including open-access computer labs and academic labs supporting educational programs and learning. The Learning Resource Center houses the [Melba Patton Library](#) and the [Online Learning and Educational Technology \(OLET\)](#) department. The Library maintains an extensive number of traditional resources and a growing collection of online resources for student and faculty use. The Online Learning and Educational Technology department maintains the learning management system, *eLearning*, used in online instruction and for use with supplemental materials to support traditional courses. The OLET department, as it is referred to, also houses the Teaching and Learning Center which is specifically designed for faculty training and professional development opportunities. [Disability services](#) are coordinated with the ADA Coordinator who is housed in Enrollment Services. The [Dana Keating Student Success Center](#) offers free academic tutoring services, make-up testing and alternative (ADA) testing services for students and faculty. The [TRiO program](#) offers academic assistance and services to students who meet eligibility requirements specific to the program, including first-generation students, lower economic students, and students with disabilities. The [Mary Jo Oldham Child Study Center](#) serves as a laboratory for the college's early childhood and education majors, as well as a childcare facility for students, staff, faculty and community. The Center is accredited by the [National Association for the Education of Young Children \(NAYCE\)](#), at Gold level status.

The diesel technology medium heavy-duty truck program is certified by the National Institute for Automotive Service Excellence (ASE) and accredited by the [National Automotive Technicians Education Foundation \(NATEF\)](#). The NATEF accreditation status information is published on the college's [website](#) and on the diesel technology [curriculum guides](#). The Nursing and Allied Health division is currently seeking candidacy for accreditation of the associate degree nursing (ADN) program by the [Accreditation Commission for Education in Nursing \(ACEN\)](#).

The college utilizes a variety of measures to assure students and the public, alike, that the degree and certificate programs offered are of quality, rigor and meet the highest of industry standards. Programs, such as early childhood education, associate degree nursing, and practical nursing (PN), require [special admissions criteria](#) to ensure students are adequately qualified and/or meet certain state requirements before enrolling in these programs. Specific program requirements are available to students through the respective instructional offices and in the college catalog. Additionally, Southeastern offers [educational guarantees](#) subject to specific conditions and program approval for both transfer and occupational programs.

The college utilizes [advisory committees](#) to assist in ensuring the quality of career and technical education programs. These advisory committees are composed of representatives from business, industry and labor from within the college's district and surrounding area to help in reviewing and evaluating existing programs, assisting in the development of new programs, assisting with program assessment, certification, and strategic planning, and serving as a liaison between the college and the community. Several of the college's CTE programs offer [practicums or internships](#) to provide real-world, hands-on experience with the support of their employer-partners, with these internships being a vital part of the student's educational experience. Most recently, the college secured a Leadership grant through ICCB to assist CTE students with career counseling and placement services. The [Career Evaluator](#) position will assist students with resume writing and interviewing skills, as well as providing access to employment, internships, and apprenticeship opportunities. With this new position, the college's intent is to create a tracking system for CTE graduates to help ascertain timely and more accurate employment rates.

Many of the college's technical and healthcare-related programs meet and/or exceed state licensure

passage rates. For example, SIC's nursing program had a [100% passage rate](#) on both the NCLEX-RN and PN examinations in 2018 compared with the [state average of 88% and 89%](#), respectively. Passage rates for nursing, pharmacy technician, massage therapy, and cosmetology are posted on their respective pages on the [college's website](#).

The college employs a variety of strategies to collect data concerning student success and satisfaction. Externally, data reflected in state and national reports provide a broader view of student success in comparison with established cohorts, such as IPEDs and ICCB reports. Data collected from these external sources include transfer degrees and certificates awarded, CTE degrees and certificates awarded, retention and completion rates, cohort comparisons, and more. As an example, in [FY 2016](#) and [FY 2017](#), the college exceeded benchmarks set for [graduation rates](#), and either met or exceeded state and national [cohorts' rates](#). In addition to external validation, the college utilizes a number of internal measures to gauge student success, in terms of retention, persistence and completion rates. Most recently, the college successfully implemented a benchmarking project, in which [defined goals](#) were established for these metrics. For example, the college exceeded benchmarks set for full-time [retention rates](#) in [FY 2017](#). This increase can partially be attributed to the success of the college's early alert software system, referred to as Starfish. Through faculty and staff intervention utilizing Starfish, over [50% of at-risk students](#) identified were retained the following semester.

Another measure of success is student satisfaction. To gauge students' satisfaction with their overall experience at SIC, a [student satisfaction survey](#) is distributed annually in the spring semester. In recent years, an electronic survey has been used to elicit responses, and on average, the response rate has been at or around 10%. For the most recent survey year of 2017-2018, 165 students responded, up from 77 students the prior year, with the majority or 86% responding favorably to [overall satisfaction](#) with their experience at SIC. Based on student feedback from the survey and current trends, the college has invested time and resources to renovate and revitalize the traditional library setting into a [Learning Commons concept](#) to promote student engagement and collaboration and bring student support services into one general area, or "hub", making this the focal point of the college. In fact, the college will be submitting a Title III grant for FY20 to assist in this process.

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4.B - Core Component 4.B

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

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

Argument

Southeastern Illinois College demonstrates its commitment to the learning process and educational achievement of students through a variety of established goals and objectives directed at student learning. The first seven of the 15 identified [institutional goals](#) published in the college catalog directly address student success and student learning. The goals are also published in the institutional [strategic plan](#) and on the college website. [General educational goals](#) ensure that the level of education students receive at SIC mirrors that which they would receive at other institutions in the state and provide the students the skills and knowledge necessary to succeed in their educational and career paths beyond SIC. These goals are revised periodically to ensure that the needs of the current generation of students continue to be met as the college environment changes. Most recently, these [goals](#) were [reviewed](#) and [slightly revised in 2015](#). These goals also align with the [Illinois Articulation Initiative](#) to ensure ease of transferability with other participating colleges and universities in Illinois.

Program and course objectives, including student learning outcomes, are developed by faculty and reviewed and approved by the college's [Curriculum Committee](#), which provides oversight for the quality and rigor of the institution's academic programs as well as the annual program review process. In terms of instruction and learning, general education is assessed at multiple levels through [course-specific assessments](#), survey research and [graduate testimonials](#). As part of the institutional assessment process, general education [target areas](#) are identified to align with general education goals, and faculty are encouraged to implement two of the four target areas into their [assessment plans](#) each year, striving to implement all four target areas in a two-year period. A variety of assessment means are utilized in CTE programs including, but not limited to, [industry-specific standards](#) and [employer surveys](#), as well as [NOCTI \(National Occupational Competency Testing Institute\) tests](#).

As faculty members develop and submit annual assessment plans for their general education courses, they are required to identify direct links between classroom learning and institutional and general education goals. During [annual program reviews](#), division chairs and department heads are required to address how the goals of their particular programs are being met, and to review and revise the program goals as necessary. In addition to the assessment measures described above, the college does require first-time students to take a [placement test](#) as part of the admission process to determine their

knowledge level at entry to ensure appropriate course placement for math and English.

SIC has a longstanding history of having an outstanding assessment process. In fact, during the college's last Higher Learning Commission visit in spring of 2008, the institution was [commended](#) for having an “*effective, systematized, ongoing process.*” Similarly in 2010, the Illinois Community College Board during its recognition visit [recognized](#) that the college's “*assessment plan demonstrated that quality teaching and learning are valued.*” With this said, the college has continued and refined a comprehensive [institutional assessment plan](#) that incorporates the criteria for accreditation set forth by the HLC and provides descriptions of the assessment procedures for all areas of the college. The plan also describes the various human resources, budget and implementation roles and requirements necessary for achieving the goals of the institution and provides a [timeline](#) to ensure that all aspects of the plan are completed in an efficient manner. A key component of assessment at SIC is the college-wide program review process which is used to assess the strengths and effectiveness of the college's many instructional, support and student services programs. While program review has its own independent [five-year review cycle](#) set by ICCB, this intense review of each program provides data to the assessment process. Components of the program review process analyze:

- course outlines
- level of community engagement
- instructional support
- teaching strategies
- assessment practices
- human resources
- enrollment patterns, and
- program outreach.

Follow-up analysis is conducted the following year to engage use of results. One such example of use of results is demonstrated in Enrollment Services. Implementation of the [Starfish early alert system](#) increased efficiency with registration processes by offering a better method for tracking administrative drops made by faculty. Program review provides crucial data to determine program vitality and areas for improvement for both academic and non-academic areas. To ensure consistency across campus, each program being reviewed adheres to the same form found in the comprehensive program review manual. The results of each program review for the year are compiled into a single [program review report](#) and published on *Intrinsic* for ease of accessibility by faculty and staff.

Means of assessment include both course-level and programmatic approaches. At the course level, faculty [annually assess](#) the quality and effectiveness of their courses to ensure that their means of assessment evaluate the achievement of student learning outcomes and address institutional and general education goals through the specific general education target areas. All courses that are part of the general education curriculum are required to be assessed as part of the annual assessment cycle; however, specific courses can be assessed every other year. Under the guidance of members of the assessment committee, faculty and staff are allowed to use a variety of methods to ensure that they are measuring course objectives. Most importantly to the assessment process is “[closing the loop](#)” to ensure the effectiveness of the assessment activity on student learning. A variety of methodologies are used to measure assessment results including, but not limited to:

- pre-tests/post-tests
- performance checklists
- state board passage rates

- embedded questions
- observational studies
- journals
- student evaluations
- community surveys.

In addition to the formal assessment plans, the college also relies on external validation for certain programs to provide evidence of the achievement of student objectives and college goals within those programs. These measures may include, but are not limited to, [licensure pass rates](#) for allied health programs, certification rates for other career and technical education programs, as well as comparisons with state and national agencies (i.e., NOCTI). As an ongoing, dynamic, and multi-level approach, all assessment results are analyzed with action plans designed to bring improvement where needed. This is evident through use of assessment results. For example, in the assessment of Rhetoric and Composition (English 121) students, the instructor found that online tools with instructor and peer support improved student outcomes in creating and using correct MLA citations. In another example, the [Financial Aid Office's assessment](#) of workflow processes for notification of student aid awards resulted in a more streamlined approach whereby staff were able to reach 32% more students from the previous year. Additional use of results can be found in individual annual assessment plans.

Southeastern's co-curricular and extracurricular activities are held to the same rigorous assessment standards and follow the same procedures which are utilized during the course assessment process. For example, [Student Support Services/TRiO program](#) focused their attention on student persistence in evaluating the success of study skills activities as an intervention measure. Similarly, the [Online Learning and Educational Technology department](#) created and evaluated an online student orientation course to help orchestrate student success in the *eLearning* environment. As part of the extracurricular assessment activities including, competitive teams, athletics, and student organizations, the [Math and Science Club](#) participated in assessment activities to ensure student engagement and success.

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- Workforce Survey WED

4.C - Core Component 4.C

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

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

Argument

Southeastern has defined outcome measures which closely align with the college's mission to serve a largely rural population with *quality accessible educational programs*. These metrics include enrollments, graduation rates, transfer rates, retention rates, degree production and enrollment and success in developmental coursework. These measures are also incorporated into the college's [enrollment management plan](#) as well as in the initiatives and sub-initiatives of the institution's [strategic plan](#).

SIC utilizes both state and federal reports on student retention and completion rates to provide static and trend data to assist in institutional [benchmarking](#). The college has also implemented self-designed studies to track retention and completion rates. In 2012-2013, the college embarked on a grassroots effort to increase retention rates by implementing a pilot study with an [Early Alert Retention \(EARS\) system](#). Five program areas, mainly from career and technical education division, were targeted for the one-year pilot. Results indicated modest increases in student retention and completions rates in a few of the major areas. In 2014, the college implemented a more formalized research study as part of a [Quality Initiative Project](#) through the Higher Learning Commission's open pathway system. The focus of this four-year study was on student retention utilizing an early alert software system, referred to as [Starfish](#). With the use of this system, faculty could readily identify at-risk students and provide them access to additional supportive resources and/or services. [Results](#) from *Starfish* data to date indicate that intervention efforts from faculty and staff have been successful with over 50% of identified at-risk students being retained from one semester to the next.

The college utilizes a variety of internal reports to collect and analyze student retention and completion data. One example is looking at student success rates among instructional modalities. From 2015-2018, [results](#) indicate similar success rates of students in online courses with those in traditional, face-to-face courses. Additional retention efforts have used targeted marketing campaigns to increase enrollments in specific programs or majors, such as Business, Diesel Technology,

Information Technology and Criminal Justice. Others have targeted non-completers. Former students, who are identified by Enrollment Services as having completed at least 90% of their programs' requirements, are [contacted in writing](#) in an attempt to re-capture this target audience. This project has had limited success. For example, in 2014, 36 percent of students that were contacted conferred at least one degree in the 2014–2015 academic year as a result of the 90 percent reporting system.

Additional retention and completion efforts focus on developmental education through collaborations with high school partners and accelerated learning initiatives. With ICCB support, [SIC and high school faculty](#) worked together to align standards and design teaching strategies to enhance student retention and completion rates. Results from these collaborative efforts were instrumental in the development of a co-requisite beginning English composition course as well as developmental math initiatives between the high school and the college. Since these initial efforts, the college has developed and implemented a math co-requisite course as part of the general education requirements. The college is evaluating persistence and completion rates specific to remedial coursework, including co-requisite courses, with current results indicating student [success rates](#) of around 65%.

Creating a positive experience for students is an important part of the retention and completion process. The college utilizes student satisfaction results to validate instruction and support services, as well as identify areas of improvement, and in general, [student satisfaction rates](#) have exceeded 80%. One service area that has been earmarked for improvement based on student ratings and feedback is [tutoring services](#). This is due in large part to a shrinking pool of available and qualified professional tutors. Because of this, the college has relied on peer tutoring, which limits the subject areas as well as times available for tutoring. In an effort to improve services, the college recently initiated efforts to hire part-time professional tutors in the areas of math and writing to better serve students' needs and to provide for more consistency with services offered. As mentioned earlier, the college is moving forward with plans to renovate this service area and improve student support services, with tutoring being one of these services.

The college also looks to external validation for student success. Federal reports, such as [IPEDs](#), are used to review current and long-term trends in retention and graduation rates, and this information is made available to the public on the college's website as well as with national consumer reporting sources, such as [College Navigator](#). In much the same way, state reports generated by the Illinois Community College Board are used for comparison data with other community colleges and state-directed cohort groups. The college utilizes these reports to establish baseline data as part of its benchmarking efforts with [10th day enrollments](#), [transfer rates](#), and [completion rates](#). With the benchmarking project and the development of the dashboard, staff have immediate access to data to assist in planning, assessment and budgeting.

Other means used by the institution to gather information on student retention and completion rates include licensure passage rates and federal and state grant reporting. In 2018, SIC's nursing program, including both associate degree nursing and practical nursing programs, [reported 100% passage rate for the nursing licensure exam \(NCLEX\)](#). High passage rates in the nursing programs are due in large part to a [mandatory programmatic remediation plan](#) for all nursing students in which any student falling below a "C" average in any nursing course is required to remediate the subject for a specified number of hours. This program helps with both student retention rates and completion rates, as is evidenced with the above state-average licensure pass rates. Other support services, such as SIC's TRiO program, consistently meets and/or exceeds federal requirements regarding student retention and completion rates. For example, between the years 2011-2015, the TRiO

program [exceeded federal goals](#) by achieving 75% persistence, 94% good academic standing, 47% graduation, and 23% graduation and transfer rates to four-year institutions.

The college has developed several strategies over the past several years to retain students and follow them through completion of their programs of study. As standard [protocol](#), each semester the academic advisors will call students who have not enrolled from a previous semester to assist them in enrolling in the current semester in an effort to improve persistence and retention rates. As noted previously, through the *Starfish* early alert system, academic advisors proactively call students experiencing academic difficulty and who are “flagged” by faculty to provide assistance and/or refer them for support services. Most recently, a similar [initiative](#) was implemented in Advisement to provide more pro-active intervention and support services to students on academic probation.

Ultimately, the college remains true to the mission in *providing quality, accessible educational programs* through systematic review and analysis of internal and external factors impacting student success. As a result, SIC has been [recognized](#) twice nationally for its efforts by the Aspen Institute, which recognizes the top 10 percent of community colleges nationwide every two years for achieving high and improving student outcomes.

Sources

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- Strategic_Plan_2017-2022
- Student Satisfaction Results-Quality of Service Tutoring SA
- Student Satisfaction Survey Results Graph SA
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4.S - Criterion 4 - Summary

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

Summary

To sustain the quality and continuous improvement of its educational programs, environment, and services, Southeastern Illinois College will continue: to practice regular, high-quality program reviews integrated with the annual reporting process and supported by data from the Institutional Research Office. The college will continue to practice strong oversight by faculty governance, academic leaders, administrators, and where appropriate, specialized accreditations. The college will continue to maintain high-quality and faculty-driven assessment practices, and continually review and adapt practices supporting improvements in student retention, persistence and completion using data-driven, decision-making processes.

Sources

There are no sources.

5 - Resources, Planning, and Institutional Effectiveness

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

5.A - Core Component 5.A

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

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

Argument

Southeastern Illinois College has had in place for many years an [institutional effectiveness calendar](#) that integrates mission, assessment, planning, benchmarking and budgeting to achieve and improve its service to constituents. Despite fiscal challenges from the state of Illinois, SIC has maintained and improved core resources, structures, and processes that allow it to sufficiently fulfill its mission, improve the quality of its educational offerings, and respond to future challenges and opportunities by planning for the future. The institution has the fiscal and human resources and physical and technological infrastructure sufficient to support its operations wherever and however programs are delivered.

The college's operational budgeted revenue typically requires approximately 20% from local funding, just under 40% from the State, and just over 40% from student tuition. Given flat funding from the State since 2002 and the unprecedented State fiscal crisis, the college lost nearly \$2 million of expected operational funding from the State for 2016, suffered late funding for FY17, and experienced a 10% reduced budget for FY18. That is evidenced in [audits from those periods](#). The college now receives more revenue from student tuition and fees than any other source of revenue. The college [mitigated such losses](#) by building up a reserve since 2009 and using expense reduction strategies since that same time, including reduction in force, relying on contractual services, re-engineering departments, expense reform, [sharing agreements](#) with local colleges, and attrition. [Bonding initiatives](#) have also helped in sustainability. As such, Southeastern has improved its fiscal resources since 2009 as can be evidenced by the college's [CFL scores](#). Despite one year whereby a

payback to the Illinois Department of Corrections was registered per contractual educational services reduction, Southeastern has had acceptable CFI scores for a small, rural college heavily dependent upon state funding. Due to continued strong fiscal planning, SIC's 2018 Composite Financial Score was 4.39. Given modest enrollment drops in FY18 and an increase in State funding for FY19, SIC continues to be in sound fiscal standing.

Because of Illinois's ongoing fiscal crisis, the college has engaged in ongoing [short-term and long-term fiscal planning](#). Review of financial audits for the past many years, excluding FY16, indicates increases in reserves in operational funds to withstand state shortfalls or delays. Monthly [cash reserve reports](#) are provided to the Board of Trustees that demonstrate such reserves. SIC's [fiscal reporting to the HLC](#) demonstrates effective mitigation strategies. The college contributes to compliance with [Board policy](#) on *Fund Balance Reserves*. FY18 state funding has been stable and SIC has another black budget with strong reserves, shored up even more with a General Revenue Bond of \$4.5 million secured in the summer of 2017. The [college audit of FY17](#) demonstrates the strongest fiscal footing in the history of the college with reserves accounting more than 100. The [FY 18 audit](#) also confirms a solid reserve to mitigate any state payment delays. The college at the time of this submission will still have a fund balance that is well above Board policy. The [FY19 budget](#) is also projected to be black by end of year, and the Board has committed to using funds to continue to make campus learning improvements with budgeted resources, and also has expressed a verbal commitment in open session to use bond proceeds to make significant improvements to the new Learning Commons Area in A Building. Despite some delays in Illinois funds, the college has sound reserves and solid CFI scores to weather the delays. [Fiscal modeling](#) is conducted to ensure the college is poised to react to a dynamic funding stream.

Being that SIC's district contains thousands of untaxable federal forest land and that the district is in an area of high poverty (17.4%), tax levy revenue will never be a large source of income. Tuition has gone up in a slow, steady climb while property taxes have produced minimal extra revenue, roughly less than \$100,000 per year while staying under the legal threshold of a 5% increase without public referendum. [Enrollment trends](#) show a steady decline of over 60% of full-time students receive Pell funds. The college has typically taken conservative positions on tuition revenue as evidenced in annual budgets and only occasionally has overestimated such tuition expectations. [Auxiliary services](#) at the college include the bookstore, cafeteria, and child care facility. The reserve in this area is on a diminishing track due to reduced returns on books, chiefly due to online competition. The [SIC Foundation](#) has been a great partner with the college, in terms of securing scholarships, endowments, and modest operational/facilities funding.

Dual credit, online expansion, unique programs, and unique recruitment strategies have helped mitigate lost enrollment and revenue. Bonding, including Protection, Health and Safety (PHS) bonds issued in 2012, allowed the college to protect reserves yet complete needed campus upgrades, including roof, water tower, sidewalks, as noted in the [Master Facilities and Improvement Plan](#). Periodic reports are provided to the Board on progress as evidenced in multiple Board reports. Working cash bond expansion in 2016 also provides additional cushion for the college should unexpected fiscal challenges continue requiring use of reserves.

In terms of human resources, the college has sufficient [staffing](#) to complete its mission. Given a shrinking population and smaller enrollments as well as challenging revenue from the State, staffing and [organizational structure](#) has changed over time. However, [comparison data](#) with student ratios demonstrate a strong similarity among state-defined cohort colleges. Full-time staffing levels include: 35 faculty, 16 admin, 10 professional staff, and 23 classified/other. This is in line with

cohorts and regional colleges. [Important human resources](#) are sufficient to deliver core academic programs and support students and employees. As for recruitment and selection of employees, SIC prides itself on an established and [inclusive hiring process](#).

In terms of qualification and credentials, SIC's administration and staff are capable of institutional operations. SIC's administrative Cabinet is composed of five key personnel: President (PhD), Vice-President of Academics (EdD), Executive Dean of Business Services (CPA, BS), Executive Dean of Student Services (EdD), and Executive Dean of Academic Services (MSN). Professional staff have appropriate qualifications and experience as well as evidenced in the Human Resources office. While the administration and professional staff are smaller than any cohort college, quality services are demonstrated such as with quality audits, [state recognition visits](#), and federal reporting. Faculty qualifications are strong as evidenced by credentials which can be found in the Human Resources office.

[Campus facilities](#) include eight major buildings, not including the new Hise building presently under construction, on the [main campus](#) plus various outdoor structures and garages. The Chuck Hearn Outdoor Education Complex has grown over the years to include special training opportunities in fire science, mine safety, gun safety, archery, among other similar training venues. The [David L. Stanley Center](#) in Carmi, Illinois is an extension site for the northern part of the district providing general and career education opportunities as well as community education. [Enrollment](#) there tripled from fall 2016 to fall 2017. The college's [Master Facilities and Improvement Plan](#) contains future actions for all these facilities as well as future projects. A new \$2 million art education and regional art museum building will be added to the college's campus in 2019 and will be paid in total by private funds.

All facilities on campus are managed by an experienced director of environmental services and a staff that includes a full-time secretary, a new full-time maintenance college employee, a full contractual custodial service crew with full-time porter, one part-time college employee, and maintenance service provided via a [special agreement](#) with a sister college. The Director of Environmental Services reports to the Executive Dean of Administrative Services and works closely with administration and the Board of Trustees in annual and long range planning as well as day-to-day operations. The director reports in detail to the ICCB, per ICCB requirements, the [room usage and square footage of buildings](#).

The college's Board of Trustees had on its [agenda](#) and approved the Master Facilities and Improvement Plan 2016-2030 in December 2015. The [process](#) to create the plan was a year-long, inclusive venture containing short- and long-term projects with funding sources. The document is reviewed and updated as needed for completed projects and new projects not in the plan. Facility operations and master plan are interwoven into the [strategic plan](#).

The college provides sufficient and effective technological infrastructure for students, faculty, and staff. Several technology projects implemented in recent years ensure our educational environment meets the growing demands and needs of our students. Several of these projects also resulted in significant cost savings and operational efficiencies. A Title III Strengthening Institutions Grant afforded the college with many [technological and infrastructure upgrades](#) from 2010-2015.

More recently, in 2015, SIC realized it did not have the wireless infrastructure to support the explosive growth of mobile devices. The college launched a new campus-wide wireless system expanding capacity from 300 simultaneous mobile connections to over 23,000, a 7,500% increase. SIC has more than doubled Internet bandwidth since that time to handle additional wireless network

traffic. The MySIC online portal was updated for ease of use with mobile devices. A computer software *Starfish* early alert and retention system was implemented to identify students who are struggling academically and provide assistance for them to be successful. The college deployed a new help desk system for students and employees. This streamlined technical support for the customer as the college has multiple offices providing support to students and staff.

In 2016, SIC replaced the dated *Angel* online learning management system (LMS) with *eLearning*. The eLearning LMS platform is now part of our MySIC online portal simplifying student and faculty logins and ease of use by having their online classes and services all under one “roof”. The switch to *eLearning* also resulted in significant annual cost savings and respected many in faculty who lobbied for *eLearning* despite some arguments against. [Online enrollment expanded](#) in Fall 2017, and in 2018 online headcount was at 815 students. The student email system was converted to Microsoft Office 365 providing many new benefits to students over the previous system: mobile friendly interface, access to Microsoft Office tools (Word, Excel, etc.), One Drive for storage, and many other collaborative tools all free to the student. The college saves thousands annually from previous [email hosting fees](#). We have a launch page for all technology services by target audience for [employees](#) and for [students](#).

The Online Learning and Educational Technology center (OLET, formerly *Media Services*) oversees online instructional support and related activities. As for an overall trend, there has been significant growth in [online courses](#) and enrollment over the past ten years. The number of online and hybrid course offerings has increased more than 200%, going from 137 courses in 2006 to 453 courses in 2016. Enrollment in these courses has increased as well. The duplicated headcount of online and hybrid courses has gone from 2,011 students in 2006 to 5,423 students in 2016. Credit hours generated from online and hybrid courses has increased from 5,869 credit hours in 2006 to 12,196 credit hours in 2016. While online growth is projected to level off, work continues in the Online Learning and Education Technology center and academic circles to explore potential. The college’s LMS is a component of the larger ERP system, Jenzabar, which houses all student data. The *eLearning* platform provides a central location for all online, hybrid, and traditional courses. Using the *eLearning* platform is less expensive than a commercially available LMS in terms of annual licensing, but is also installed and maintained in-house rather than paying for a service to house and maintain our data off-site. Two Media Services faculty members specialize in assisting faculty and staff in the use of *eLearning*. Southeastern has been ranked #19 of “[The 50 Best Online Community Colleges for 2016-17](#).” The college tied for #1 on the list of most affordable online community colleges in Illinois [Best Online Colleges in IL-Staff-support LC](#). Most recently, the college received the [2019 Aspen Prize for community college excellence](#), the second time in ten years.

In terms of technology in the classroom, the college has 45 technology enhanced “smart” classrooms and lecture halls. Smart classrooms allow faculty to easily display computer or Internet output on a large screen by using a data projector or large display monitors. Document cameras and DVD players are connected to many smart classrooms. Twelve of the college’s 45 smart classrooms are equipped with Smart Boards and an increasing number have smart TV monitors. Specialty electronic equipment is connected in specific smart classrooms, such as microscopes in the Bio-technology classroom. Other audiovisual devices can be connected to smart classroom systems if needed.

Southeastern purchased and installed new videoconference equipment in 2014. Videoconference equipment is also installed in three campus classrooms, at the White County extension center, and in six district high schools. The videoconference system is used to offer dual credit classes to area high schools as well as the sharing of college level-courses with fellow community colleges. Training and

support for videoconference technology is provided by the OLET center.

Faculty, staff, and students receive meaningful technological orientation and training. The OLET center conducts periodic group [training sessions for faculty and staff](#) as well as ongoing small group and one-on-one training. [OLET staff](#) are available to provide technical assistance for any issues or questions that arise during preparation or teaching of online and hybrid courses, videoconference classes, and traditional face-to-face classes. Faculty and staff support are provided by phone, email, desktop conferencing tools, and in person. In addition to the 12-seat faculty/staff training room in A213, the OLET center also provides six computers for faculty and staff use in A124. Student technological support is vital to Southeastern's success. In addition to orientation courses and training, students are provided with technology services and a [technology help center](#) as the OLET center and IT department work in unison to serve students.

Ultimately, Southeastern provides mission-driven strategic and warranted fiscal and technological support to instruction and student services even in challenging times. Open [budget hearings](#) with faculty and staff ensure strong documentation and input for allocation of annual resources. While staff numbers in all areas is smaller, as is enrollment, SIC boasts a stronger full-time teacher to full-time student equivalent than cohort colleges. Faculty have not gone without a raise even during the time of the state's budget impasse nor have other employee groups. Reconfiguration in the student services area allowed us to add a [new full-time enrollment services position](#) for cross-training in the area as well as aid multiple functional units in recruiting and registration as well as financial aid. Computers are replaced at a regular pace, improvements to Wi-Fi have been added, student space has been greatly improved with remodeling and furniture, and more is planned in the new Learning Commons Area. The college's mission is pervasive in the request, allocation, and assessment of such resources. Adherence to mission may be found in the [budgeting construction process](#), [the assessment process form](#), and the [strategic planning process](#).

Goals of the mission call for providing students access to a quality education including quality learning spaces and equipment, such as emerging technologies like our new makerspace area in the Learning Commons Area, and extra-curricular and experiential educational space as evidenced by the many new additions to our outdoor workforce education complex, including the Archery range, and the mock mine simulator. The college also refurbished the theatre complex as well as gymnasium plus added a cadaver lab, biotechnology lab, among other classroom improvements. Such improvements have been funded by State capital improvement grants, Protection, Health, and Safety bonds, Department of Commerce and Economic Development grants, private funding, Title III grant funding, SIC Foundation funding, among other sources including the college's regular budget and general bond funds. As such, these improvements have been completed in light of the institution's needs, resources, and funding opportunities.

In terms of SIC's faculty and staff, college student services staff are qualified in their respective areas, starting with the Executive Dean who has a graduate degree specifically in student services and has completed an EdD in higher education. The Associate Dean/Registrar and Financial Aid Director both have relevant college degrees and multiple years of successful compliance and execution of duties. Dual credit, recruiting, clerical, and ancillary staff all meet required credentialing. Campus advisors have graduate degrees in relevant areas pertaining to their duties. All credentials of this support staff may be accessed on site in the Human Resources office. SIC faculty have appropriate credentials, as covered in other areas of this report already. Degree audits have been conducted and are on file in the HR office as are original transcripts for inspection. [Board Policy 4001.1](#) on *credentialing of faculty* is followed and is based on the Commission's and ICCB's best

practices for qualified faculty. Many faculty have elected to continue their graduate studies with doctorate and/or second masters degrees as evidenced in HR files. For example, one faculty advisor recently completed his PhD, a communications professor is a recent ABD, and the lead science faculty completed a second masters degree from Johns Hopkins in Biotechnology. Some faculty hold PhDs in content areas, such as history instructor, philosophy instructor, and early childhood instructor. [Technical faculty have content area degrees and/or valuable workplace experience in their professions](#). College senior leadership are all qualified, including the President who holds a PhD, was a 19-year faculty veteran, and has been a Commission peer reviewer for over a decade. The Vice President holds an EdD in higher education and has been employed at the college in various progressive leadership roles for approximately 20 years, and was recently accepted in the HLC Peer Corps. The Executive Dean of Student Services recently completed an EdD in higher education, with the remainder of the senior leadership possessing relevant degrees and certifications germane to their respective positions. Departmental staff in academics and other functional areas all possess relevant credentials, such as a master's in marketing for the Executive Marketing Director, relevant technology degrees for IT staff and online learning and educational technology staff, CPAs in the business office, etc. Personnel files are housed in the HR office for inspection.

College procedures ensure accountability as evidenced in multiple third-party financial audits. In early spring, the Board subcommittee on finance and budget is formed to begin the budget process. Budget officers receive [communication](#) regarding requests. [Budget forms](#) are [distributed](#) and [open hearings](#) are held in order to create a tentative budget. The Board approves a final budget in early fall after a 30-day public viewing of the tentative budget. Board Policy (Section 8000) and institutional procedures demonstrate financial internal controls over expenditures. The annual [budget preparation process](#) is a decentralized process with [administrative oversight](#) pending Board approval.

Budget officers monitor budget activity and conduct reviews with Deans/VP. The Executive Dean of Administrative Affairs reviews overall budget activity through monthly budget to actual reports. An annual independent audit of financial statements is presented to Board of Trustees and maintained on the college's website. Ultimately, the college's budget process works systematically in the [institutional effectiveness cycle](#), an integrated calendar of significant institutional processes with multi-faceted evidence at varied stages.

Sources

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5.B - Core Component 5.B

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

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

Argument

Southeastern is governed by a [Board of Trustees](#), locally elected, and operates as a local unit of government. The college is governed by the rules of the Illinois Community College Board and State Statute in the Illinois Community College Act. [Board Policy 3001](#) and [3002](#) delineate lines of management, communication, and relationships. The Board of Trustees duties are outlined in [Policy 2007](#) with additional [policy](#) related to board relations in 2006. During Southeastern's last comprehensive visit, a governance report was requested, the first written follow-up report requested by the Commission for Southeastern in over three decades of reaccreditation visits. A real estate deal fostered by prior administration and Foundation Board leadership was kept from the majority of SIC Board of Trustees and unduly obligated public funds as well as increased significant financial risk, ultimately leading to a qualified audit in 2016 when the Foundation was classified as a [component unit](#) of the college. Due to the Foundation's lack of completed audits for multiple years, that adversely affected Southeastern's otherwise clean audit. Communication was an issue between the Board and the President/CEO at that time and distrust was obvious, as determined by the Peer Review Team. New policy and procedures were put in place, and a new President/CEO has been in place for ten years, adhering to [Board Policy 2018](#) and helping define the roles and relationships among the Board and President/CEO.

The Board works well with the current administration as evidenced by evaluations on file in the HR and President's offices as well as [Board minutes](#) of meetings. The President has been in his position for a decade, and the executive Cabinet has been stable aside from a few retirements and two resignations during that decade. Most of the existing cabinet have been at SIC for many years, and three of the four have made progressive advancements at SIC. The [President and Cabinet meet regularly](#), and all attend the monthly Board meetings. Board minutes reflect transparent leadership and open discussion of macro-governance by the Board. State law only requires the prior two Board meeting minutes to be posted publicly, but the Southeastern Board posts multiple years of Board minutes online. Open session time far outweighs closed session time, and some meetings do not even have closed sessions. The only active subcommittee on the Board is the budget-finance committee, highlighting the Board's paramount fiduciary responsibility without engaging in daily management decision making. The Board conducts periodic [self-evaluation](#) as well as annual retreats for matters of significance. Four of the seven Board members are in at least their second six-year term, and the

three officers are in their second or third terms. The majority of the Board has changed since the last Commission visit. Multiple counties are represented on the Board, though that is not a state requirement. In ten years, only one race has been contested. Three new Board members have been elected to the Board, following one resignation, one open election whereby the incumbent did not run again, and one death of a long-time Board member. The President/CEO has worked well with the Board as evidenced by multiple contract renewals and positive evaluations of the President/CEO that are on file in HR. The President/CEO was elected chair of the Illinois Community College Council of Presidents in 2018-2019, providing guidance and oversight to the 48 Illinois community colleges.

While the Board approves [mission and general direction](#) for the college, the administrative Cabinet carries out the day-to-day operations along with the rest of the staff. The President maintains an open-door policy to discuss concerns and ideas, keeps all staff up to date on budget and legislative activity via email and hosts periodic brown-bag lunch discussions with division chairs and other staff among other venues for communication. The President has weekly Cabinet meetings with his executive team in order to engage topics of their choosing and of importance for discussion and direction. Agendas are on file. The Cabinet also has an annual retreat in the fall at a local venue to engage in significant topics that require depth of discussion and planning. A larger, more administratively inclusive President's Council meets monthly.

Shared [governance](#) exists through various committees led by members of administration, faculty, and staff. Standing and [sub committees](#) exist to provide diverse input into policy development. A strong standing Academic Leadership Group (ALG) is led by the Vice President and attended by deans, division chairs, associate deans, financial aid personnel, advisement personnel, pertinent directors, and deans. The ALG works cross-functionally with the assessment and strategic planning committees to ensure that faculty and staff are informed and included in development of initiatives.

The Assessment Committee is led by faculty, a lead advisor in the Student Services area, along with the Vice President and Executive Dean of Academic Services. The [Assessment Committee](#) is comprised of staff and faculty who have clearly assigned roles and responsibilities. The Assessment Committee works with strategic planning and budgeting to assist in keeping the institution focused on its mission as evidenced by documentation in the "Accountability" section on the college's webpage.

Faculty involvement in committees and campus events is described in the [faculty handbook](#). Expected involvement in the assessment process is described on page 30 of the handbook. Faculty are also expected to participate in curriculum development and revision and accept appointment to committees. Many also serve on the [Strategic Planning Committee](#) to help with recommendations to mission, vision, core values, goals, strategic directives, and the process.

In addition to these major standing committees and others, faculty and staff actively participate in the budget process. Faculty involvement on committees is also listed in the [SICEA contract](#), which is on file in HR. Adjunct faculty and dual credit faculty participate in "August Academy" which is an orientation to duties required by part-time faculty. Those duties are outlined on [pages 31-32 of the faculty handbook](#).

Faculty members are active in leading [student club](#) sponsorship and community service. Responsibilities of sponsors are described in [Board Policy 4004](#). Faculty/staff in-services are held twice yearly whereby valuable opportunities in shared governance take place, such as assessment, planning, programs, operations, etc.

Additional evidence of shared governance is in the hiring process, particularly that of faculty. The college's [hiring manual](#) serves as a codified best practices pathway for hiring at SIC. Documentation of hiring committees are housed in HR and are available for inspection.

As for the SIC Foundation structure, per the [Foundation By-Laws](#), membership of the Board of Directors must be geographically diverse in the college district and is capped at 20 voting members. Two Board of Trustees also attend the Foundation quarterly meetings for collaborative input as evidenced by a [sample Foundation quarterly meeting packet](#). The President serves as executive director of the Foundation in a strategic decentralized organizational structure the Foundation put in place seven years ago. The President, Cabinet, Foundation-paid advancement officer, marketing director, and community and public relations specialist, and institutional researcher all attend the Foundation meetings for various reports and projects that pertain to their respective areas. A student representative is also invited and special guests are invited from time to time.

Students have a strong voice at Southeastern, including a student representative on the Board of Trustees. Student representation is also included on key standing committees, including assessment, strategic planning, curriculum, and the Foundation. A very active [student government](#) addresses student issues and proposes resolutions. Students also participate in several student clubs and organizations with active agendas, such as the Math and Science club recycling, Student Government and Foundation brick memorial fundraiser, Student Government blood drive, Nursing Club fundraiser for campus food pantry, Mu Psi Chapter of Phi Theta Kappa hosting pets for stress relief, and Business Club participation in state leadership conference.

In terms of academic requirements, SIC engages a very detailed and systematic process for academic review and academic proposals. As for annual program review, Southeastern notifies its academic division chairs of the [ICCB program review schedule](#). Chairs work with faculty to obtain input on form completion, and they also meet with the SIC Institutional Research administrator to determine data breakdown needs, i.e. disaggregated data. Different sections from the form are sent to the librarian, advisors, and student services staff for completion. The academic dean schedules program review meetings with the Curriculum Committee and the division chair and/or program faculty present information about the program(s) to Curriculum Committee. Program reviews are provided to Board of Trustees at the August board meeting for approval. Finally, the report is formatted and submitted to ICCB, and the final report is placed on [Intrinsic](#).

As for new course and program development, faculty and/or administration bring new program/course ideas to the relevant academic dean, who then prepares course outlines and/or curriculum guides with faculty, division chair, and Vice President input. The academic dean takes the course(s) and/or program to curriculum committee for approval, and then, upon a successful vote, the proposal goes to the President to take to the Board of Trustees for approval. External state personnel and accrediting bodies are then engaged per respective procedures. Full program approvals are prepared by the academic dean, in consultation with faculty, the division chair, and Vice President, who create a curriculum guide and course outlines for the program. The college registrar assigns a major code and the academic dean then prepares ICCB Form 20, which includes a feasibility analysis which includes the following information:

- curriculum description
- labor market need
- enrollment data
- assessment of student learning
- faculty qualifications

- costs.

The College President signs Form 20 and it is submitted. Approval for certificate programs are reviewed in-house at ICCB and approval time is typically one to two months. Approval for degree programs require full ICCB and IBHE board(s) review, and approval time can be longer than depending on Board meeting schedules. Certificate programs identified for gainful employment are submitted to HLC for review and approval.

Sources

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- BP 2007 Board Assessment BOT
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- Cabinet Agenda Samples
- Campus Clubs Webpage ACT
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5.C - Core Component 5.C

The institution engages in systematic and integrated planning.

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

Argument

Southeastern Illinois College engages in systematic and integrated planning that aligns with its mission and goals. This is done through the [strategic planning process](#) in particular, as documented in the college's [planning guide](#). Strategic planning remains one of the major pillars of the college's institutional effectiveness calendar.

The [Strategic Planning Committee](#) is represented by multiple employee groups. This committee periodically reviews and revises its mission, vision, and purposes as part of the planning committee's charge. This was done beginning in 2015 before the old plan expired and led the way to a comprehensive review of the last five-year strategic plan and college mission statements. This broad strategic plan is largely based on financial projections tied to [operational plans](#) that include key elements including contact, metrics/measurements of success, timetable, cost, etc. This relationship strengthens institutional effectiveness. The college has even held joint meetings between planning and assessment that further demonstrate a fusion of institutional effectiveness elements. Multi-year planning minutes are available on the strategic planning link on the college's homepage under "Accountability" to demonstrate this entire process. Additionally, [master facilities planning](#) is aligned with mission and demonstrates a comprehensive planning process, as explained in an [institutional PowerPoint presentation](#), leading to a detailed 15-year outlook for the institution's facilities with major changes passed as [addenda](#) by the Board.

The college allocates its resources via an ongoing, thoughtful, inclusive, mission-focused process. The annual budget process includes [open budget hearings](#) scheduled by functional area. Hearings emphasize links to goals, assessment, and planning. Assessment plans are also [linked to the budget for initiatives](#) per assessment reporting and the most recent template. Assessment reports include linkages to student learning, evaluation of college operations, planning, and budgeting. Future reports include a section on budget impact costs for programs and departmental budgets. Planning stems from mission documents and has direct links to budget and may also relate to assessment as needed. The college's [institutional effectiveness calendar](#) demonstrates the relationships among these major processes on the macro-level. At budget hearings, budget officers present requests and are required to link requests beyond general operations to assessment results, planning initiatives, etc.

For example, increases in the budget were made due to operational initiative 1.6, the employment of new professional and student tutors. Additionally, the need to recruit students from nearby Kentucky schools resulted in new scholarships being reallocated, per operational initiative 3.1.6. A transition to electronic timesheet approval and subsequent identified work hour documentation will be initiated with minimal cost for summer of 2019, per operational initiative 3.3.4. Initiative 4.1 requires carefully calculated costs for shared maintenance resources with Rend Lake College for identified upgrades. Likewise, initiative 4.2.5 budgets for classroom upgrades previously identified as old with inefficient lighting. Recent assessment activities in the Business Office regarding sales tax exemption costs has direct budget implications. Ultimately, strong linkages between budget, planning, and assessment exist in processes at SIC.

The strategic planning process at Southeastern has evolved since the last Commission visit. Chiefly, the college's five-year strategic planning process was improved by: (1) separating out strategic initiatives and operational actions; (2) increasing the use of environmental scanning; (3) focusing more on collaborative initiative creation; and (4) streamlining a continuous annual reporting process. Since that phase, the second five-year planning process simply modified and revised the process with few major changes. Ease of electronic reporting and updating was implemented and use of the new codified institutional benchmarks, most recently, has been employed. The [strategic planning process manual](#) explains how this was accomplished. All this can be found on the Strategic Planning webpage.

Current institutional planning encompasses the institution as a whole, and considers the perspectives of internal and external constituent groups. As for institutional strategic planning, the institution engaged extensive environmental scanning and an inclusive representative process with all stakeholders on campus. Scanning took place in 2015 and included extensive collection and review regarding enrollment, regional demographic data, community data/input, State report recommendations, the prior HLC report recommendations, and emerging ideas from the HLC's new criteria. Members of the Strategic Planning Committee were assigned areas to analyze and present "[white papers](#)" on the information, such as demographic data, for the committee to use as members developed initiatives. Enrollment analysis is paramount with current data suggesting overall declining high school enrollments and fewer working adults. Such data led to multiple recruitment, retention and marketing strategies. In fact, such a review added to the idea that the college should create its own dashboard with benchmarking utilizing [internal and external data sources](#). External constituent groups that provide feedback for the college include our career and technical education [advisory groups](#), advisors [annual high school counselors meeting](#), and [clinical partners](#), among others. Special planning including Information Technology's [2015-2016 schedule](#), [2016-2017 schedule](#), and [enrollment management](#), are embedded into initiative three in the strategic plan; that is done so purposely for stronger alignment and the prevention of silo operations.

While fiscal planning and financial modeling have been presented, bonding planning has been systematic and thoughtfully planned over the past ten years, including Protection, Health and Safety (PHS) bonds, working cash and general obligation bonds. The attached bond schedule explains the logic and capacity of SIC's bonding abilities. Most recently, SIC invested some unused general obligation bond funds in staggered [CDs](#) at local banks for additional revenue streams to calculate into projected revenue for years to come as a way to mitigate loss of tuition from fewer students. Facilities planning lasted a year with a multi-staged, comprehensive process including multiple internal constituent groups. This plan is one-third complete, and an internal review process is in place to update in order to modify for the future. Enrollment management planning has been a strong focus for Southeastern, and the college made a strategic decision to incorporate enrollment management

plans into the existing [five-year institutional strategic plan](#). In doing so, this integrates such various planning without setting up silos among functional units. Given current enrollment comparisons, SIC's enrollment management seems to be effective when comparing enrollment data. Facilities planning remained separate due to a state requirement to do so, and general maintenance schedule. Technology planning also remains separate as a general cycle of replacement computers and upgrades, although the Information Technology department does engage in institutional strategic planning, chiefly in strategic Initiative 4 as well as Initiative 1.

In terms of revenue, the college closely monitors fiscal matters via fiscal modeling, and the administration presents [detailed financials](#) at every monthly board meeting. The Cabinet, particularly the President/CEO and CFO, monitor fiscal matters with relevant [state organizations](#) and legislative contacts, culminating with an [annual legislative agenda](#). The college monitors enrollment via term reports and ICCB reports. Intensive [environmental scanning](#) for the strategic plan included enrollment trends and district demographic patterns. The campus community and region are informed of such matters via open [Board meetings](#), notification of approved minutes, and periodic campus reports, [emails](#), and [letters](#) from the President.

The fluidity of changing needs are reported in the budgeting and planning processes. For example, a regional need from non-traditional students in Taxidermy was identified, and "new program" budget funds were used to establish a new Taxidermy lab. Additionally, the need for a [Powersports](#) program necessitated use of reserve bond funds, as well as private funds, to create a new Powersports lab. Extra-curricular enrollment initiatives, such as the new bowling team, went through a needs and profit-loss analysis to justify its budgeted implementation. Currently, agriculture program modifications with budget implications is being analyzed prior to proposal.

All institutional planning anticipates emerging factors, such as technology, demographic shifts, and globalization. The college's strategic plan is a living document in terms of the operational component. The major initiatives remain solid for five years and so do the major sub-initiatives. Operational plans are engaged and receive annual follow-up and may be accomplished, modified, or eliminated based on evidence. As such, technological initiatives may be adapted quickly according to changing dynamics, helping grow SIC's online enrollments. SIC has been ranked a top online college, and the college also recognizes demographic shifts, chiefly population loss in Illinois and our district as evidenced by extensive analysis in environmental scanning and tracked in our dashboard. SIC has engaged new initiatives such as novel recruiting with a [mandated profit margin](#), [expanded recruitment base](#), and regional partnerships in instructor share, program share, course share, and seat purchase, chiefly with Rend Lake College. The college's Facilities Maintenance and Improvement Plan, as well as technology planning integrate new and emerging products and technology as evidenced in respective planning documents. The college has progressed with new and exciting program development to serve the region and larger service areas, such as online Biofuels training, Powersports technology, Taxidermy, and the Outfitters and Wildlife Management program to name a few.

Sources

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- CD Schedule BA
- Dashboard and Benchmarking-webpage IR.pdf
- Environmental Scan 2015 for SP 2017-2022 SP
- Five Year Planning Cycle IR
- FY 2019 Budget Summary and Link to FULL Budget BA
- ICCCP Agenda ST
- Institutional Effectiveness Cycle Calendar IR
- Institutional Research White Papers IR
- Legislative Agenda Samples PO
- Mandated Profit Margin-Competitive Teams SA
- Master Facilities Planning IR
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5.D - Core Component 5.D

The institution works systematically to improve its performance.

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

Argument

As a whole, the college has designed, revised, and improved its [institutional effectiveness calendar](#) over the past 10 years. This master calendar provides guidance for the various forms of institutional improvement as well as fosters an integrated approach among the elements, as evidenced by the budgeting process, [strategic planning](#), and [assessment](#).

Southeastern develops and documents evidence of performance in its operations in its functional areas, such as Student Affairs and Enrollment Services. This functional unit keeps records of student performance, success, retention, persistence, and completion. Southeastern defines retention as students who remain enrolled from one fall term to another, being first-time, full-time students. First-year retention rates as measured through IPEDS reporting remain as a primary indicator for the college as tracked in the college's Dashboard and Benchmarking Initiative. The *Starfish* early warning system (initiated through the Quality Initiative Project) provides another set of valuable data. Staff follow-up with students flagged through the *Starfish* system, and success rates in courses and enrollments in subsequent semesters is tracked each year. Additionally, flagged students are tracked to see if they accessed tutoring services or other intervention services in the Student Success Center.

To encourage student retention, academic advisors call students who are enrolled in the current academic term but who are not registered for the upcoming academic term. This practice typically occurs approximately one month before the start of a semester, and enrollments are tracked by the Enrollment Services office.

Southeastern defines [persistence](#) as the movement of students between returning for further education and completing their educational goal. Persistence also consists of the successful transition between specific momentum points within an individual student's academic career. This is measured in a number of ways. First, the college tracks the success rates in developmental/ remedial courses across campus. Second, the college tracks the success rates of students enrolled in courses defined as Gatekeeper courses. These courses are labeled as pre-requisites for subsequent enrollment in a particular sequence of courses or courses with high enrollment as part of a particular degree or certificate program. Moreover, the college also tracks the success of students on academic probation to determine the rate at which students move from probation back to good standing. An additional measure of persistence is the success rate of students in online courses. This data can be found most readily in the Dashboard link on the college's website under "Institutional Research."

Southeastern defines [completion](#) as certificate, degree, or transfer completion, particularly for full-time students on those tracks. IPEDS completion and transfer rates, in general, remain a consistent indicator for the college. These rates are examined and analyzed by college administrators on an

annual basis. Furthermore, Southeastern tracks the completion rates of certain programs, particularly in the career and technical education fields, as required by federal Gainful Employment guidelines. One such program is the college's [Practical Nursing certificate program](#), in which Southeastern also tracks student success with the [state licensure exam](#) as a measure of external validation.

Other campus student services track the success of various student cohorts. For instance, Student Support Services, which is a federally funded [TRiO Program](#), serves approximately 160 students from low socioeconomic status backgrounds and/or students with documented disabilities. As part of the federal requirements for the program, program staff track retention rates, graduation rates, and transfer rates to four-year institutions.

Much of this information has been incorporated into Southeastern's Key Performance Indicators [Dashboard and Benchmarking](#) project and the college's [Enrollment Management Plan](#), which is built into the college's Strategic Plan Initiative 3. To ensure that progress is monitored, an Enrollment Management team, composed of faculty, staff, and administrators, routinely reviews this information to identify key trends and areas of concern. If problematic areas are identified, recommendations for interventions are discussed and implemented appropriately.

Student satisfaction surveys are distributed annually at the end of each spring semester through the student email system and in the online learning management system, *eLearning*. The Executive Dean of Student Services compiles the results of completed surveys and tracks the responses. Results are then shared with administrative Cabinet and Academic Leadership to review and discuss. Strategic planning engages such feedback to help set new initiatives to meet institutional goals. Again, any problematic areas identified through the surveys are discussed, and interventions implemented as necessary.

The [institutional assessment process](#) includes the use of results as a final means of improving college performance. The Assessment Committee is a major component of the institutional process and serves as a regulatory and review committee comprised of 21 members, including representatives from administration, faculty, and staff. Every department and area of the college submits assessment plans and results each academic year. As part of the [assessment process](#), divisions and departments use results to make improvements within their courses, daily tasks or processes, as needed. "[Closing the loop](#)," as it is sometimes referred to, is an important function of the assessment process in order to positively impact student learning outcomes.

[Program reviews](#) are also an important part of institutional improvement and can be found on *IntrinSIC*. The process of program review is a systematic review of educational programs and educational support programs at the college on a five-year rotation. Following ICCB requirements in recent years, program review has become more rigorous, directly encouraging faculty and staff to closely examine all aspects of programs and services. Currently, SIC's program review examines enrollments, completions, credit hour generation, and employment/transfer data. In addition, financial, physical and human resources are evaluated for every program and/or student services area. Use of results has led to improvements in program offerings. For example, low enrollments in the [pharmacy technician program](#) contributed to the decision to convert the theory portion of the program to an online format. Students receive theory online and are only required to travel to campus weekly for lab skills and testing. This format supports a more non-traditional student schedule. Since taking this action, enrollment numbers have become sufficient to sustain the course offering. This hybrid modality has opened enrollments up to include out-of-district students as well.

Performance evaluations of faculty and staff are conducted annually, per [Board policy](#) and collective bargaining agreements which are on file in HR. A [faculty evaluation process](#), initially established and approved by the faculty in 2004-2005, was updated and approved again in 2010-2011. Another review is planned for 2020. Probationary employees are evaluated at least once a year with tenured teaching faculty evaluated every three years, using an approved evaluation process including classroom, written and student evaluations. Evaluations become a permanent part of the employee's personnel record. Current practice is outlined in the current faculty collective bargaining agreement. For staff, [performance evaluations](#) are conducted biennially by their immediate supervisor. These evaluations are housed in the Human Resources office. Probationary performance evaluations for employees represented by the UMWA are conducted at least once during the probationary period. UMWA non-probationary employee performance evaluations are conducted at least once each year. Evaluations are used to assist and evaluate the progress and success of both newly employed and experienced personnel.

[Student evaluations of faculty](#) are conducted semi-annually during the fall and spring semesters. Evaluations are distributed after the semester midterm date, and collected prior to the end of the semester. The college uses an external vendor to process the evaluations and to provide a detailed report, which includes both qualitative and quantitative data for all full- and part-time faculty teaching during the designated semester. Results are then tabulated and distributed via email to faculty after the completion of the semester. Faculty use the results to improve student learning outcomes and classroom instruction as needed. Results of student evaluations are also addressed in faculty performance evaluations.

In summary, Southeastern learns from its operational experience and applies that learning to improve its institutional effectiveness, capabilities and sustainability, overall and in its functional units of operation.

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- Pharmacy Technician AS
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- Student Evaluation of Faculty Form AA.pdf
- TRIO Webpage LC

5.S - Criterion 5 - Summary

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

Summary

Southeastern Illinois College provides documented evidence that it devotes its resources to improving programs and services for students. Its structures, while stable, also go through review and evolve to changing needs according to environmental data. Resource allocation and structural services fulfill the college mission as the institution and its leadership respond to challenges, including diminished state funding as well as shrinking enrollments. Nevertheless, the college continues to grow new programs and delivery methods as well as creative venues to attract students and serve the community. Planning is taken seriously by the institution as evidenced by its comprehensive and collaborative strategic planning process, as well as its master facilities and improvement planning and technology planning. Processes for budgeting, assessment, planning, and improvement exist at the college and continue to evolve and improve.

Sources

There are no sources.