Assurance Argument

Sauk Valley Community College

1/29/2016

Introduction

Welcome to Sauk Valley Community College's (SVCC) Assurance Review. The following paragraphs will provide context for the reviewers as they evaluate SVCC.

Mission

SVCC is a comprehensive community college that provides a multitude of educational opportunities for students including access to 43 transfer associate degrees (A.A., A.S. degrees), 21 two-year career-technical degrees (A.A.S. degrees), and 55 certificates. If students are not "college-ready," SVCC has an innovative developmental education program to get students prepared for college-level work. The College also offers diverse personal enrichment courses to complement its credit offerings. Adult Education and ESL services are also provided to a population that has yet to complete a high school degree or needs extra assistance learning the English language. Students also experience a full-range of student services at the College to help them complete their own goals. SVCC embodies its mission to "provide quality learning opportunities to meet the diverse needs of its students and the community."

Geography and Demography

Since 1965, SVCC has proudly served the 150,000 constituents of the six counties in Northwest Illinois (District #506). The College's district contains the three cities of Dixon, Sterling, and Rock Falls, which are surrounded by many smaller townships and miles of corn and soybean fields. The district also has a small industrial base and contains one state and one federal prison. In total, the College served almost 4,000 unique students in the 2014-15 academic year.

SVCC classes are held in a number of locations across the district. SVCC classes are generally held within a single large building on the main SVCC campus in Dixon, IL. Some classes also occur at the Whiteside Area Career Center (WACC) in Sterling, IL where it is possible for students to complete a few certificates, but no associate degrees. Dual credit classes are often held on high school campuses as the classes are often taught by qualified high school instructors in their own classrooms. While the College has a smattering of classes that can be completed online, there are currently no academic programs that can be entirely completed using this modality.

The full-time and part-time employees of the institution fall into four broad categories: faculty, professional/technical staff, support staff, and administration. Both full-time and adjunct faculty are unionized and are under contract. Recent contract negotiations were amicable with the current contracts expiring in 2017.

Governance

SVCC is part of a state-wide community college system that was established by the Illinois Public Community Act of 1965. This Act granted authority to the Illinois Community College Board (ICCB) to be the "coordinating board" for all Illinois community colleges. ICCB is subservient to the Illinois Board of Higher Education (IBHE), which regulates all higher education institutions in Illinois.

While ICCB focuses on statewide policy making and accountability, community colleges in Illinois, including SVCC, are locally controlled by an elected Board of Trustees. At SVCC, this Board is composed of seven members with Board authority defined in Board Policy. The Board has local taxing authority, and about 40% of operating funds are appropriated in this manner. SVCC's operating budget is also funded by tuition and fees (~42%) and through state support (~18%). Additional federal dollars are also used to support the College's operations (e.g.,TRiO grant, Adult Education grant, and Perkin's funds).

The President of SVCC reports directly to the Board of Trustees who hires and evaluates him or her. The President is the Chief Executive Officer (CEO) of the College and provides administrative and educational leadership to College employees. The President's six direct reports comprise the "President's Cabinet" which provides direct leadership to all College departments. The College practices shared governance where employees can serve on College committees that will provide policy recommendations to the Cabinet. Faculty members, in particular, provide strong academic oversight to the College and help maintain high quality, cost-effective programming the College is known for.

The College has relatively new presidential leadership. In the summer of 2015, the College's President of ten years retired. Subsequently, the Board of Trustees hired Dr. David Hellmich. He has brought renewed energy and attention to many aspects of the College, specifically focused on community outreach and strategic planning. This focus has led to immediate modifications to the planning processes at the College, some of which have yet to be fully implemented. However, some things have already moved quickly. In the fall of 2015, his leadership led to the

formation of two new strategic initiatives in which the College is focusing fiscal and human resources. Specifically, the College is investigating and will implement: (1) new, innovative teaching strategies and methods for the developmental learner and (2) makes to expand its online presence. In February, 2016 a major administrative reorganization occurred which explains the currency of many job descriptions.

SVCC is well known in the community for providing inexpensive, quality educational opportunities to the citizens of the district. Strategic planning dashboard metrics provide strong evidence that the College is doing quite well, and external metrics have validated this assumption. In 2014, SVCC won the national Noel-Levitz Retention Excellence Award in the community college category. SVCC was recently ranked as the third most successful community college in Illinois by CNN Money and was ranked 5th by the Illinois Community College Board (ICCB) in Performance Based Funding. It is apparent that great things are happening on this campus. Under Dr. Hellmich's leadership, the College will continue to be one of the best community colleges in Illinois.

Planning and Writing of this Assurance Argument

The creation of this document was a collaborative, year-long process involving many employees from the College. The majority of the work was conducted by a team of ten College employees (i.e., three faculty members,one support staff, and six administrators including the Chief Financial Officer and the Chief Academic Officer). The Vice President of Research, Planning, and Information Services/Accreditation Liaison Officer acted as the chief writer. The College President provided feedback on the entire document. After a draft was completed, all College personnel were invited to read and comment on the document. We believe the document provides a fair and accurate account of Sauk Valley Community College and provides ample evidence that the College meets HLC's five criteria for accreditation.

If you have any additional questions or concerns, please contact Dr. Steve Nunez,Vice President of Research, Planning, and Information Services, and he will assist you. You can reach him at 815.835.6263 or at steve.c.nunez@svcc.edu.

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

Core Component 1.A.1.

In 1999, the College embarked on a thoughtful journey to create a new and relevant mission statement and identify shared core values that would provide a "springboard to [the] new planning phase at the College." Little did the members of the Shared Values Task Force or the Board of Trustees know that these same shared values would remain as part of the philosophical foundation for the College for over 15 years. Since 1999, the mission statement of the College has been modified to suit the needs of an ever-changing institution of higher education. SVCC's current mission statement is "SVCC is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community." This iteration of the mission was adopted by the Board of Trustees in March, 2004 and has not been altered since. However, the mission and vision statements, along with the Strategic Directions, are reviewed annually, as dictated by Board policy.

As part of the planning process at SVCC, the strategic planning committee (Organizational Planning and Improvement Committee or OPIC) reviews and recommends changes to the mission, vision, and strategic goals to administration and to the Board of Trustees. For example, in April, 2010 the strategic goals were reviewed and adopted by Board of Trustees. In 2012, the Board once again approved modifications to the Strategic Directions, specifically the strategic goals. These Strategic Goals, as part of the Strategic Directions, have remained unmodified since 2013 and are being used to guide the current strategic planning process. The mission, vision, and strategic goals were reaffirmed in November, 2015 by the Board of Trustees.

Core Component 1.A.2.

SVCC is a public, two-year community college that serves approximately 150,000 residents in six contiguous counties of northwest Illinois. Due to the broad scope of the community college mission and the large geographic region SVCC services, the College serves a diverse population of around 4,000 unique students each year with dissimilar needs, expectations, and goals. Like many community colleges, SVCC serves a large population of students who are academically under-prepared for college-level work, are first generation college students, and require financial assistance in order to complete a degree. On average,

- >50% of students receive Pell Grants,
- >50% of students require some developmental education,
- >65% of students are classified as first generation,
- 40-45% of students are enrolled part-time,
- 45-50% of students are enrolled in A.A. or A.S. degree programs,
- 45-50% of students are enrolled in A.A.S. degree or certificate programs,
- 30-35% of students are 25 years or older, and
- 80-82% of students are Caucasian, 10-12% of students are Hispanic, and only 3-5% are African American (which mimics local demography).

SVCC embraces its mission to "provide quality learning opportunities to meet the diverse needs of its students and community," and the academic programs and student support services provided by the College support that contention. For example, the College Catalog and other College materials illustrate the diverse learning opportunities available for students:

- 43 A.A. or A.S. degrees that easily transfer to four-year bachelor's degree conferring institutions,
- 76 A.A.S. degrees or certificates that allow students to enter the workforce,
- A developmental education program for students who are not college ready,
- Community and business education classes for those looking to just enhance their skills or to take classes for fun,
- Adult Education courses that provide an opportunity for students without a high school degree to attain their G.E.D. and then complete college-level work, and
- Free English as a Second Language (ESL) services for those who wish to better use and understand the English language.

Taken together, these diverse opportunities not only meet SVCC's mission, but also uphold the ideals of a community college in serving students within its district.

SVCC serves a very diverse student body that requires a multitude of student services. The Student Services Statement of Commitment, found in the College Catalog, indicates a strong obligation to helping students succeed in the goal of their choosing:

- SVCC Student Services is student centered.
- We believe in the dignity, uniqueness, and growth of each individual and the fundamental right of each person to realize his or her fullest potential.

- We believe Student Services is an integral part of the total learning experience at SVCC.
- We believe in providing friendly, easily accessible, trustworthy, and efficient services in an environment that is caring and confidential.
- We believe in an internal environment that will nurture our values: respect, responsibility, integrity, caring, and fairness.
- We believe in mentoring high standards for our students to model while assisting them in achieving academic excellence.

As listed in the [College Catalog](#), the student services include the following:

- Financial assistance
- Foundation Office for scholarships
- Academic advising
- Student Support Services (TRIO)
- Disability Support Services
- Cross Cultural Services
- Career Services
- Veteran affairs
- Dual credit
- Transfer counseling
- Student activities and clubs
- Intercollegiate athletics
- Student government
- Cafeteria/food service
- Testing center (G.E.D testing and other proctored exams)
- Learning Assistance Center (tutoring center)
- Admissions and Records
- Library
- Support services for online learning and email

Philosophically, SVCC understands the diverse challenges of its students; the College has the relevant, supportive student services that assist them in achieving their goals.

In 2013, SVCC hired Noel-Levitz to conduct a [community needs and perceptions survey](#) and a separate [employer survey](#). These two surveys were instrumental in verifying that SVCC is either appropriately satisfying the needs of the community or informing change to the College's academic programs and marketing strategies.

Core Component 1.A.3.

As a community college, SVCC embraces its mission by offering a multitude of program and course offerings to fit the unique needs of its students. In [FY 2015](#) (p.11), 24.3% ($5,004,426) of the College operating budget was allocated to instruction and 15.0% to academic support ($1,345,811) and student support ($1,548,868). This allocation is [in line](#) with many of our sister

colleges. The governance, planning, and budgeting processes incorporate all internal stakeholders including students and the Board of Trustees. These processes are fully addressed in 5.C.

Sources

- Adult Education
- Board Minutes April 2010
- Board Minutes April 2012
- Board Minutes March 2004
- Board Minutes November 2015
- Board Minutes October 1999
- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Business and Community Education Class Schedule Fall 2015
- Did You Know (SVCC Fact Sheet) 2015
- ESL Brochure
- Expenses by Program- SVCC vs. Peer Colleges
- Mission & Shared Ethical Values Statements 1999
- OPIC Charges
- OPIC Minutes March 2012
- Sauk Valley CC Community Needs and Perceptions Survey Results (Noel Levitz) 2013
- Sauk Valley CC Employer Survey Results
- Strategic Directions 2013-2016
- SVCC Audit FY 2015
- SVCC Budget FY 2016

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

Core Component 1.B.1.

The SVCC mission is articulated in a number of public documents. The mission statement is found throughout the SVCC website and is identified at the top of over 90% of unique pages on SVCC's website (svcc.edu). The mission statement is also found on all academic brochures (e.g., Engineering, Radiography, and Multicraft); the faculty (p.6), staff (p.6), and student (p.2) handbooks; the Academic Viewbook (p.2); and the Report to the Community (p.2). Additionally, many of SVCC's external advertisements have the mission statement included, though it is not practical to do so with smaller print ads.

In 1999, the College identified five shared ethical values: respect, responsibility, fairness, integrity, and caring. These values, which "tells how we [SVCC] do what we do," provided the foundation for the development of mission and vision statements and ultimately a new strategic planning process still in use.

In order to encompass all of the guiding principles in a single location, a Strategic Directions document was created in 2013. This document is found as a link under "About Sauk" on the SVCC webpage, is posted throughout the College on bulletin boards and in most classrooms, and is applied as a window decal on most entrances to the College. This document contains the following:

- Mission statement,
- Vision statement,
- Shared ethical values, and
- Strategic goals.

The vision statement "tells where we [SVCC] want to go as an institution." This statement indicates that the College strives to "be recognized as a benchmark institution of higher education that provides exceptional learning opportunities in response to the diverse needs of its

students and community." In the summer of 2015, in order to accelerate work towards that strategic vision, the College instituted a strategic initiative development process to improve services the College already provides to its students. After development (see 5.C), these strategic initiatives were disseminated to all internal stakeholders through email and during normally scheduled meetings. The local press was instrumental in spreading word to the community as a whole. In an additional effort to be transparent and accountable, these initiatives were also added to the SVCC website (svcc.edu/departments/irp/planning/strategic-initiatives.html).

The last guiding principles found in the Strategic Directions document are the strategic goals and objectives. These goals are "strategic activities that will move the College toward its vision," and the objectives are the "tactical activities that will enable the College to achieve its goals." The development of the goals and objectives is the principal responsibility of the strategic planning committee (OPIC) comprised of administration, faculty, staff, and students. Strategic Directions, including the strategic goals, are regularly reviewed and approved by the Board of Trustees. Additionally, the strategic goals and objectives are integral to the planning processes at the College and provide the foundation for operational planning conducted by College departments. Planning is described more fully in Core Component 5.C.

Core Components 1.B.2. and 1.B.3.

The mission statement, unchanged since 2004 but reaffirmed regularly by the Board of Trustees, indicates that SVCC "provides quality learning opportunities to meet the diverse needs of its students and community." This mission statement emphasizes the following:

1. SVCC is dedicated to providing access to a quality higher education to all community members, and
2. SVCC provides a multitude of services, classes, and programs to meet the diverse needs of the community college student.

Strategic planning is linked to the mission statement. As indicated above, the mission, vision, shared ethical values, and strategic plan are included within a document entitled Strategic Directions. The College is committed to its mission of providing access and meeting the diverse needs of its students; its planning documents and processes reflect that commitment. For example, the following strategic goals reflect commitment to access to a quality higher education:

- Goal 1: The College will expand and improve the quality of programs and services.
- Goal 2: The College will continue to emphasize lifetime student success.
- Goal 6: The College will seek to maximize performance based funding.

In order to meet the needs of its community, SVCC recruits and accepts students with diverse strengths and challenges. For example, the College offers students who graduate from high school in the top 10% of their class or with a 90th percentile on their ACT exams free tuition for two years; this is called the Sauk Scholar program. However, the majority of students who attend

SVCC are not college-ready; SVCC is the best hope for a college education for many of these students. The College provides them opportunities for academic remediation and advancement.

SVCC's diverse educational programs and services indicate that the College has embraced its mission and vision. The College is a comprehensive community college that provides transfer degrees (e.g., A.A. and A.S.), career-technical programs (A.A.S. degrees or certificates), adult and development education, and personal enrichment and business training courses. Successful students can transfer to four-year institutions, find employment right away, and attain more education for professional advancement.

Academic assessment is rooted in the College's mission and strategic plan. As the Assessment Plan indicates, academic assessment "exists to measure the degree to which our instructional practices work in support of the organizing principles of the College including the mission, vision, and shared values."

The College maintains a large, effective student services division that provides services including, but not limited to, tutoring, academic planning, personal counseling, and financial planning and support.

Additionally, as a community college, SVCC is deeply committed to public service and fostering economic development. For example, Strategic Goal 4 states, "The College will be proactive and responsive to community needs." Core Component 1.D provides excellent examples, in line with its mission, of how the College is dedicated to the public good.

The College regularly monitors progress toward strategic goals by using two public documents, both which are located on the SVCC website. The first is the Annual Report of the strategic plan which provides qualitative evidence of progress toward meeting the strategic goals. The second is the College Dashboard, which provides quantitative evidence of progress toward those same goals. SVCC clearly uses the Strategic Directions to articulate its educational purpose.

Sources

- Academic Assessment Plan FY 2016
- Academic Viewbook 2016
- Adult Education
- Annual Report of the Strategic Plan FY 2015
- Board Minutes April 2010
- Board Minutes April 2012
- Board Minutes March 2004
- Board Minutes November 2015
- Business and Community Education Class Schedule Fall 2015
- Did You Know (SVCC Fact Sheet) 2015
- Engineering Program Brochure
- Faculty Handbook (Adjunct and Full-time) FY2016
- Mission & Shared Ethical Values Statements 1999

- Multicraft Program Brochure
- Operational Planning Final Report FY 2015 Example
- OPIC Charges
- Rad Tech Program Brochure
- Report to the Community FY2015
- Sauk Scholar Application
- Staff Handbook FY2016
- Strategic Directions 2013-2016
- Strategic Initiatives- Final Two FY 2016

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

Core Components 1.C.1 and 1.C.2

The College's dedication to its mission and shared ethical values is critical to understanding the commitment to attracting and embracing diversity on SVCC's campus. In response to the mission and shared values, the College dedicates human and fiscal resources to recruiting and serving under-represented and nontraditional students. The College is an equal opportunity organization dedicated to employing diverse full-time and part-time employees.

SVCC's shared ethical values, found within the Strategic Directions document, provide a strong reminder of how the employees should interact with each other, students, and visitors of the College. These values are the following:

- We respect the worth and dignity of all people.
- We value and advocate that all take responsibility for themselves, their learning, and the environment.
- We advocate fairness and just treatment of all people.
- We expect and constantly stand for integrity, honesty, and ethical treatment of all people.
- We value the creation of opportunities in a caring environment.

SVCC recognizes the diverse educational needs of its students, and the strategic goals and objectives are focused on improving the success of students and providing them educational opportunities to improve their quality of life.

Student Diversity

The U.S. Census Bureau indicates that the local population, specifically in Illinois counties of Lee and Whiteside, the two largest population counties in the district, are mostly White (around 86%) with the under-represented population comprised of mostly Hispanics (~8.5%) and African-American (~3.4%). College resources are dedicated to the recruitment of under-represented populations, and SVCC is currently enrolling Hispanic/Latino students at higher levels (~11%) than the U.S. census of SVCC's district.

The current "Sauk Success" marketing campaign is an example that SVCC is focused on its mission of providing "quality learning opportunities to meet the diverse needs of its students and community." The TV commercials, web-based videos (svcc.edu/video), and other advertisements highlight student success stories and spotlights transfer, career, and Adult Education students of different ages, races, and ethnicities. There are many paths to success at SVCC, and the Sauk Success marketing campaign emphasizes the multitude of educational goals that are possible at the College.

In order to accommodate Spanish speakers, some of the SVCC website has been translated into Spanish (svcc.edu/espanol). While the Spanish translation is not comprehensive, it allows Spanish-only readers the ability to access critical information for enrolling into classes (e.g., ESL classes) and identifying critical support services the College offers (e.g., LAC). The College mission is also translated into Spanish.

Employee Diversity

The College is also dedicated to attracting and hiring diverse faculty and staff. SVCC articulates its diversity/equal employment opportunity on all of its job postings. This policy reads "SVCC is an affirmative action, equal opportunity employer and is interested in receiving applications from individuals who would enhance the diversity of the College." Additionally, the Affirmative Action policy is found in both the staff and faculty handbooks; section 2.8 reads:

Sauk Valley Community College is an equal opportunity employer and is committed to an effective policy of non-discrimination and equal opportunity in all employee and student relations. Except to the extent and subject to the exemptions permitted by law, no qualified employee or student shall be excluded from employment or educational opportunity, be denied benefits, or be subjected to discrimination on the basis of race, color, religion, national origin, ancestry, age, gender, sexual orientation (as that term is defined in the Illinois Human Rights Act), marital status, handicap, military status or unfavorable discharge from military service classified as Re-3 or the equivalent thereof.

This Affirmative Action policy is also found on the SVCC website (svcc.edu/about/policies). Board Policy 403.01 reaffirms that the College follows the current Affirmative Action Plan. The Director of Human Resources is designated the Affirmative Action Officer and is responsible for implementing the Affirmative Action Plan.

The Illinois Community College Board (ICCB), as the state's coordinating board for community colleges, requires each community college to annually submit employment data on the gender and racial classification of all staff and faculty. These data are compared to local demographic data, and a plan is developed by the College to remediate any deficiencies. Individual recruitment plans, submitted electronically to ICCB, are used to attract qualified employees who are Hispanic, Asian American, and African American. In order to recruit more minority employees, internal information and external marketing strategies are utilized. Only four affirmative action complaints have been filed in the last ten years.

SVCC has also adopted a Title IX policy in accordance with federal guidelines. This policy "prohibits discrimination on the basis of sex or gender in the College's programs and activities." This policy is found on the website (svcc.edu/about/policies), the student handbook (p.20-21), faculty handbook (p.12), and staff handbook (p.12). Additionally, the policy is explained in annual training sessions for faculty, staff, and students. The Title IX webpage gives instructions on how a suspected violation should be reported.

Exposure to Diversity and Multiculturism in Curricular and Co-curricular Activities

The College philosophically understands its role to embrace and support the diversity of ideas and people. For example, the Student Services mission statement and statement of commitment found in the College Catalog and the College website reinforce the College's philosophy of embracing its role in a multicultural society. For example, one commitment statement indicates that the Student Services department "believes in the dignity, uniqueness, and growth of each individual and the fundamental right of each person to realize his or her fullest potential." Additionally, the General Education Philosophy Statement (College Catalog/Programs of Study/University Transfer Programs) states that the College "prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work." Therefore, the College requires students to take classes in communications, mathematics, the physical and life sciences, the humanities and arts, and personal health and development.

In Academics, SVCC adheres to the principle of academic freedom (Section 6.1 of the Faculty Handbook and Board Policy 402.01): the College "maintains and encourages an atmosphere of freedom in teaching." The faculty and staff believe that "creative scholarship can thrive only in an atmosphere where there is freedom for examination of ideas," and they set for their students "an example of integrity, tolerance, and decency." The College also offers classes that address human cultural diversity. For example, HUM 150 is the "Interdisciplinary study of art, architecture, music, literature, history and philosophy, which reflects cultural identity of American racial and ethnic minorities." FYE 101 includes a learning unit on appreciating "the value of functioning members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different than your own." Examples of other such classes (College Catalog/Courses) that address diversity include, but are not limited to the following:

- PHL 103 (Ethics and Social Policy),
- PHL 104 (World Religions),
- BIO 103 (Introductory Biology),
- BIO 120 (Environmental Health),
- CJS 225 (Cultural Diversity in Criminal Justice),
- ECE 110 (Topics/Issues in Early Childhood Education).
- EDU 210 (Diversity in Education), and
- SOC 116 (General Cultural Anthropology).

SVCC has a Student Activities/Cross Cultural Coordinator who "identifies the needs and provides academic support and career awareness education for Latino and under-represented students and their families." The Cross Cultural Coordinator is integral to attracting

and retaining under-represented students to SVCC as she "represents the College in activities related to recruitment, retention, and career exploration of Latino and minority students." The Cross Cultural Coordinator is successful at writing grants to fund the Families United for a Strong Education (F.U.S.E.) program. F.U.S.E. is a bilingual program offered to Hispanic/Latino English language learners' families with the goal of improving the educational outcomes for Latino students. F.U.S.E. has been offered for the last ten years.

While SVCC considers it important to expose students to cultural/racial diversity, there are other types of diversity that students are often exposed to at the College. For example, the Disability Support Office provides services to students with disabilities and sponsors other relevant presentations focused on disabled individuals. Services assist students in completing their educational and career pursuits at SVCC. Examples of services include providing alternative formats for classroom materials, tutoring, sign language interpretation, and note taking.

Student government has regularly focused its activities on understanding cultural and human diversity. For example, the Tunnel of Oppression, marketed as "an interactive event highlighting contemporary issues of oppression," was a successful student-championed event at SVCC. The activity focused on topics that are often difficult to discuss including date rape, religious discrimination, body image, and domestic abuse.

While many of the student clubs/organizations are academically focused, other clubs/organizations exemplify how SVCC encourages freedom of expression and thought by its students. Some organizations are focused on entertainment, religious expression, or leadership. SVCC believes that students connected to this College through clubs, athletics, or by other means are more likely to be retained and to graduate and, this strongly encourages student participation. P.R.I.D.E. (Promoting Respect, Individuality, and Diversity for Everyone), A.L.A.S. (Association of Latin American Students), and the Social Justice Organization are examples of student organizations that promote cultural diversity and awareness. P.R.I.D.E "advocates for fairness and respect for all students, faculty and staff." The ALAS mission is to "to provide a better scholastic, cultural, political and social life for students and to bring more Latino students to SVCC. The student organization Campus Crusade for Christ promotes Christian fellowship and Bible study. The Social Justice Organization helps students "become educated catalysts of positive change by encouraging civic engagement in both the local and global community." Student organizations are vibrant examples of promoting the shared ethical values found within the strategic directions of the College.

The College has consistently been Title III eligible as it serves a large proportion of low-income and first-generation students. In response, SVCC has regularly submitted and been awarded TRIO grants focused on Student Support Services; the last TRIO grant was awarded for years 2016-2020. This grant-funded program serves students who are either a first-generation college student, low income-eligible for financial aid, and/or disabled. This program submits progress reports to the U.S. Department of Education.

SVCC has been recognized by G.I. Jobs as a Military Friendly School for six of the last seven years. This distinction is given to colleges for "exhibiting leading practices in recruiting and supporting post-military students." The College has dedicated financial and human resources

specifically to veterans to support, counsel, and mentor them as they enroll and take classes at the College. This one-on-one attention has proven helpful to veterans. Additionally, SVCC has had a Student Veterans Organization dedicated to serving the needs of the student veteran population.

Sources

- Affirmative Action Plan FY2015
- ALAS Constitution
- Board Policy 402.01 Academic Freedom
- Board Policy 403.01 Affirmative Action
- Board Policy 518.01 Title IX
- Cross Cultural Job Description
- Did You Know (SVCC Fact Sheet) 2015
- Director of Human Resources Job Description
- Disabilities Expo
- Faculty Handbook (Adjunct and Full-time) FY2016
- FUSE Newsletter 2015
- FYE Scope and Sequence
- Job Posting Example
- PRIDE Constitution
- Staff Handbook FY2016
- Strategic Directions 2013-2016
- Student Organizations FY 2016
- Student Support Services Federal Grant Award
- TRIO SSS Standard Objectives Report 2014-2015
- Tunnel of Oppression
- Underrepresented Groups Report SVCC 2013

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

Core Component 1.D.1.

The College embraces its role as a public, locally governed community college and sees its mission to support cultural and educational events. Strategic Goal #4 supports this contention as it states, "The College will be proactive and responsive to community needs."

SVCC supports small, but active drama, music, choir, and art departments that produce quality programs for the Sauk Valley area. For example, SVCC has a long history of producing quality theatrical plays that are open to the students, employees, and the community. Actors usually include both students and community members. Since 2012, SVCC has collaborated with Woodlawn Arts Academy in Sterling, Illinois to produce Shakespeare in the Park. A more recent collaboration is working with both Woodlawn Arts Academy and Sterling High School to share fiscal and human resources and produce collaborative theatrical productions. The music department regularly produces band concerts and choir concerts, often in the historic Dixon Theater. Additionally, in 2013 the SVCC Art Gallery was reopened. This gallery has been used to display art from nationally known artists and SVCC students and to provide a location for Open Mic nights that allows students and community members to conduct artistic oral performances. Other Open Mic Night performances are, hosted by local businesses off-campus.

SVCC has a thriving athletics program of ten sports that provide opportunities for student athletes to attend SVCC (often tuition free). These sports teams also provide entertainment for the community as a whole. SVCC is fortunate to have athletic teams composed of mostly local student athletes while remaining competitive. The local media features SVCC's intercollegiate athletic programs frequently. Student athletes do well academically at SVCC. Data pulled from the SVCC Dashboard indicate that student athletes have better classroom persistence and fall-to-spring retention rates than the average SVCC student.

The Business and Community Education Departments (BaCE) provide examples of SVCC being responsive to community needs. Community education provides educational opportunities to the community more as a public service than as a profitable endeavor as only a nominal fee is

charged for most classes. Business Education department provides customized training to local business and industry. Tied with BaCE is Career Services, which provides advice, mentoring, and training to community members and students interested in improving their resume and their job interview skills.

The SVCC Board of Trustees exemplifies that SVCC serves the public. First, as a community college in Illinois, all Board members are elected representatives of the community in which they serve. Each member serves a six-year term. Second, each monthly board meeting is open to the public, and the Board agenda allows for comments from visitors. Third, the Board formed a presidential search committee during the most recent presidential search (2014-2015). This Search Committee included four community members. Additionally, the Board invited the public to engage the presidential finalists in a dialogue during open community sessions. The SVCC Board of Trustees understands that it and the College have a public obligation.

SVCC's Board of Trustees and president, Dr. David Hellmich, have put an emphasis on serving on local community boards and committees and making stronger connections with Illinois universities since the president's inauguration in July, 2015. Under his leadership, the SVCC administration has thoughtfully expanded its presence locally. While SVCC has always supported the community, the growing presence on local boards and committees has improved public relations in a very short time period. Additionally, the College has expanded university connections by signing a 3+1 agreement with Northern Illinois University. More educational connections are being developed.

Strategic Objective 5.5 indicates that the College will "enhance the awareness of the availability of College facilities for community functions." Community organizations, especially not-for-profit organizations, may use SVCC facilities. The Regional Office of Education, Boy Scouts, Rock River Officials Organization, and the Red Cross are examples of organizations that utilize the SVCC facilities at little or no cost.

Core Component 1.D.2

SVCC has proudly served as a convenient source of quality higher education in the Sauk Valley area since 1965. First and foremost, the mission of SVCC is to "provide quality learning opportunities to meet the diverse needs of its students and community." The FY 2016 Budget indicates that 42.1% of budget allocations are distributed to instruction and instructional support, which compares favorably to the budget allocations of SVCC's peer colleges in FY2015. The College's 44 full-time and 92 adjunct faculty (Fall 2015) are all well-qualified (see subcomponent 3.C for details) and instruct courses for 43 transfer associate degrees, 21 careertechnical degrees, and 55 certificates. Additionally, the College has approximately 30 support staff who provide crucial student services including financial and scholarship assistance, academic and career advising, transcript analysis, and retention services.

SVCC is focused on providing "quality learning opportunities" to the local community and is not focused on extraneous interests. The College has no "investors" (besides the tax payers of our district), and therefore, does not contribute to any related or parent organization or significantly support any external interests.

Core Component 1.D.3

The Board of Trustees has demonstrated its commitment to serving the public good. Board Policy 114.01 states that each Board meeting has an agenda item entitled "communication with visitors," which allows open discussion on specific agenda items and allows visitors to make comments or ask questions to the Board itself. This open communication policy sets the tone for the institution that SVCC is a public institution serving the good of the community as long as this good fits the mission of the College and is financially responsible.

There are numerous examples of the Board and the College listening to the needs of the community and being responsive. In FY 2015 the Board formed a Presidential Search Committee where members from the College and the community were appointed as members. Community members on the Committee represented the local K-12 system, business, government, and the Foundation. The Committee functioned as a coherent unit and was celebrated for its ability to recruit and interview quality presidential candidates. Additionally, community forums were held to allow community members to ask candid questions of each presidential finalist.

College faculty and staff engage the community by participating in community organizations (e.g., chambers of commerce, workforce councils, and advisory boards). Additionally, business, community, and educational leaders are asked to participate in many SVCC initiatives. For example, the Pathways to Results committee, which evaluates and seeks to improve one career technical academic program annually, includes four members from local business/industry. This collaboration strengthens the ties between the College and industry and creates a better, more applicable, contemporary academic program. The result is a graduate who is more suited for local employment.

In 2014, SVCC developed a new educational alliance that allows collaboration between SVCC personnel and the personnel of local high schools. This alliance is known as P.A.S.S. (Partnership Advocating for Student Success). While this alliance is relatively new, it has already opened up lines of communication between the administrations and faculty of all the represented schools. In the fall of 2015, instructors from the math, science, and English disciplines met for the first time to discuss curriculum alignment between the high schools and the College. It is hoped that this alliance can increase student success at SVCC while reducing the number of students who require developmental education.

SVCC students participate in activities that remind them of their obligation to give back to their own communities. College student organizations regularly participate in community service activities each year. Recent examples from the fall of 2015 include the following:

- The Social Justice Club conducted a fundraiser for the Dixon Homeless shelter and participated in an event entitled One Night Without a Home.
- Phi Theta Kappa collected donations for a local animal shelter.
- The Rad Tech Club participated in Adopt a Highway.

- The Association of Latin American Students participated in the Sterling Fiesta Parade and the YWCA Week without Violence event.
- Future Educators conducted a presentation for pediatric patients at St. Francis Hospital in Peoria, IL.
- Student Government registered donors and organized a blood drive with the Red Cross.
- The Science Club collected canned goods for the local food pantry.

SVCC has recently submitted two grant applications, the Small Business Development Center (SBDC) and the Procurement Technical Assistance Center (PTAC) grants. These grant applications have the full support of the surrounding communities who have pledged to donate $90,000 in funds annually (for three years) in support of these new Centers, which will spur local economic development. The College is optimistic about winning both grants due to community support.

An additional example of how SVCC engages with external constituencies is the Dual-Credit program. Initiated in 2007, the dual-credit program offers the opportunity for eligible high school students to complete college credit generally at half the normal tuition rate (tuition models vary by high school, but are always at a reduced cost). This program is a public service as it allows eligible students who do not necessarily qualify for financial aid, to build early momentum toward a college degree. Further, SVCC offers free tuition to graduating high school seniors if they are in the top 10% of their class until they graduate from the College. This initiative is referred to as the Sauk Scholar Program.

Two grant-funded programs are Adult Education program and Project VITAL (Volunteers in Teaching Adult Literacy). Both of these programs provide important community outreach and fulfill a necessary community mission by the College. Nearly 13% of Illinois' population over the age of 25 has poor skills in reading, writing, math, or English and lack a high school degree or equivalent. Project VITAL provides funding for volunteer tutoring services to students over the age of 17 who are reading or learning below the ninth-grade level. The Adult Education program provides free GED preparation to students 16 or older and not attending high school. This program also provides ESL (English as a Second Language) tutoring services.

Sources

- Administrative Participation in the Community
- Adult Education
- Art Gallery Open House
- Athletic Promo
- Band Concert Example
- Board of Trustees Agenda Example
- Board Policy 103.01
- Board Policy 114.01
- Business and Community Education Class Schedule Fall 2015

- Business and Community Education Program Review FY 2014
- Dual Credit Handbook
- Expenses by Program- SVCC vs. Peer Colleges
- Faculty Qualifications FY 2016
- Fine Arts Consortium Agreement
- Music Program Example
- NIU 3 Plus 1 Manufacturing Technology
- Open Mic Night 2015
- PASS Description
- Presidential Finalist Schedule 2015
- Presidential Search First Meeting Notes
- President's Job Description
- Project VITAL
- PTR Charges FY15
- Sauk Scholar Application
- Shakespeare in the Park
- Sports Successes
- Strategic Directions 2013-2016
- Student Organizations FY 2016
- SVCC Budget FY 2016

1.S - Criterion 1 - Summary

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

Summary

The mission, vision, shared ethical values, and strategic plan are regularly reviewed and approved by the College's strategic planning committee (OPIC), the President's Cabinet, and the Board of Trustees. The College's mission is publicly displayed on the SVCC website, within most external and internal marketing materials, and within all strategic planning documents.

SVCC is a comprehensive community college and, therefore, provides a variety of educational opportunities and services to its diverse student population. SVCC embodies its mission to "provide quality learning opportunities to meet the diverse needs of its students and the community" and fulfills its mission by doing the following:

- providing access to diverse educational offerings including transfer degrees, career-technical degrees/certificates, adult education, ESL classes, developmental education, and business and community education classes;
- providing student support services (e.g., TRIO, academic advising, tutoring services, online assistance, and disability support services) to complement instruction;
- implementing a strategic plan that is focused on student success and serving the public; and
- providing the fiscal, physical, and human resources necessary to meet its mission.

College employees, students, and members of the Board of Trustees understand and respect human and cultural diversity. SVCC's shared ethical values provide a reminder to all stakeholders to "respect the worth and dignity of all people." College students and employees generally resemble the demographic makeup of the College district's communities, and students are exposed to diversity in classes and co-curricular activities. Additionally, the College follows Affirmative Action, non-discrimination, and Title IX policies and recruits and employs racially and culturally diverse employees.

As a locally controlled community college that is governed by a Board of Trustees that has local taxing authority, SVCC is recognized for its commitment to the public good. Strategic goal #4 indicates that the College will be "proactive and responsive to community needs." SVCC fulfills this public obligation by doing the following:

- providing fine arts performances for free or at a nominal cost,
- providing competitive collegiate athletics programs,
- teaching business and community education classes at a low cost,
- providing access to the College facilities for a nominal fee, and
- providing opportunities for community members to provide input in the decision-making processes at the College.

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

College Policies and Procedures

All College employees and members of the Board of Trustees are expected to follow ethical standards of conduct. The Board complies with the Open Meetings Act where "all meetings required be public shall be held at specified times and in places which are convenient to the public." Policies adopted by the Board provide direction for all employees to follow. Board policy 116.01 outlines and defines policies on the following:

- Board authority
- Board conduct
- Decision making
- Conflict of interest
- Confidentiality
- Compliance with law

New Board members are given an orientation within one month of their seating. A policy manual is given to the new member at this time with an explanation of his/her duties and ethical responsibilities. The Board conducts a self-evaluation annually, and members are ultimately held responsible by the citizens of the community college district if the citizens chose not to reelect the Board members.

The President's job description indicates that the President "derives authority from, and is accountable to, the Sauk Valley Community College Board of Trustees" and provides direction to the College "in conformity with SVCC Board policies, the Higher Learning Commission, the Illinois Community College Board, the Illinois Board of Higher Education, and federal and state laws and regulations." The President is evaluated by the Board annually.

Employees are given clear guidance about professional conduct. Section 2.18 of both the faculty and staff handbook discusses professional conduct by employees. The policy in the handbooks indicates that all employees should "maintain a professional image and conduct at all times" and are responsible to know the administrative procedures found in the handbooks and

Board Policy. The shared ethical values, found in the Strategic Directions document and in the faculty and staff handbooks, provide additional guidance about employee expectations. Board Policy 415.01 describes reasons that administrators and instructional faculty (also addressed in the full-time faculty contract, Article 5.4) can be suspended or terminated including, but not limited to, violation of college policies, moral turpitude, and unprofessional conduct. Employees are held accountable to these professional standards during their annual review. If the condition warrants, poor employee conduct can be addressed by giving an employee a written warning or notice of termination at any moment. Annual employee evaluations address professional conduct; administrators are specifically evaluated for financial accountability.

Board Policy 518.01 outlines the most current version of the Sex Discrimination and Sexual Misconduct Policy/Title IX policy. As part of this Board policy, the College has a designated Title IX Coordinator who "will be informed of all complaints and reports of violations" of the Title IX policy and the 2013 Violence Against Women Act. A full description of the Title IX Sexual Discrimination and Sexual Misconduct Policy and how to file a complaint is accessible to students, employees, and community members on the SVCC website (svcc.edu/about/policies). An abbreviated description of the Title IX policy and a reference to the full online policy are found on each faculty syllabus, the College Catalog (Policies/Statement of Nondiscrimination), and the student (pp. 20-21), faculty (p.12), and staff handbooks (p.12). In addition, a campus climate survey is distributed each year to students and employees.

As dictated by Board policy (603.01) and federal law, the Family Educational Rights and Privacy Act (FERPA) is strictly adhered to by SVCC employees. This law/policy prescribes that the College must maintain the confidentiality of student educational records. This policy is on the SVCC website (under the student section) and in the faculty (pp.10-11) and staff (pp.10-11) handbooks. Regular Red Flag training is conducted for all faculty and staff.

The Job Posting and Employment Guide provides the procedures necessary to maintain consistency in hiring practices at the College. The employment search process is described in this guide, and the Director of Human Resources is responsible for developing and administering "an effective recruitment program." As required by law, the College abides by Affirmative Action and is an equal opportunity employer and abides by Board Policy 403.02. Board Policy 116.01.D indicates, "Trustees will not use their position to obtain personal or financial gain for themselves, for family or friends, or for other organizations or businesses with which they are affiliated. Trustees will not attempt to exercise undue influence over employment or purchasing decisions that are not ordinarily acted upon by the Board." The Board also follows the State Officials and Employees Ethics Act Compliance, adopted as Board Policy 116.02. Sections 2-1B and 2-1C address prohibited political activities of Board members, specifically referencing undue influence on College employees for personal gain.

Following the protocols established by the U.S. Department of Health and Human Services, anyone wishing to conduct human research on College employees or students or under the auspices of SVCC must contact the Vice President of Research, Planning, and Information Affairs who will provide guidance "to clarify research expectations and to obtain a Human Subject Research Request Form to begin the authorization process" (svcc.edu/departments/irp/human-research). Unless the research is considered exempt, the

application for human research is reviewed by the Institutional Review Board (IRB), which must authorize the research in order to "assure that appropriate steps are taken to protect the rights and welfare of human subjects." The IRB also evaluates faculty and student projects as necessary. Due to the small size of the College, the IRB meets infrequently and only evaluates a few projects each year.

The Executive Assistant to the President and Board of Trustees serves as the Freedom of Information Act Officer and "responds to request, serves as initial contact for external inquiries, and keeps records of responses to ensure required response time is adhered to." The College has responded to seven requests for information in 2015, all of which were successfully filed on-time.

The safety and security of the College's employees, students, and visitors are of paramount importance, therefore, the College uses an Emergency Preparedness Manual (the document is not linked due to the sensitivity of the issues) that provides plans and recommendations for many emergency situations. This plan is regularly reviewed by the Emergency Preparedness Committee; this committee also recommends regular employee training on emergency procedures. The annual Clery report provides employees, students, and visitors information about campus security protocols and is on the SVCC website. Emergency procedures are also found in the staff (p.18), Faculty (p. 18) and student Handbooks (pp. 26-27).

Financial Functions

The Board has polices to protect the College from fiscal mismanagement. Policy 305.01 outlines purchasing policies to safeguard the expenditure of College monies. The College adheres to strict internal purchasing procedures that require at least the signatures of the requester and the Chief Financial Officer. Additional signatures are required under the following circumstances:

- Purchases of $100 to $1,000 require the signature of an immediate supervisor,
- Purchases of $1,000-$5,000 additionally require the signature of President's Cabinet, and
- Purchases of $5,001 or more additionally require the signature of the President.

All requested items for purchase must first be approved using the College's electronic PO system. This system has been designed to flow to the appropriate supervisor for approval (electronic signatures). The CFO ultimately authorizes all purchases.

Board policy 305.01 also indicates that purchases in excess of $10,000 shall be awarded to the lowest bidder, after due advertisement, with final approval by the Board of Trustees. Further, all contractors must be in compliance with any provision of the Equal Employment Practices Act of the Fair Employment Practices Commission's (IFEPC) Rules and Regulations for Public Contracts. Board Policy 116.01.D has a conflict of interest clause to prevent Board members from using "their position to obtain personal or financial gain for themselves, for family of friends, or for other organizations or businesses with which they are affiliated."

Travel by College personnel outside SVCC's community college district requires pre-authorization. Board Policy 510.01 indicates that "out-of-district travel must receive prior

approval from the appropriate supervisor, approval from appropriate dean/provost if out-of-state (excluding Iowa, Indiana and Wisconsin which only need supervisor approval) and the President if out of the country."

The SVCC budget is approved annually by the Board of Trustees. College expenditures are given to the Board members in the monthly Board packet. The FY 2016 budget indicates that the College will experience deficit spending for the first time in ten years; however, the fund balance the College has accumulated over the last ten years will allow the College to rectify the deficit spending. Planning details can be found in 5.B.

As dictated by law, SVCC hires an independent auditing firm to determine if financial statements are free of material misstatement and to provide objective advice for improving financial reporting. As part of the audit report, the auditing firm supplies a Schedule of Findings and Questioned Costs (p. 75-76). In FY 2015, there were no material weaknesses identified or significant deficiencies. The auditor considered SVCC's financial records and statements to be fairly and appropriately presented and in accordance with Generally Accepted Accounting Principles (GAAP). The audits have identified only one internal control finding and no compliance finds in the last three years. As stewards of public funds, the College posts all budgets and audits are posted online at the SVCC website for citizens to review at any time (www.svcc.edu/departments/irp/reporting/financials/index.html). The Board of Trustees annually reviews these audits.

The state's coordinating board for community colleges (Illinois Community College Board) conducts a five-year audit (Recognition Report) of instructional services, student and academic support services, finance/facilities, and accountability. The ICCB's latest certification was "issued as evidence that the educational program of the district meets the criteria and standards prescribed by the Illinois Community College Board." Specifically, the report cited no financial recommendations and was satisfied with the accuracy and timeliness of SVCC's data submission. The report states that most "data submissions [for accountability] have been timely, accurate, and complete. The ICCB appreciates this and looks forward to continued, timely, accurate, and complete data submissions from Sauk Valley Community College" (p.16). This ICCB Recognition Report provides evidence that SVCC operates with precision and integrity.

Sources

- Academic Viewbook 2016
- Board Minutes July 2015
- Board Minutes October 2015
- Board of Trustees Budget Report Example
- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Board Policy 112.01
- Board Policy 116.01
- Board Policy 116.02
- Board Policy 117.02
- Board Policy 305.01

- Board Policy 403.01 Affirmative Action
- Board Policy 415.01
- Board Policy 510.01 Travel of College Personnel
- Board Policy 518.01 Title IX
- Board Policy 603.01 Student Records
- Board Self-Evaluation
- Campus Security Report 2015
- Director of Human Resources Job Description
- Emergency Preparedness Committee FY15 Charge
- Emergency Preparedness Committee Minutes July 2015
- Executive Assistant to the President and Board of Trustees Job Description
- Faculty (Full-time) Contract 2014-2017
- Faculty Class and Honors Project Checklist
- Faculty Handbook (Adjunct and Full-time) FY2016
- FOIA Requests
- ICCB Recognition Report for SVCC 2012
- IRB Committee Charges FY 2016
- IRB Minutes 9-10-2015
- Job Posting and Employment Guide 2015
- Performance Evaluation- Administrator
- President's Job Description
- Purchase Order Request
- Request for Travel Outside the District Form
- Spring Kick-Off Agenda
- Staff Handbook FY2016
- Strategic Directions 2013-2016
- SVCC Audit FY 2015
- SVCC Budget FY 2016
- Syllabus Template
- Title IX Survey and Script
- Vice President of Research Planning and Information Affairs Job Description

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

As a public institution, the College is compelled to be as transparent as possible in its dealings with current students, potential students, and the community as a whole. To promote transparency, the Institutional Research webpage (with College reports, budgets, and audits) and the College Dashboard can easily be located on the SVCC website. Additionally, the College annually gives notice in the local newspaper that the final budget and audit are available for public viewing.

Local Control

SVCC is a locally controlled public institution of higher education. Board of Trustees members are elected to six-year terms and follow Board policy. The Board of Trustees meets on a regular monthly schedule that is published on the SVCC website. Special meetings are held with adequate notification given to the public. The Board follows the Illinois Open Meetings Act,which encourages public attendance and open discussion except during closed sessions.

Accreditation

SVCC advertises that the College has been continuously accredited since 1972. The Mark of Affiliation with the Higher Learning Commission (HLC) is found on the SVCC webpage (svcc.edu, under "About" and "Accreditation"). The HLC is additionally recognized in the College Catalog, the "Why Sauk?" recruitment webpage, and the "Did You Know?" information webpage. Additionally, the student, faculty, and staff Handbooks and the Academic Viewbook all refer to the HLC accreditation status.

While SVCC has academic programs that are approved by outside entities, the Radiologic Technology program is the only fully accredited academic program at the College. This accreditation status is noted on the Accreditation webpage mentioned above and is also noted in the program description found in the College Catalog.

Programs

The primary sources of information about academic and student support programs are the College website (svcc.edu) and College Catalog (Under "programs" or "student services"). The Catalog is updated annually with the newest information on academic programs, support services, and College policies. Any new program requirements are enforced at the beginning of a new fiscal year (July 1) unless mandated by a governmental agency. Students also have up-to-

date resources found under the student tab of the main SVCC website. Academic brochures (Example 1, Example 2, Example 3) are reviewed and updated annually as the brochures list the program requirements.

Academic requirements (e.g., placement policies, prerequisites, and mandatory classes) are located within the College Catalog. Program requirements are labeled in a separate program page for each degree or credential.

The Student Handbook contains information on student resources (pp. 4-16), students rights and responsibilities (pp.18-21), academic policies (pp.22-24), safety and security (pp. 26-27), technology resources (pp. 28-30), tuition and fees (p. 34), and how to pay for college (pp. 32-35). This handbook is given to all students attending mandatory orientation sessions. The Student Handbook is also used as a reference in the mandatory First Year Experience (FYE) 101 course for all new students.

Cost

Despite the quantity and quality of services and programs SVCC provides, the College is still an inexpensive option when compared to most other Illinois community colleges. Tuition and fees are highlighted in most recruiting materials and are found on the SVCC website under cost of attendance. Additionally, the Academic Viewbook (pp. 4-5) highlights the cost savings of attending SVCC compared to public and private four-year institutions of higher education.

Faculty and Staff

SVCC has a qualified and experienced faculty and staff as detailed in Sub-criteria 3.C and 5.A. Students or community members can find the phone number, email, and officer hours (if applicable) of all faculty and staff, including part-time workers and adjunct faculty, in the Faculty/Staff Directory located on the SVCC website. The President's contact information is also located on this same directory if a stakeholder wishes to contact the President directly. The College main phone line and web address are ubiquitous on all marketing materials.

Sources

- Academic Program Brochure Example
- Academic Viewbook 2016
- Board Minutes August 2015
- Board of Trustees Agenda Example
- Board Policy 103.01
- Board Policy 107.01
- Board Policy 112.01
- Community College (Illinois) Tuition Rates for Spring 2016
- Faculty Handbook (Adjunct and Full-time) FY2016
- FYE Syllabus
- Multicraft Program Brochure

- Public Notice of FY16 budget
- Rad Tech Program Brochure
- Staff Handbook FY2016

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

Core Component 2.C.1

Board meeting discussions are a combination of the legal responsibilities of the Board of Trustees and reports from the College President. The duties and responsibilities of the Board include the following:

- Hire and evaluate SVCC's President,
- Provide fiscal oversight and approve the annual budget,
- Act upon the recommendations of the President on all matters pertaining to the welfare and operation of the College,
- Hire all faculty and administrative staff,
- Negotiate with the two faculty unions and approve the full-time and adjunct faculty contracts,
- Approve all degree and certificate programs,
- Consider communications and requests from responsible citizens and organizations,
- Serve as the Board of final appeal for students, faculty and staff, or citizens of the district, and
- Review the College mission and vision statement annually.

The President gives a report to the Board of Trustees at each Board meeting. Members of the President's Cabinet are present during meetings to answer questions pertaining to any particular report or action item. Details of many of these Board functions are found elsewhere in the Criterion 2 narrative.

The Board annually reviews and approves the mission, vision, and shared values of the institution as part of the Annual Report to the Strategic Plan. Data from the strategic planning Dashboard are discussed in conjunction with the review of the strategic plan. Additionally, the

Board participated and was fully aware of the development of two new strategic initiatives. The development and adoption of these two initiatives were discussed formally at Board meetings and informally in the Board bi-weekly updates.

Although a single set of Board of Trustees minutes does not provide sufficient coverage on the annual duties and responsibilities of the Board, many agendas (example) and minutes (example) provide evidence that such oversight is occurring. All Board minutes are posted online and can be retrieved by stakeholders at any time (see www.svcc.edu/about/board-of-trustees/meetings.html).

Core Component 2.C.2

As discussed previously, the SVCC Board of Trustees follows the Illinois Open Meetings Act. Regularly scheduled Board meetings are open to the public, and Board policy (114.02) provides an opportunity for College stakeholders, including employees, students and community members, to address the Board. Visitor communication is infrequent, but the opportunity exists at each Board meeting. For example, a member of the Dixon Area Chamber of Commerce and Industry requested and received a tax abatement for Lee County. Also, members of student organizations regularly present to the Board.

The Student Trustee, also an officer of Student Government, reports to the Board at every meeting (example 1, example 2) and provides insight into student issues for the Board. The Student Trustee is a non-voting member of the College's Board of Trustees and has "all the privileges of membership, including the right to make and second motions and to attend Closed Sessions." Additionally, the President regularly meets with students to discuss any concerns or opportunities they may have. These issues may, if necessary, be discussed at the Board level.

Faculty are regularly invited to Board meetings to make presentations and, by policy, always have the right to address the Board. Representatives of the Board negotiate the full-time (p.1) and adjunct faculty (p.1) contracts.

As publicly elected officials, the Board members are accountable to the citizens of the district. Board members are elected to six-year terms and must remain a resident of the community college district at all times.

Core Component 2.C.3

As discussed in Sub-criterion 2A, Board Policy 116.01 addresses ethical standards for Board of Trustees members including a conflict of interest clause: "Trustees will not attempt to exercise undue influence over employment or purchasing decisions that are not ordinarily acted upon by the Board." Additionally, Board Policy 116.02 affirms that Board of Trustees members are held

to the Illinois State Officials and Employees Ethical Act (5 ILCS 430). This act describes the following:

- prohibited political activities,
- the gift ban (which prohibits intentionally soliciting or accepting any gift from a prohibited source or prohibited by law), and
- how the Board may designate an Ethics Advisor and appoint an Ethics Commission to review opinions of the Ethics Advisor.

All Board members sign an Affirmation of Service that affirms their commitment of service to the College and the local community, open and honest communication, and ethical behavior and conduct. Additionally, all Board members and administrators are required annually to complete and sign a Statement of Economic Interest that is filed with the County Clerk. This document identifies any potential conflict of interests and any gifts the person may have received from community members.

As the Board members are locally elected officials working with community members at large, it is possible for external parties to influence decision making at the Board level. However, there is no evidence of impropriety at SVCC. Following proper Board protocol (e.g., Open Meetings Act) and Board policy (open to communication from visitors and transparent voting by members) and having proper purchasing policies provide strong safeguards to Board tampering.

Core Component 2.C.4

According to Board Policy, Board of Trustees members have clear duties and responsibilities that divorce them from the day-to-day management of the College. The Board will "hire, evaluate and establish the salary and conditions of employment of the President of the College" and "act upon the recommendations of the President on all matters pertaining to the welfare of the College." It is the responsibility of the President to act as " the chief executive, administrative, and education officer of the Community College District #506." Board Policy 116.01 indicates that the Board will "place the best interests of the College and the District as the top priority in deciding votes" and will "recognize that the primary function of the Board is to establish the policies by which the College is administered, but that the administration of the educational programs and the conduct of College business is the primary function of the President and the staff." Board Policy 202.01 reaffirms this understanding by recognizing "the responsibility of the administrative staff to establish rules and regulations governing the administration of the College and directs that the administration will maintain and issue written administrative rules and procedures for the general and specific administration of the institution."

SVCC's President remains in communication Board of Trustees members to promote a healthy, productive relationship. SVCC's President communicates formally and informally to Board members. For example, Board meetings occur monthly (or more frequently as necessary and with public notice). However, the SVCC President remains in regular contact with the Board Chair and other Board members as necessary to discuss College issues. For instance, the

President sends bi-weekly College updates to all Board members. These updates supplement the more detailed discussions that occur at Board meetings.

Board meetings are held for more formal College discussions and approvals. Board agendas, posted on the SVCC website before all Board meetings, indicate what will be discussed at the next meeting. Discussion at Board meetings typically include the President's Report, approval of the Budget Report, appointment of faculty and administrative staff, and any change in Board Policy.

The Board has the final authority for hiring all faculty and approving the Faculty contracts (including the job descriptions located at the end of the contract). However, the language in the Faculty Handbook and the Faculty Contract provide clear reminders that the faculty oversee academic matters. Section 6.1 of the Faculty Handbook describes SVCC's academic freedom statement that provides the foundation for faculty to "maintain and encourage an atmosphere of freedom in teaching." Board Policy (402.01) supports academic freedom of SVCC faculty. Additional shared governance structures at the College (e.g., Assessment Committee, Curriculum Committee, Faculty Development Committee, OPIC, and Program Review Committee) show that faculty provide significant academic oversight at SVCC (see 3.C for complete details).

Sources

- Adjunct Faculty Contract 2014-2017
- Annual Report of the Strategic Plan FY 2015
- Board Minutes April 2014
- Board Minutes April 2015
- Board Minutes August 2015
- Board Minutes June 2015
- Board Minutes November 2015
- Board Minutes September 2015
- Board of Trustees Affirmation of Service
- Board of Trustees Agenda Example
- Board Policy 101.01 Legal Authority of the Board of Trustees
- Board Policy 103.01
- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Board Policy 114.02 Conduct of Meetings
- Board Policy 115.01
- Board Policy 116.01
- Board Policy 116.02
- Board Policy 202.01 Admin Rules and Work Regulations
- Board Policy 305.01
- Board Policy 402.01 Academic Freedom
- Board Update November 2015
- Committee Membership FY2016
- Faculty (Full-time) Contract 2014-2017

- Faculty Handbook (Adjunct and Full-time) FY2016
- Pizza with the Prez 2015
- President's Job Description
- Statement of Economic Interest

2.D - Core Component 2.D

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

Argument

As a public institution of higher learning, the College has open, honest discussion and debate. Faculty, staff, and students are ensured protections of freedom of expression and thought to stimulate the level of discourse that promotes critical thinking and problem solving.

Student Rights

Board policy supports the rights of students, where they ensure the following:

- Freedom of speech,
- Freedom of the press,
- Right to assemble, and
- Right of inquiry.

The Student Handbook reiterates those basic student rights (pp. 18-21). A Student Handbook is given to each student at a mandatory orientation session for all new students and is used as a resource in the mandatory FYE 101. A student right-to-now email is sent each semester, and duplicate information is found on the SVCC webpage under the student information tab. Students have the right to assemble and to form sanctioned student organizations. SVCC students have the same right of academic freedom (p. 22) as College instructors. Currently, SVCC does not have an active student newspaper; the last publication was in May, 2013.

Student input is valuable on many levels at the College. As discussed in Sub-criterion 5.D, student participation on College committees (e.g., Organizational Planning and Improvement Committee, Assessment Committee, Curriculum Committee, and Marketing and Recruitment) is encouraged. The President also participates in regular open meetings with students where students debate and discuss topics with the President. Student focus groups have provided valuable insight into the designing the new Student Services Center and addressing marketing issues of the Computer Information System's program.

Students have the right to appeal any grade. This appeal process is discussed in the Student Handbook (p.22) and the College Catalog. If the appeal is not resolved with the instructor, the student has additional avenues to resolve the academic issue.

Faculty Rights and Responsibilities

Faculty enjoy academic freedom at SVCC. The academic freedom policy is found in the [Faculty Handbook](#) (p.31) and is reiterated in Board Policy [402.01](#). This policy is "to maintain and encourage an atmosphere of freedom in teaching commensurate with the responsibility which each instructor must assume" and that "creative scholarship can thrive only in an atmosphere where there is freedom for examination of ideas." If faculty believe administration has unduly suppressed academic freedom, the SVCC Faculty Association has the [contractual](#) (Article 12) right to submit a grievance to address any alleged violations so that faculty members are "free from coercion, interference, restraint, discrimination or reprisal." [Adjunct faculty](#) have the same rights (Article VI) as full-time faculty.

Other

SVCC's library (Learning Resource Center) has a [Collection Development Policy](#). This policy includes an Intellectual Freedom Statement that says:

The Sauk Valley Community College Learning Resource Center subscribes to the American Library Association's Library Bill of Rights. The LRC seeks to provide materials and information representing all points of view on current and historical issues and protects the patron's right to confidentiality. Individuals with questions or complaints about particular items in the collection will be referred to the Director of the Learning Resource Center. If a conference between the individual and the Director is not sufficient to answer the question or complaint, details will be collected and referred to the Learning Resource Center Committee for review. The Director will contact the individual as soon as possible with the Committee's decision, which shall be final.

Sources

- Adjunct Faculty Contract 2014-2017
- Board Minutes September 2015
- Board of Trustees Agenda Example
- Board Policy 115.01
- Board Policy 402.01 Academic Freedom
- Board Policy 601.01
- Board Policy 614.01
- Committee Membership FY2016
- Faculty (Full-time) Contract 2014-2017
- Faculty Handbook (Adjunct and Full-time) FY2016
- IRB Committee Charges FY 2016
- Pizza with the Prez 2015
- Student Focus Groups- One Stop- Executive Summary
- Student Organizations FY 2016

- SVCC LRC Collection Development Policy

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

Core Component 2.E.1

SVCC follows ethical standards of investigation when conducting human research. The College's Institutional Research Board for human research oversees all research of the College, including any research that faculty and students conduct, in order to "assure that appropriate steps are taken to project the rights and welfare of human subjects." The Vice President of Research, Planning, and Information Affairs is the Chair of the Institutional Review Board, which provides guidance on any human subject research that occurs by or with SVCC employees and/or students, including some classroom projects and some honors projects. All results of the research are maintained in a secure location by the researcher for a minimum of five years.

Core Component 2.E.2

Faculty address research methodologies and best practices specifically in a number of courses at SVCC (e.g., ENG 101. ENG 103, and ENG 111). While faculty are primarily responsible for instructing students in the appropriate ways to conduct research the following additional resources are provided to help students produce quality research projects:

- Student Services staff discuss plagiarism and cheating during the mandatory orientation sessions for all new students. The Student Handbook is handed out as a reference for students and includes an explanation of the Student Code of Conduct policy (p. 19).
- The First-Year Experience Class (FYE) is a mandatory one-credit class required for all degree-seeking students in their first semester at the College. Faculty discuss in Units 10 and 11 of FYE the research resources that are located in the library. Plagiarism and its consequences are discussed at length during Unit 10. The Student Handbook is also used as part of the course materials.
- The Learning Resource Center (i.e., the library) provides online resources that students can use at any time:
    - Research guides to help students find targeted information,
    - Information literacy guide that provides a step-by-step guide to the research process, and

- o Citation guide that explores the importance of citations, different citation styles, and additional resources.
- Librarians also visit classes or host them in the library per instructor request. Typically, these sessions occur during FYE 101, ENG 101 (Composition 1), and ENG 103 (Composition 2). These sessions go into more depth about research and library services than in the FYE, including the following:
  - o Using the library catalog and specific research databases,
  - o Using the I-Share catalog to request books from other academic libraries,
  - o Mining a bibliography to find further resources for research and searching for those resources in the library catalog and research databases,
  - o Formatting in MLA and APA,
  - o Evaluating resources, and
  - o Using copyrighted materials appropriately.
- The Learning Assistance Center (tutoring center) provides direction about appropriate research methodologies, including ways to avoid plagiarism. Some faculty also schedule their office hours in the LAC to provide additional assistance to students.

As part of the Academic Assessment process, faculty regularly evaluate student research competencies. Since the fall of 2010, instructors have assessed research in 51 classes. The 1033 students sampled performed adequately in all four assessed metrics including the following:

- Applying appropriate research processes and tools (84.1% were successful),
- Evaluating the value of research results (78.3% were successful),
- Synthesizing findings from multiple sources to a single conclusion (70% were successful), and
- Documenting the research in accordance with applicable conventions (69% were successful).

Faculty continue to assess and improve upon student research competencies annually. For example, the General Education Goal #5 of the Academic Assessment Plan assesses student ability to properly and ethically conduct academic research. When students complete a degree at SVCC, they should be able to do the following:

- Apply appropriate research processes and tools to a given task,
- Evaluate the value of research results,
- Synthesize findings from multiple sources into a single conclusion, and
- Document the research in accordance with applicable conventions.

See 4.B for additional details about how research is incorporated into the academic assessment plan of the College.

Core Component 2.E.3

SVCC is transparent about policies on academic honesty and integrity. As mentioned earlier, Student Services staff discuss academic honesty policies and the consequences of violating those policies with students at mandatory orientations sessions for new students. Additionally, the

Student Handbook (p.19), handed out to all students at the orientation session, references the Student Code of Conduct. The College Catalog also includes Code of Conduct and student rights of appeal (See student services/Code of Student Conduct and Disciplinary Procedures). Faculty members regularly reinforce to students the necessity of academic honesty in their syllabi. For example, in English 101 (p.3) and English 103 (p.5), academic dishonesty is addressed in the syllabi. While faculty have the right and responsibility to address academic dishonesty in their own classes, a syllabus template was developed by the Faculty Development Committee to help faculty address this issue in every class. Although only six cases of academic dishonesty were formally reported by faculty to the Dean of Student Services FY 2015, faculty have the authority to deal with academic dishonesty issues as outlined in their own syllabus, thus the number is likely under-reported.

Students may appeal any academic decision of a faculty member (e.g., accusation of cheating and grade appeal) by using the Academic Appeals process found in the College Catalog (Policies/Academic Appeals), the Student Handbook (p.22), and on the SVCC website. This process allows a student to appeal the faculty's academic decision to an Academic Appeals Board comprised of students and faculty. If the student is unsatisfied with the outcome recommended by the Academic Appeals Board, the student may appeal directly to the College President and then to the Board of Trustees.The Academic Appeals Board is used rarely to appeal a student grade or negative academic consequence (only four times in the last five years). Most academic issues are handled informally by faculty and the appropriate academic dean.

Sources

- Academic Assessment Plan FY 2016
- Assessment- Research
- Committee Membership FY2016
- ENG 101 Example Fall 2015
- ENG 103 Syllabus Fall 2015
- ENG 111 Syllabus Fall 2015
- Faculty Class and Honors Project Checklist
- Faculty Development Procedures FY2015
- Faculty Handbook (Adjunct and Full-time) FY2016
- FYE Scope and Sequence
- FYE Syllabus
- Honors Program Brochure
- IRB Committee Charges FY 2016
- LRC Research Resources
- Orientation Itinerary 2015
- Staff Handbook FY2016
- Syllabus Template
- Vice President of Research Planning and Information Affairs Job Description

2.S - Criterion 2 - Summary

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

Summary

The College has clear policies and procedures that provide guidance on the expected behaviors and attitudes of Board members and all College employees. These polices are in the Board Policy Manual, and many are also in student, faculty, and staff handbooks. Administrative oversight and checks-and-balances procedures provide a mechanism to protect the integrity of the institution.

The College presents information to all stakeholders on its academic programs, requirements, faculty and staff qualifications/credentials, cost to students, local control, and accreditation status. This information is on the SVCC website and in the current College Catalog, Student Handbook, Academic Viewbook, and many marketing materials.

The Board of Trustees has a comprehensive policy manual that provides guidance on Board oversight of SVCC and on individual Board member responsibility. Additionally, the Board follows the principles of the Illinois Public Community College Act and other pertinent Illinois statues, including the Open Meetings Act. There is no evidence of impropriety by the Board. Additionally, while the Board follows policies that allow for stakeholders to openly and easily communicate with Board members, it also recognizes that the College President is the Chief Executive Officer and defers to his judgement to provide stewardship on the day-to-day operations of the institution.

Board policy supports the expectation that faculty, staff, and students have the rights of freedom of expression and the pursuit of truth in teaching and learning. These rights are repeated in faculty and student handbooks and on the SVCC website.

SVCC recognizes that students must be taught to collect and cite reliable, reputable research information. While faculty are primarily responsible for helping students learn appropriate research behaviors and skills, these behaviors and skills are reinforced during mandatory student orientation sessions, library visits, and tutoring sessions. Students also have additional resources, both online and in the Student Handbook, which provide guidance. Students violating policies on academic honesty and integrity are held responsible by their instructors, the Dean of Student Services, and the academic administration. Students have the right to appeal any decision that negatively affects their grades.

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

Core Component 3.A.1

SVCC is a comprehensive community college that confers A.A., A.S., and A.A.S. degrees and career-technical certificates. In total, the College offers 43 A.A./A.S. (transfer) degrees, 21 A.A.S. (career-technical) degrees, and 55 certificates. SVCC course and program offerings must undergo quality checks before they are offered at the College.

The Illinois Community College Board (ICCB) oversees curricular issues of each college within the Illinois community college system but does not dictate the specific requirements of each course, degree, or certificate; these requirements are left to each community college to create. ICCB approval is needed for each new and revised course and program offered by the College. This course and program creation/approval process has the following requisite steps at SVCC:

1. A Curriculum and Policy Action Form is completed (most commonly by a faculty member) for each new course or program of study. This form, course outline(s), and syllabi are submitted to the College's Curriculum Committee.
2. The Curriculum Committee reviews the course/program recommendation in two separate meetings. The first meeting is dedicated to supplying committee members with information and allowing for discussion. At the second meeting, the course/program addition is approved or denied.
3. All new programs must be approved by SVCC's Board of Trustees.

4. If approved by the College's Curriculum Committee and the Board of Trustees, the course/program is submitted to the ICCB using a Form 20 which has three parts: a feasibility analysis, curriculum quality analysis, and a cost analysis. Additionally, all course syllabi are forwarded to the ICCB.
5. The ICCB often requires additional evidence that transfer courses articulate to at least three universities. SVCC participates in the Illinois Articulation Initiative (IAI) (itransfer.org/IAI), which allows for colleges and universities in Illinois to collectively agree on the minimum requirements necessary for core general education courses in Illinois. Once a course is approved through the IAI, it will transfer to participating institutions.
6. The ICCB either approves or denies the new course/program request from the College.
7. New approved programs and classes are added to the next edition of the SVCC College Catalog.

The steps listed above ensure the College produces the highest quality, most contemporary classes and programs for its students.

As dictated by the ICCB, all programs and courses are reevaluated by the College every five years in a program review process created by SVCC. This process evaluates the cost effectiveness, quality, and need of all academic programs. As part of the program review process, individual course data (including grade distributions) are examined and course outlines and catalog entries are updated. Courses within programs may be revised, added, or deleted from the program in order to keep the program contemporary. This process (for details see 4.A.) is a quality check for a program and for the requisite courses embedded within the program. The College can and does review the feasibility of programs outside the typical program review schedule; this is initiated, most often, by the Chief Academic Officer.

Every five years, the ICCB conducts an audit of instructional services, student services/academic support, finances/facilities, and general institutional accountability of all of the community colleges in Illinois. In 2012, the ICCB presented SVCC with a certified report "as evidence that the educational program of the district [SVCC] meets the criteria and standards prescribed by the Illinois Community College Board." This recognition is good until 2017 and provides evidence that SVCC is conforming to the instructional (course and programmatic) standards set by the coordinating board (see pp. 3-6).

Core Component 3.A.2

SVCC only offers associate degrees (A.A., A.S., and A.A.S) and certificates; it cannot and does not offer other higher academic degrees. However, each associate degree and certificate has defined programmatic requirements. These requirements include all major course requirements, general education course requirements (if applicable), and any other SVCC course requirements (e.g., First-Year Experience course). Each course and program have a course/program description that is in the College Catalog. Additionally, instructors are required to create course

outlines that must be approved by the ICCB and by an IAI programmatic panel if the course is expected to transfer to another four-year institution.

As outlined in the College Catalog (see Programs of Study and University Transfer Programs), transfer degrees (A.A. or A.S. degrees) are designed to complete the IAI General Education Core Curriculum (GECC) and the lower-division portion of a Baccalaureate Degree. A student completing a transfer degree will complete a curriculum with the following requirements:

- Communications (minimum of nine credit hours)
- Mathematics (minimum of three credit hours)
- Humanities and Fine Arts (minimum of nine credit hours)
- Physical and Life Sciences (minimum of seven credit hours)
- Social and Behavioral Sciences (minimum of nine credit hours)

Therefore, a student will have completed 37 credit hours from the GECC. Other transfer degrees (A.E.S., A.F.A, and Associate in Liberal Studies) have varying requirements suitable for each degree.

As described fully in 4.B., SVCC has clear learning goals for its transfer and career-technical students. Students graduating with their transfer degree will be exposed to all of SVCC's six General Education Core Competencies:

1. Ethics

2. Mathematics and Quantitative Reasoning

3. Problem Solving

4. Communications

5. Technology

6. Research

Career-technical students (A.A.S. or certificate seekers) may be exposed to some of these competencies if they are required to take general education classes. However, the focus of these students is to acquire job-related skills that are directly applicable to their employment. The SVCC Assessment Plan allows for the instructors of these career-technical fields to assess these job-related skills at the area-level.

Core Component 3.A.3

SVCC takes pride in maintaining the same high academic standards across all modes of delivery, location of classes, and instructor type. SVCC participates in one academic corsortial agreement (i.e., CDL) with Illinois Valley Community College (see below).

All instructors teaching the same course must adhere to the same course outline as a guide to course content. Course outlines describe course objectives and assessment techniques. Therefore, full-time, adjunct, and dual-credit faculty members teach the same course objectives to their students. A syllabus template provides additional standardization for course materials and content. Certainly, pedagogical techniques may vary from instructor to instructor, but the course objectives are the same from section to section.

Full-time, adjunct, and dual-credit instructors are regularly evaluated. All instructors in face to face classes are evaluated by an administrator using a common evaluation tool, and students evaluate the course and the instructor using a common rubric. Online students evaluate their courses and instructors using an online evaluation tool. The information gathered from these tools and rubric is shared and discussed with the instructor by their direct supervisor.

SVCC offers dual-credit opportunities to ten high schools within the SVCC district. Furthermore, SVCC offers dual-credit classes at the Whiteside Area Career Center (WACC) in Sterling, IL. The College maintains academic quality of its dual-credit program and, therefore, strictly adheres to the Dual Credit Quality Act. This Dual-Credit Quality Act and how SVCC strictly adheres to its policies are discussed in detail in 4.A. The ICCB Recognition Report (Section 1.C) indicated no concerns for SVCC's Dual Credit programs.

The College offers courses using three modalities: face-to-face, online, and hybrid. If a particular course is taught face-to-face, online, or in a hybrid format, the same course outline is used to build the course in order to maintain consistency between the two classes. Additionally, the syllabi of the face-to-face, online and hybrid classes are nearly identical in course content. The main academic objectives of the course are embedded within each and every syllabus.

SVCC contracts with Illinois Valley Community College (IVCC) to offer a for-credit truck driving program (CDL). As IVCC is regulated by and is in good-standing with the Illinois Community College Board and is accredited by the Higher Learning Commission, SVCC considers that the academic standards of these truck driving classes meet SVCC standards.

Sources

- Academic Assessment Plan FY 2016
- Area Level Competencies FY 2016
- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Classroom Teaching Observation 2015
- Course Listing for Fall 2015
- Course Outline Example
- Course Outline Template
- Curriculum and Policy Action Form- Corrections Certificate Example

- Curriculum Committee Charges
- Curriculum Committee Minutes 1st Reading Example
- Curriculum Committee Minutes 2nd Reading Example
- Dual Credit Handbook
- Dual Credit Quality ACT 2009
- FYE Syllabus
- ICCB Approval of Program- Corrections Example
- ICCB Program Form- Corrections Certificate example
- ICCB Program Review Manual 2012-2016
- ICCB Recognition Report for SVCC 2012
- Program Review Academic Data Example FY 2015
- Program Review Process FY 2016
- Program Review Schedule 2015-2016
- PSY 103 Syllabus Example Face-to-Face
- PSY 103 syllabus Example Online
- Student Course Evaluation Form 2015
- Student Evaluation of Online Classes
- Syllabus Template
- Truck Driving Contract with IVCC

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

Core Component 3.B.1

SVCC's General Education program is rooted in the institution's mission: "SVCC is an institution of higher education that provides quality learning opportunities to meet the diverse needs of its students and community."

About 50% of SVCC students attend the College to attain a transfer degree; they most likely intend to complete an A.A. or A.S. degree at SVCC and transfer to a university to attain a bachelor's degree. Thus, the faculty of SVCC have adopted a general education philosophy that is published in the College Catalog (see Programs of Study and University Transfer Programs). This statement reads:

General Education at Sauk Valley Community College prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work. Required courses in communications, mathematics, the physical and life sciences, the social and behavioral sciences, the humanities and fine arts, and personal health and development provide students with knowledge, competencies, and habits of mind conducive to living responsible, productive, and joyful lives.

Core Component 3.B.2

In order for students to effectively transfer credits earned at SVCC to Illinois universities or colleges, SVCC participates in the Illinois Articulation Initiative (IAI found at www.itransfer.org). Therefore, the A.A. and A.S. degrees at SVCC "are designed to complete the Illinois Articulation Initiative transferable General Education Core Curriculum and the lower-division portion of a baccalaureate degree. Students who have met program entry requirements and have satisfactorily completed courses described in an IAI Baccalaureate Major Curriculum Recommendation should be granted credit towards fulfilling the receiving institution's comparable lower-division requirements for the specific major" (See Program of Study and University Transfer Program). SVCC academic advisers are trained to enroll students in the most parsimonious pathway for degree completion and transferability of classes that will expose students to the full gambit of general education competencies. A full listing of the recommended General Education Core Curriculum are in the College Catalog (see Program of Study and Associate in Arts Degree and Associate in Science Degree).

As outlined in 3.A. and in the SVCC College Catalog, transfer degrees are designed to complete the IAI, General Education Core Curriculum (GECC), and the lower-division portion of a baccalaureate degree. A student completing these transfer degrees will complete a curriculum with the following requirements:

- Communications (minimum of nine credit hours),
- Mathematics (minimum of three credit hours),
- Humanities and Fine Arts (minimum of nine credit hours),
- Physical and Life Sciences (minimum of seven credit hours), and
- Social and Behavioral Sciences (minimum of nine credit hours).

The general education philosophy, developed by faculty, is fully integrated with the Assessment Plan at SVCC (see 4.B. for details), which indicates that students will develop competencies and are measured by faculty during the assessment process. Students completing their GECC are exposed to the following competencies:

- Ethics,
- Mathematical and Quantitative Reasoning,
- Problem Solving,
- Communications,
- Technology, and
- Research.

Students enrolled in certificate programs and A.A.S. degrees are less focused on transferability of courses and more focused on attaining requisite skills necessary for employment. It is quite possible that a student working on a certificate at SVCC will not be exposed to any of the GECC that are listed above; students in A.A.S. programs are more likely to be exposed to some, but not all of those same GECC. The Radiography Program (A.A.S. 051) is a good example of a program that exposes students to a reduced GECC course load.

In order to regularly evaluate the GECC, the College utilizes the program review process to reflect on the previous general education philosophy (see Programs of Study and University Transfer Programs) and make recommendations for change to the general education program. In FY 2012, the General Education Program Review was completed with the following recommendations:

- Implement a two-year master schedule "with regard to program needs, enrollment patterns, day and time considerations, and ensuring a variety of delivery methods,"
- Monitor the number of students who complete their GECC but do not complete a degree at SVCC (could lead to some reverse transfer agreements), and
- Identify on each course outline if the class "requires intensive reading, intensive writing, or intense numeracy."

These recommendations have been implemented. General Education is up for program review again in FY 2017.

Core Component 3.B.3

SVCC believes that all students completing their degrees at the College will have been engaged in developing communication, research, and problem solving skills throughout the educational experience at the College. The Assessment System is designed to measure the mathematical and quantitative reasoning, problem solving, communication, and research skills of students. Previous evaluation of assessment data suggested that new course level reading, writing, and mathematical standards should be implemented in order to improve student success; these standards were completed by 2015. However, external evaluations of SVCC sophomores using standardized tests (ETS Proficiency Profile) indicated that SVCC sophomores are performing admirably in math, writing, reading, and critical thinking, and generally outperforming sophomore students from other community colleges.

Students earning a transfer degree program (A.A. or A.S. specifically) meet the General Education Common Core (GECC) discussed in the section above. This GECC exposes all students to written and oral communication skills, research and synthesis, problem solving, and the development of unique works. Specific courses focus more on some academic skills than others, but collectively students are exposed to all competencies. For example, the English and speech classes focus on written and oral communication skill development. Additionally, as mandated by the Illinois Articulation Initiative (IAI), humanities classes must have intensive writing in 50% of their assignments. Research and synthesis occur in ENG 101 and ENG 103, in the Natural Science area (biology, chemistry, physics, and geology), and in many history classes.

SVCC career-technical faculty recognize the importance of exposing their students to the competencies found in the GECC. Certainly, career-technical degrees are heavily focused on building skills associated with a trade, but they also have a rigorous GECC component. SVCC's Fire Science degree has the fewest number of required GECC credits of all A.A.S. degrees at 15 credits. The A.D.N. program currently requires the most GECC credits at 30. While there is considerable variation in the number of GECC required credits, all A.A.S. degree completers

must finish ENG 101 (Composition 1), a mathematics course, and a minimum of three additional college-level GECC courses.

Core Component 3.B.4

The General Education Philosophy Statement, found in the College Catalog,illustrates how human and cultural diversity are integral to the education of transfer degree-seeking students. The philosophy states that the College "prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work." The College offers general education classes that address human and cultural diversity. SVCC's First Year Experience (FYE) course is probably, for most new, degree-seeking students, the first college course in which they are exposed to issues of diversity. The FYE scope and sequence indicate that students, "Appreciate the value of functioning as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from your own." The class HUM 150 (American Ethnic Cultural Expression) is the "Interdisciplinary study of art, architecture, music, literature, history and philosophy, which reflects cultural identity of American racial and ethnic minorities." Additional classes (See Courses) that address diversity include PHL 103 (Ethics and Social Policy), PHL 104 (World Religions) EDU 210 (Diversity in Education), EDU 275 (Study of psychological principles and diversity within teaching and learning), SOC 251 (Human Sexuality and Marriage), and SOC 112 (Social Problems).

Career-technical students (A.A.S. and certificate seeking) are exposed to fewer general education classes, on average, than the typical transfer-oriented student at SVCC. These students who are earning A.A.S. degrees or certificates are focused on acquiring the skills and knowledge that is career specific so that they are prepared immediately for the workforce. Therefore, exposure to human and cultural diversity is often limited to program specific topics. For example, students in CJS 225 (Cultural Diversity in Criminal Justice) discuss racial profiling and its implications, importance of diversification of the police department, and the link with race and crime and poverty. Students in the nursing and radiography program consider how different religions/cultures view medical interventions and treatment and how certain ethnic and cultural groups run an increased risk for diseases based on their dietary habits or genetics. A.A.S. seeking students are also required to complete FYE where cultural diversity is discussed.

As discussed in 3.E., all students may be exposed to human and cultural diversity through co-curricular activities, including clubs, honors projects, and other student activities (e.g., Tunnel of Oppression, Empowering disABILITIES Expo, and performances by Sones de Mexico Ensemble).

Core Component 3.B.5

SVCC provides many opportunities for students to produce creative works and practice scholarly endeavors. For example, the College has maintained a well-developed Honor's Program since the late 1960s. Students are invited to participate if they have an ACT score of 27 or higher, were

within the top 10% of their high school graduating class, have a 3.5 GPA or higher at SVCC, or have been recommended by a College faculty member. Eligible students are then able to participate in an academic project that will take approximately sixteen hours to complete; this project is assigned a grade at the end of the semester by the appropriate faculty member. Traditionally, the projects are researched based. In the 2014-2015 academic year, 59 Honor's Projects of varying themes were completed by students.

Students with affinity for the fine arts can be published in an annual College collection of poetry, short stories, and art called *The Works*. The editorial staff, advised by a faculty member, is made of students participating in ENG 270, a creative writing class. Therefore, *The Works* is mostly composed of the artistic works of students with the final collection chosen and edited by other students. Faculty and staff often contribute works as well.

Students participating in fine arts classes often produce work that is displayed in the SVCC Art Gallery. The art is often displayed in conjunction with an open house event that draws employees, other students, and community members to campus.

Faculty members engage in regular professional development. Faculty are evaluated for promotion by the number of additional graduate hours they earn (See Article 6 of the faculty contract). The College reimburses graduate course tuition and fees up to $2,100 per year (Article 15.6). The faculty may also request monies for off-campus professional development from the Faculty Development Committee. SVCC has a strong on-campus professional development program that provides numerous opportunities for faculty to grow professionally, either in their chosen field of study or by discussing pedagogy/andragogy with other trained professionals. The 2015 Report to the Community highlights some accomplishments of faculty as they earn additional degrees, publish in scholarly magazines, and present during professional meetings. Faculty professional development is discussed in detail in 3.C.

Sources

- Academic Assessment Plan FY 2016
- ADN Program Requirements
- Art Gallery Open House
- CJS 225 Outline
- Did You Know (SVCC Fact Sheet) 2015
- ELA Development
- ETS Testing Results
- Faculty (Full-time) Contract 2014-2017
- Faculty Development Minutes Example (with budget approval)
- Faculty Development Procedures FY2015
- Fire Science Program Requirements
- FYE Scope and Sequence
- FYE Syllabus
- General Education Program Review FY 2012
- Honors Program Brochure

- Honors Projects List 2014-2015
- HUM 150 Syllabus
- Professional Development 2013 to 2015
- Radiologic Technology Program
- Report to the Community FY2015
- Student Activities Calendar Fall 2014
- Student Activities Calendar Fall 2015
- Student Organizations FY 2016
- The Works 2014-2015
- Tunnel of Oppression

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

Core Component 3.C.1 & Core Component 3.C.5

The College employed 44 full-time faculty and 91 adjunct faculty during the fall semester of 2015. Full-time faculty taught nearly 64% of all credit hours during the fall semester. Adjunct faculty, including dual-credit faculty, account for the remaining 36% of credit hours taught. The College believes that this mixture of full-time and adjunct faculty creates a rich learning environment for students. Full-time faculty are invested in the College, its academic programs, and the academic bureaucracy (e.g., creating new programs, values committee membership, and investing in program recruitment) in order to have a thriving academic culture. Adjunct faculty provide an additional rich source of practical experience that provides a wealth of real world examples to students. For example, an adjunct who teaches criminal justice courses (e.g., CJS 101, 130, 230) is the Chief of Police of a local small city.

SVCC, as a small community college in Northwest Illinois, sometimes has difficulty finding full-time staff for every program. Additionally, the economic realities of the state and declining enrollments have made it impossible to have full-time faculty lead every academic program. SVCC has only three academic degree programs that do not have full-time faculty leadership: art, human services, and theatre. Even though these three academic programs do not have full-time faculty as program leaders, SVCC does hire qualified adjuncts who work closely with Faculty Leaders and other area faculty to ensure quality. The use of adjunct faculty as the face of

a program is not ideal, but SVCC does provide the support mechanisms necessary to maintain the quality of these programs.

The average annual faculty teaching load is 38.5 load hours per full-time faculty member. By contract, full-time faculty must teach a minimum of 30 load hours per academic year where at least twelve load hours must be taught in a single semester (Section 4.1.A). Contractual load equates to five three-credit classes taught per semester. Average teaching overload is only 8.5 hours or less than three additional classes per academic year per faculty. Some faculty have large teaching overloads, but as a small rural community college, SVCC must accept that finding qualified applicants is not always easy especially in STEM and accounting fields. SVCC has veteran faculty in many of these areas, and they accept a larger than average overload. Lastly, faculty are sometimes given overload for additional non-teaching duties (e.g., coordinating honors and being a Phi Theta Kappa advisor).

As reported to HLC during the 2015 annual Institutional Update, SVCC's faculty-to-student ratio is close to 17:1. SVCC has enough qualified faculty and diversity of courses (in number of sections and time/mode of delivery) to provide a convenient schedule for students while maintaining high academic standards and significant faculty-to-student interaction.

By contract, full-time faculty have additional responsibilities besides teaching their instructional load. Full-time faculty are contractually required to maintain at least six office hours per week that are scheduled during times that are most accessible to students (contract section 4.1.B). While most office hours are held at an instructor's office, faculty are allowed to convene office hours in the Learning Assistance Center (tutoring center) or other instructional areas (e.g., labs) as well. Faculty are also required to participate in one College standing committee, volunteer to be a non-compensated advisor of a recognized student organization, or serve on at least two ad hoc committees each academic year (8.2.D). All full-time faculty are also required to attend at least two meetings per month during the academic year to address academic and planning issues (4.1.S). These meetings occur during a class-free time on Wednesday afternoons. Attendance at these meetings is mandated so faculty can address institutional and area-level assessment practices (see 4.B) and conduct operational planning as part of the strategic planning process (see 5.C).

Faculty membership on committees is key to the shared governance model practiced at SVCC. Faculty have representation on every standing College committee except for President's Cabinet, Website Committee (web design and marketing personnel only), and the Staff Development Committee (non-faculty only). Faculty provide the leadership on the most important academic-centered committees at the College, including the Curriculum Committee and the academic Assessment Committee. Adjunct faculty also have representation on many of the standing College committees including on Curriculum and Assessment Committees.

Core Component 3.C.2

SVCC faculty are qualified to teach at the associate degree and certificate levels. The SVCC Job Posting and Employment Guide reflects current hiring practices conducted by the College. If a faculty position is open at the College, the Vice President of Academics and Student Services,

the Director of Human Resources (HR), and current faculty in a related teaching area create/update the job description for that faculty position. Faculty qualification guidelines are furnished by the Illinois Community College Board (ICCB) and are used in the creation of the faculty job description (p.56). Any public advertisements promoting the faculty opening include links to the job description. Applicants who are not qualified are removed from the applicant pool by the Director of HR. All of the remaining applications are reviewed by a hiring committee composed of an administrator, faculty members, and sometimes additional employees and students. The hiring committee interviews select applicants and recommends to the President the applicant with the right mix of qualifications, background, and experiences. Ultimately, the President hires all employees with further approval required from the Board of Trustees for all faculty hires, including adjunct and dual credit.

All faculty who teach in general education transfer programs (e.g., A.A., A.S., or A.F.A. degrees) have the appropriate qualifications (i.e., master's degree in a related field or 18 graduate credit hours in the related field of study) that are recommended by the ICCB. All career-technical faculty who teach courses in A.A.S and certificate programs either have 2,000 hours or more of work experience in a related field of study and/or have a minimum of a bachelor's degree in a related field of study. For example, one full-time faculty member who instructs welding has earned an associate's degree, has twenty years of related work experience as a welder, and is American Welding Society (AWS) certified. SVCC considers him to be a qualified member of the instructional staff. Adjunct faculty members are hired with the same qualification standards as full-time faculty. The Dean of General Education and Transfer Programs, the Director of Career and Technical Program, and the Human Resources office work together to hire qualified adjunct faculty.

SVCC meets the standards of the Dual Credit Quality Act passed in the Illinois General Assembly in 2009. This Act was designed, in part, to ensure that rigorous standards are upheld in the offering of dual-credit classes. In short, the Act instructs Illinois community colleges to have the same high academic standards for the instruction of dual-credit students as they do for on-campus students; dual-credit faculty are held to the same standards as full-time faculty and are only hired if they are qualified. See Core Component 4.B for complete details of how SVCC regulates its dual-credit program.

SVCC also offers Business and Community Education courses. These courses are mostly non-credit offerings for businesses, adults, youth, and the general community. A few credit courses (e.g., CDL) are offered as well, but the majority of the classes are on topics of personal enrichment (e.g., cooking, dance, and photography) and are non-credit. The Community Education Coordinator recruits, assigns, and evaluates instructional staff to teach courses. Qualifications are determined by the Coordinator who evaluates resumes and conducts personal interviews. At the conclusion of a course, students are given the opportunity to evaluate the instructor and the course. If a potential concern is unearthed, then the Coordinator has the option of not rehiring the instructor.

In 2012, the ICCB conducted its five-year audit of SVCC's employees, and services and if the College was meets its mandatory reporting obligations. This Recognition Report (Section 1.e)

indicated, "it is apparent that Sauk Valley Community College policies regarding faculty qualifications are aligned with ICCB Administrative Rule."

Core Component 3.C.3

All full-time, adjunct, and dual-credit faculty are evaluated directly by their academic supervisors. The Dean of General Education and Transfer programs administrates and evaluates all transfer/general education faculty; the Dean Dean of Health Careers oversees nursing and radiography faculty; and the Director of Career and Technical Programs oversees the remaining career/technical faculty.

The process for evaluating full-time faculty is outlined in the full-time faculty contract (Section 8.2). Full-time faculty members are evaluated on the following:

- Classroom teaching
- Professional growth
- Academic growth
- College service
- Service to students
- Service to community
- Assigned, paid activities
- Adherence to the faculty job description

In order to gather the types of information necessary to fully evaluate a full-time faculty member on the criteria above, the following occurs:

- Course/faculty evaluations are distributed to students and collected by the Chief Academic Officer,
- An academic administrator conducts a formal classroom evaluation of the faculty member's classroom management and pedagogical techniques,
- Faculty members complete a self-evaluation that "summarizes the accomplishments for the past year and outlines plans and goals for the next year in the areas of instruction, service to students, professional development, and contributions to the program area, the College, the community, and the profession," and
- An annual evaluation session is convened with the Chief Academic Officer and the full-time faculty member that results in a written summary of the session and a recommendation for employment or termination.

The process of adjunct faculty evaluation is found in the Adjunct Faculty Contract (Section 5.5). The Dean of General Education and Transfer Programs, the Dean Dean of Health Careers, and the Director of Career and Technical Programs evaluate all adjunct faculty in their areas. The evaluation process is much more simplified than for the full-time faculty: adjunct classrooms are visited by the Assistant Dean, and a written evaluation is created based upon that visit. This

evaluation is discussed in a private meeting at a later time. Dual-credit faculty members are also evaluated annually using the same process. Dual-credit standards are discussed in detail in 4.A.

The College utilizes an anonymous online course evaluation to evaluate the instructor, LMS efficiency, and course activities. Data are compiled and aggregated and returned to the instructor so that the instructor can make modifications to course management or content.

Core Component 3.C.4

SVCC supports faculty professional development. Professional development for faculty is funded generally through faculty professional development accounts for all faculty ($13,000 in FY 2016) and Perkins accounts that fund career-technical faculty only ($15,990 in FY 2016). Faculty may submit requests for professional development funds for conferences, seminars, and workshops to the Faculty Development Committee. This committee approves or denies faculty development funding requests. Adjunct faculty can also apply for funding, but full-time faculty members have priority. Generally, the faculty development budget is larger than the requested expenditures, but in FY 2015 expenditures for professional development exceeded the original budgeted amount. However, these professional development requests were still approved, which shows institutional commitment to faculty professional development.

The College encourages professional development by providing faculty with contractually-agreed-upon (Section 6) promotion credit for attending non-credit seminars, symposiums, and workshops at the ratio of one credit for each fifteen hours of actual contact experience. This encouragement is in addition to the promotional incentive provided for taking graduate-level courses, which makes graduate-level hours one of the primary components of promotional eligibility. SVCC has a tuition reimbursement policy for faculty, outlined in the contract (Section 15.6), where faculty are reimbursed at $175 per credit hour for authorized classes. Faculty professional development (e.g., conferences, webinars, presentations, and graduate credit) is captured on the faculty self-evaluation form and reviewed with the appropriate supervisor during a face-to-face evaluation.

This fiscal year, the College reduced funding for professional development due to budget shortfall. However, the College has an internal professional development program. First, the Faculty Development Committee regularly polls faculty to determine immediate professional development needs. Next, the Committee solicits faculty and staff to provide internal seminars on subjects of interest. These seminars most often occur during the fall and spring mandatory Kickoff and Faculty Workshop Days. Using the internal talents and abilities of faculty and staff has been successful in providing professional development on classroom management, pedagogy, and evaluation methods. Additionally, the College has the Faculty Center for Innovative Teaching (FaCIT), which provides focused training to faculty and staff on a number of subjects, including technology assistance, enhanced classroom help and training, course design, and technology consultation. Additionally, FaCIT organizes all Faculty Academy courses. The Faculty Academy provides internal learning opportunities that enrich and strengthen the college experience at the College with the emphasis on student learning, retention,

and success; provides more cost-effective opportunities to earn promotional credits for full-time faculty or other professional development incentives for adjunct faculty and professional staff, and encourages the sharing of expertise.

Core Component 3.C.6

SVCC provides professional development opportunities for all support staff, professional/technical staff, and administration. Professional development of staff is supported in a number of manners. SVCC's fringe benefits include free tuition for all employees taking SVCC classes and tuition reimbursement for approved college classes outside SVCC (up to $2,100 per year). Many faculty and staff members have taken advantage of this program by attaining additional degrees (p. 12).

Training for staff/administration is often very specialized. For example, the types of training for an employee in the Financial Aid office is much different than the training needed by staff in the Learning Assistance Center for tutoring. Therefore, College areas are required to plan for any mandatory and/or voluntary professional development that employees may desire. This professional development is planned during the program review process (pp. 7-8) and during the annual operational planning cycle (discussed in detail in 4A and 5C). Funding is budgeted for each College area based on need and the monies that are available in that fiscal year. Professional staff belong to pertinent associations. For example, academic advisors belong to and are active member in the Illinois Academic Advising Association (ILACADA). This academic year attendance at the Faculty Academy was opened to all staff.

Non-administrative staff may also utilize the Staff Development Committee as a way to provide annual professional development. This Committee seeks input from staff and uses this input to drive college-wide development to staff. It is also encouraged for staff to participate in staff exchanges with other Illinois community colleges.

Consistent with its mission, the College provides free tutoring to all students. SVCC faculty members recommend students who have mastered particular subject matters, and who have the disposition to be an effective tutor. These peer tutors are provided an extensive and mandatory training session at the beginning of each fall and spring semester. This training session involves the peer tutors of the Learning Assistance Center (LAC), Student Support Services, Americorp, and Disability Support offices. Peer tutors are also evaluated at the end of each semester in order to improve their performance. The Coordinator of the Learning Assistance Center also hires instructional assistants to provide consistent instructional tutoring support to students. Some faculty members also supplement the tutoring staff by conducting their office hours in the Learning Assistance Center.

Sources

- Adjunct Faculty Contract 2014-2017
- Adjunct Workshop Agenda Spring 2015
- Assessment Committee Charges FY 2016

- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Board Policy 419.01
- Business and Community Education Class Schedule Fall 2015
- Classroom Teaching Observation 2015
- Committee Membership FY2016
- Community Education Coordinator Job Description
- Community Education Evaluation Form
- Curriculum Committee Charges
- Dean of General Education and Transfer Programs Job Description
- Director of Career and Technical Programs Job Description
- Director of Human Resources Job Description
- Dual Credit Quality ACT 2009
- FaCIT Bookmark
- Faculty (Full-time) Contract 2014-2017
- Faculty Academy Booklet
- Faculty Academy Offerings
- Faculty Development Charges FY2015
- Faculty Development Procedures FY2015
- Faculty Evaluation Summary
- Faculty Handbook (Adjunct and Full-time) FY2016
- Faculty Leader Job Description
- Faculty Overload FY2015
- Faculty Qualification Rules and Guidelines Memo from ICCB
- Faculty Qualifications FY 2016
- FACULTY SELF EVALUATION FINAL EV-3
- Fall Kick-Off Agenda 2015
- ICCB Recognition Report for SVCC 2012
- Job Posting and Employment Guide 2015
- Learning Assistance Center Coordinator Job Description
- Learning Assistance Center Instructional Assistant Job Description
- Operational Planning Final Report FY 2015 Example
- Perkins Budget FY2016
- President's Job Description
- Professional Development 2013 to 2015
- Program Review Financial Assistance Office FY 2015
- Report to the Community FY2015
- Staff Development Committee Charges
- Staff Exchange List positions
- Student Course Evaluation Form 2015
- Student Evaluation of Online Classes
- Tutor Training Agenda Fall 2015
- Vice President of Academics and Student Services Job Description

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

Core Component 3.D.1

SVCC is focused on student success and has the requisite student services (See Student Services in the main menu) to support students. SVCC recently constructed a new Student Services Center that combines most of the student services into one convenient area of the College. This Student Services Center incorporates Advising, Counseling, Admissions/Records, TRiO, Career Services, Community Education, Student Activities, Retention Services, Veteran Services, Disability Support, and Financial Assistance in one, easily accessible area.

New students are acclimated to SVCC through a mandatory orientation session. Employees address topics such as academic planning, academic programs, and support services including financial aid and student activities. Students are given a student-led tour of the campus. Students also learn about campus resources that support their learning, such as the Learning Assistance Center, Learning Resource Center (Library), and the TRIO program.

The College has support services (See Student Services in the main menu) to help students attain their degree or certificate:

- Counseling- The College provides limited personal counseling services to students with immediate needs.
- Testing Center- The Testing Center provides a secure location to take make-up exams or proctored exams.
- Career Services- The Career Services Center provides students with services in resume and cover letter creation and proofing, interview techniques, and job applications. It is the

College's goal to assist students in finding quality employment after attaining their degree or certification.

- Veteran Services- The College has been certified as a Military Friendly School by GI Jobs for six consecutive years for its outstanding services to veterans.
- Disability Support Services- This area provides services that are "intended to assist students with disabilities in the successful completion of their educational and career pursuits."
- Retention Services- These services are distributed to a number of staff from across campus who help identify students in need and provide the necessary resources to keep students on track for successful completion or to get students back on track if necessary. For example, faculty and staff can initiate an early alert that is forwarded to the counseling staff at the College. These early alerts are most often academically related. The Counseling/Advising staff then intervene and work closely with the student.
- Student Activities- Students have access to nineteen student organizations. Research shows that involved students are more likely to be retained and to complete a degree.
- Math/ English Lab- Students have access to nearly 350 computers in the labs on campus, with two labs specifically used for writing and math skill enhancement.
- Learning Resource Center (LRC)- The LRC (the library) provides resources to all employees, students, and community members which live within SVCC's district. The LRC owns over 50,000 print books, 1,400 eBooks, 2,100 DVDs, and many other resources. The LRC also uses subscription services to dramatically enhance the availability of resources state-wide. For example, subscription services allow access to over 40,000 online magazines and journals.
- Learning Assistance Center (LAC)- The LAC "helps students meet their academic needs by supplementing classroom instruction with tutoring, instructional materials, equipment and math testing."
- Fitness Center- In order to enhance physical and emotional state of students, the Fitness Center provides access to trained staff and weight and aerobic training equipment.
- Student Support Services/ TRiO- This federally funded, student-oriented program offers supportive services to help participants achieve success. TRiO focuses on first generation students or other student who are considered at-risk. TRiO students have a plethora of resources available to them that allow them to achieve their goals.
- Single Parent's Association- This organization provides student support for single parents.
- Admissions and Records- This office provides access to student records and helps begin the admission process.
- Bookstore- The bookstore is a privately owned entity that leased space on the SVCC campus. The bookstore supports students with textbook and class supplies acquisition.

Core Component 3.D.2

Since SVCC is an open admission community college, it is not surprising that over 50% of incoming students need some form of academic remediation in writing, reading, or math. The College has processes to evaluate student academic proficiency that include a thorough review of

high school transcripts, ACT scores, and COMPASS scores. This individualized student evaluation process provides Student Services personnel the ability to assign students to developmental education classes or to college-level English/reading and math classes. Due to the upcoming loss of the COMPASS exam, a College ad hoc committee of faculty and administration is currently investigating new methods to evaluate academic proficiency of new students. These new procedures will be implemented for students enrolling for the first time at the College in the fall of 2016 and have yet to be devised.

Potential students are given a booklet entitled Getting Started: A Step-By-Step Guide for Increasing Success at SVCC, which provides critical information to help students enroll in classes, access student support services, understand the most current class placement policy, and understand math and English class sequencing.

SVCC's FYE class contains instructional units that help students find their own personal academic and career path. Specifically, units eight and nine deal with career and major exploration, academic planning, and soft-skill development. The College uses Focus 2 self-assessments to help students determine their academic skills and interests with the results providing additional guidance for academic advisors. Ultimately, when helping students determine their college major, academic advisors try to find harmony between student interests and abilities.

Additional learning support for students was discussed in the section above. This support includes tutoring services (TRiO, LAC), research resources (LRC), academic advising, and counseling.

Core Component 3.D.3

SVCC is a comprehensive community college and provides access to degrees and certificates in both the transfer and career-technical fields. A high school degree is not required to enter some certificate programs (e.g., welding); a high school degree or equivalent is required to enter degree programs. Additionally, nearly one-third of new students are undecided about their major. Therefore, it is the responsibility of SVCC to "meet students where they are," remediate any academic deficiencies, and propel them toward completion or transfer. In 2014, SVCC was ranked by CNN Money as the third most successful community college in Illinois at helping students attain degrees or transfer to four-year institutions. The ICCB performance-based metrics have also indicated that SVCC is very successful in helping students complete their goals, and ranked SVCC #1 in the "degree production of at-risk students" in 2014. Metrics for 2015 were not produced by the ICCB as funding was withheld by the State for the Performance Based Funding program. The Noel-Levitz Student Satisfaction Inventory survey results (p.7) indicate that students are very satisfied with academic advising/counseling, registration effectiveness, admissions and financial aid, and campus support services when compared to other Midwestern community colleges. SVCC provides exemplary services to its students.

The Student Services Center has changed the way in which new students are handled. First, new students are interviewed by intake specialists where they discuss with the student how to enroll, the different programs of study that are available, possible academic placement testing, and if they need to apply for financial aid. Additionally, these specialists inquire if new students have completed college credits at other institutions. Academic placement testing and financial aid assistance are then scheduled, if needed. Lastly, students meet with an Academic Advisor at a later date to schedule the first semester's classes. Placement into developmental education classes is discussed with students at that time.

All degree-seeking students are mandated to take and complete the award winning FYE 101 course, most of whom complete the course concurrently with their other courses in the fall semester. This class "is designed to help students make the transition into college and enhance their academic success." As part of this class, students schedule another appointment with an academic advisor who makes a long-term academic plan in conjunction with the student. While these academic plans are flexible, they still provide an academic road map for students. Academic plans can be changed if students decide to change their academic focus.

Some students make inadequate progress toward their degree and need intervention by College staff in order to remain on track for graduation. The College evaluates all students at the end of each semester, and at-risk students are placed on either alert status, supervision status, or suspension status. It is the goal of the College to identify at-risk students as quickly as possible and then place them on a remediation plan to keep them financial-aid eligible and to help them be successful in their classes as they work toward graduation.

Core Component 3.D.4

While SVCC is a small community college, it provides faculty with a vast array of resources for teaching and learning. Our Internet connectivity is provided by iFiber, The Illinois Century Network, and Comcast. In the event of an outage, the inbound and outbound traffic load is seamlessly transitioned onto one of the other providers. Sauk's network is composed of two Cisco core switches. These core switches provide redundant 1Gb and 10Gb fiber connections to the wiring closets in the building. All students and instructors have access to Moodle, the College's Learning Management System (LMS). The majority of classrooms, including labs, have been upgraded with a computer, projector, and a document camera for presentation of materials. Over 300 computers are available for student use and are distributed in a number of open labs, study areas, and in the LRC. Mobile devices for student use are available for checkout from the Library.STEM labs are equipped with a multitude of teaching/learning tools. Faculty members have the ability to request additional equipment through the planning/budgeting system the College has in place (see 5.C. for details). This system allows all equipment requests to be prioritized for the next fiscal year.

Most classes are housed in the 45-year-old main building. Due to the age of the building, areas are constantly under renovation; renovating teaching space and student support areas is a priority

for the College. Within the last five years, a number of teaching rooms and student spaces have been renovated including the following areas:

- Basketball/Volleyball Gymnasium,
- Theatre (~3,5000 sq. ft),
- Fire Science/EMS (~7,000 sq. ft),
- Biology/Chemistry labs (~10,000 sq. ft),
- Industrial Technology (~16,000 sq. ft),
- Radiography (~3,500 sq. ft.),
- Student Success Center (~10,000 sq. ft),
- Physics/Biology lab expansion (~6,000 sq. ft)-slated for next fiscal year, and
- Fitness Center (~3,500 sq. ft.)- slated for next year.

The renovation projects follow the Facilities Master Plan and updates to this plan developed by a renovation task force.

SVCC has respected nursing and radiography programs, and the College has invested in equipment and technology in those areas. For example, the Nursing area has two moderate fidelity manikins, one birth simulator manikin, and ten static patient care manikins. Radiography has two Amrad energized x-ray machines, a computed radiography system, and a digital radiography system.

The College has contemporary fine arts facilities for student and community use. Up to three student/community plays are performed each year in the Mathis Theatre. Art from professional artists and students is regularly displayed in the SVCC Art Gallery. Band and choir performances are regularly held in the East Mall or at the Dixon Historic Theater.

The College also has student support areas that provide access to free learning resources (LRC), free tutoring (TRiO and LAC), and the technology necessary to be a successful student. These areas were already discussed in the narrative above.

Core Component 3.D.5

The College provides guidance to help students effectively use research and information services. Faculty members are primarily responsible for providing direction to students about academic research. Students who complete the FYE class are exposed to two weekly units (Week 10 and 11) on research. During these two weeks in FYE, students are introduced to library personnel and library resources and participate in a scavenger hunt that helps them identify and use learning resources appropriately.

Librarians also visit classes or host them in the library per instructor request. Typically, these sessions occur during ENG 101 (Composition 1) and ENG 103 (Composition 2) but can occur in any classes upon request by the instructor. These sessions go into depth about research and library services including the following:

- Using the library catalog and specific research databases,
- Using the I-Share catalog to request books from other academic libraries,
- Mining a bibliography to find further resources for research and searching for those resources in the library catalog and research databases,
- Formatting in APA and MLA, and
- Evaluating resources.

The LRC has online resources that students can be accessed online 24/7. The online resources include the following:

- An Information Literacy Guide that helps students as they progress through a research project,
- A Citation Guide that shows students how to cite books, articles, and websites in MLA, APA, Chicago/Turabian and CSE styles, and
- Numerous research Guides created in collaboration with instructors that provide background knowledge about topics and specific resources that can be used to successfully complete assignments.

Eligible students may conduct Honor's Projects. Many of these projects require students to complete some research above the normal workload of a typical class. Instructors provide guidance to these students to help them understand the appropriate resources available to them and the correct use of those resources.

The College has an Institutional Research Board that oversees human research. A guide has been provided to faculty to ensure that human subjects are given the full rights of protection and refusal during classroom and Honor's Projects.

Sources

- Academic Advisor Job Description
- Academic Plan Example
- Art Gallery Open House
- Band Concert Example
- Dean of Health Professions Job Description
- Equipment Request Form Example
- Facilities Master Plan
- Facilities Taskforce Minutes October 8 2015
- Faculty Class and Honors Project Checklist
- FOCUS 2
- FYE Scope and Sequence
- Getting Started For New Students 2015
- Honors Program Brochure
- Honors Projects List 2014-2015
- Learning Resource Center Resources
- Library Orientations FY 2015

- Music Program Example
- Notable Technology STEM
- Orientation and FYE booklet
- PBF Funding FY2014
- Placement Process English Language Arts and Math
- Retention Award 2014
- SSI SVCC vs Midwestern 2015
- Standards of Progress FY 2016
- Student Organizations FY 2016
- Theatre Example

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

Core Component 3.E.1

While student learning is of paramount concern in the classrooms of the College, SVCC also strives to provide a high quality learning environment for its students co-curricular manners. SVCC provides students with access to student organizations, theatre, art, music as well as intramural sports and collegiate-level sports. The College believes that these programs enrich students' lives and provide an opportunity for learning at a depth not fully realized just in a classroom setting.

Additionally, internships, clinicals, and seminars provide a powerful way for students to be exposed to their chosen careers. Many of SVCC's career-technical programs provide these additional learning experiences for students, including in the criminal justice, nursing, radiography, computer information systems, early childhood education, electronics, HVAC, marketing, management, multicraft, and office administration programs. Students in these programs are evaluated by their internship agencies, which provide valuable feedback both to the student and to SVCC. Career-technical faculty also use the Academic Assessment system to evaluate students in capstone, internship, and clinical experiences. Since fall 2010, 252 students have been evaluated using a common rubric. The College has recently joined the Illinois Consortium for Advanced Technical Training (ICATT) that "combines practice, theory and work experience to train a globally competitive workforce." This consortium should dramatically expand the opportunities for students.

The theatre, art, and music programs provide outlets for student expression and training for their chosen major. Students are encouraged by instructors to participate in plays, concerts, and art exhibits. Between seven and ten fine arts performances occur annually.

Student organizations conduct a myriad of co-curricular activities. Student government has organized an annual Leadership Conference, which enhances leadership skills of students who are "wanting to make a difference and become a leader." Student government has also organized Tunnel of Oppression; this program exposes students to uncomfortable, but important-to-discuss topics like rape, racial intolerance, and bullying. Phi Theta Kappa annually participates in an

Honors in Action project sponsored by Phi Theta Kappa international. Last year, the members focused on stem cell research and its ethical and medical implications.

As described more fully in Criteria 1.C and 3.B, SVCC provides opportunities for students to produce creative works and practice scholarly endeavors that are outside the realm of a typical class. Eligible students can conduct a supplementary academic Honor's Project that will take about sixteen hours to complete. Honor's Projects can vary in scope; they must be of significant academic rigor and approved by the instructor, the Honor's Committee, and the Chief Academic Officer. Students within a creative writing class act as editors for a unique in-house publication called The Works. Under the supervision of an English faculty member, students (and staff) submit written and graphical works for publication. Art students are also often given an opportunity to display their creative works (e.g., drawings, painting, and sculptures) in the SVCC Art Gallery.

Core Component 3.E.2

Literature found on SVCC's website indicates that a college education will help individuals have increased opportunities for employment, earn more in salary when employed, and have higher job satisfaction than non-degree earners.

The SVCC Economic Impact study conducted by the Illinois Community College Board (ICCB) and by Northern Illinois University indicates that SVCC degree completers earn $600,000 more than non-completers in their lifetime. Additionally, the study indicates that employment rates following the completion of a certificate or degree are generally high (Figure 5), though rates did fall during the recession. Employment rates of students following graduation have hovered around 75-85% over the last ten years (Figure 2).

The ICCB mandates that all Illinois community colleges survey graduates annually using the Occupational Follow-up Survey (1989 is the latest version of the manual). This survey focuses on a different set of majors each year. For example, the 2015 survey focused on truck driving, early childhood, and EMT graduates while the 2014 survey was focused on nursing and welding graduates. Question seven of the survey instrument asks, "In general, how satisfied are you with your present job?" with answer selections ranging from 1-4 with 4 being very satisfied. Survey results indicate graduates are generally satisfied with their present employment.

Year of Survey	Job Satisfaction Rating (1-4)	Survey Focus
2011	2.8	Electrical, Computer Information Systems, Criminal Justice
2012	3.1	Rad Tech, Management, OAS, Management

2013	2.9	Welding, HVAC, Accounting
2014	3.4	Nursing, Welding
2015	3.0	ECE, EMT, Truck Driving

SVCC also claims that students transferring to four-year institutions will be adequately prepared for the rigors of attaining a bachelor's degree. SVCC requests GPA data from the top eight transfer institutions. Specifically, the College wants to know how SVCC transfer students' GPAs compare to native university students and to other community college transfer students. While not all universities participated in the data exchange, SVCC did receive information from five of the eight top transfer institutions. These data indicate that SVCC transfer students are performing as well, or better, than other community college transfer students.

Sources

- Art Gallery Open House
- Athletic Promo
- Economic Impact Study 2014
- Honors in Action Phi Theta Kappa
- Honors Program Brochure
- Honors Projects List 2014-2015
- ICATT horizontal
- Internship and Clinical Experience 2011-2015
- Internship Employee Evaluation Example
- Leadership Conference
- Music Program Example
- Occupational Follow Up Survey Instrument FY 2015
- Occupational follow-up Study Manual 1989
- Shakespeare in the Park
- Student Organizations FY 2016
- The Works 2014-2015
- Transfer GPA Data 2015
- Tunnel of Oppression

3.S - Criterion 3 - Summary

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

Summary

As a comprehensive community college, SVCC offers high quality A.A., A.S., A.E.S., A.F.A., and A.A.S. degrees and career-technical certificates. Transfer courses matriculate to Illinois four-year institutions of higher education and career-technical degrees and certificates provide pathways for students who wish to enter the workforce as trained practitioners.

The general education philosophy and outcomes, developed by faculty, are defined within the College Catalog. Students completing transfer degrees also complete their General Education Core Curriculum (GECC), which exposes them to courses in communications, mathematics, humanities and fine arts, physical and life sciences, and social and behavioral sciences. Career-technical students focus less on the GECC and more on requisite skills necessary for employment.

Faculty and staff at SVCC are qualified. All faculty who teach in the general education transfer programs have either a master's degree or 18 graduate credit hours in a related field of study. Career-technical faculty have a minimum of 2,000 hours of work-related experience and at least an associate degree in related field of study. The number of full-time and adjunct faculty fluctuate with enrollment, but currently 64% of all credit hours are taught by full-time faculty. Support staff are trained and have access to quality professional development.

The College provides student support services focused on student success. For example, students have access to tutoring and retention services for free. Additionally, faculty are supported by sound learning resources and infrastructure (e.g., LRC and instructional labs).

SVCC maintains co-curricular programs that augment a student's learning experience at the College. For example, student organizations provide opportunity for growth in leadership, organization, and planning like PTK, SGA, and ALAS. Students perform in plays, musical performances, and submit original works of art to the art gallery. Additionally, honor's projects provide a rich supplement to the traditional material of a class.

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

Core Component 4.A.1

The Illinois Community College Board (ICCB), which is the state coordinating board for all community colleges in Illinois, mandates a regular program review process. According to the [ICCB Program Review Manual](#), the statewide program review process is to support strategic campus-level planning and decision-making related to instructional programming and academic support services, and demonstrate accountability of the community college system in maintaining locally responsive, cost-effective, high quality programs and services.

Every degree and certificate program ([example](#)) and all student support service areas ([example](#)) are reviewed every five years on a rotating [schedule](#). At SVCC, the program review process is comprehensive and requires nearly a full academic year to complete. A document that describes

the program review process is delivered to Program Review Committee members and to participating faculty and staff who author/investigate a program review. The lead author/investigator of each report is given a program review template that provides a guide and reference. This template and related data files are annually modified and updated as necessary in order to make the most efficient and effective process possible. Additionally, all program-level credit classes related to the degree or certificate are reviewed, along with retention, persistence, completion, and assessment data. Program review reports are submitted to the Program Review Committee, which is comprised of College faculty, staff, and administration. These committees make program recommendations to the President, who makes final determinations about program viability and/or supports/rejects modifications to the current program. For example, based on the Program Review Committee's recommendations, the HVAC and Sustainable Technology programs were merged to make a more marketable and viable academic program.

SVCC, as an act of accountability, submits an ICCB Program Review Report for final approval at the end of each fiscal year. This report is a summary of the more comprehensive program review reports generated at the College and indicates if the programs are still viable (with no, some, or substantial modifications to each program) or if the programs are to be disbanded. In order to promote transparency, all program review reports are posted on the institutional research SVCC webpage.

In addition to SVCC's regular program review process, the College instituted a program review process called Pathways to Results (PTR) in FY 2013. This review is an outcomes-focused, equity-guided process to improve student completion rates in career-technical programs, ascertain if student skills are congruent with business/industrial expectations (and remediate if necessary), and then help qualified students enter the local workforce. The Assistant Dean of Academics, in conjunction with other College administrators, selects one or more career-technical programs each year for review and improvement. A PTR Committee is formed each fall and systemically investigates the program(s) using a five-phase continuous improvement process that has been mandated by the ICCB. The committee is formed of College personnel, and business and industry leaders. Since FY 2013, the PTR process has investigated and improved the Criminal Justice, Multicraft, Computer Information Systems, and Early Childhood Education (in process) programs. ICCB recognizes SVCC as one of the state's leaders in the PTR process. The College was asked in FY 2015 to participate in a PTR forum that highlighted best practices. As an appreciation for SVCC's dedication to the PTR process, in FY 2016 the ICCB allocated an additional $20,000 to SVCC to revisit an academic program formerly studied.

Core Component 4.A.2 and 4.A.3

The Director of Enrollment Management/Registrar oversees the evaluation of all credit that the College transcripts. According to the College Catalog (see the section Policies/Alternative Credit Options/College Credits Earned at Other Institutions), SVCC accepts "credits earned at other regionally accredited institutions of higher learning if the institutions' grading symbols are A, B, C in credit given by American Association of Collegiate Registrars and Admissions Officers." Credit evaluation is determined by trained employees of the Office of Admissions and Records,

who refer to the recommendations of appropriately credentialed full-time faculty. Transfer guides are on the SVCC website. SVCC currently maintains a reverse transfer agreement with Northern Illinois University and Western Illinois University.

Students may also earn credit for prior experience. As the College Catalog indicates (Policies/Alternative Credit Options/Credit for Prior Experience), college credit may be earned in the following ways:

1. Armed service experience,
2. Evaluation,
3. Proficiency examination,
4. The College Level Examination Program (CLEP) in general and subject examinations,
5. DANTES examinations,
6. The Advanced Placement Examination Program,
7. Credit by Certification, License or Registry, and/or
8. High School Articulation Agreement.

Details on how to earn college credit at SVCC using those methods are detailed in the College Catalog.

SVCC is a participant of the Illinois Articulation Initiative (IAI). This statewide agreement allows transfer of the Illinois General Education Curriculum and other courses between participating Illinois institutions. In order be a participant in IAI, the transfer courses must meet minimum standards approved by the discipline-specific IAI faculty panels. When a new SVCC general education course is created or when an existing course is significantly modified, the SVCC Transfer Coordinator sends the course outline, syllabus, and other materials to the IAI discipline-specific panel for review and approval. Once these materials are approved, IAI institutions must accept the transferred credit. Therefore, it is imperative that faculty and academic administrative personnel follow the IAI guidelines for course approval (www.itransfer.org).

Core Component 4.A.4

Academic quality and consistency are maintained at SVCC. Students are guaranteed (See Programs of Study, Educational Guarantees) that their degrees will transfer or provide them with the appropriate workforce skills. The Transfer Degree Guarantee indicates, "students graduating with the associate in arts, associate in science, associate in engineering science, or associate in fine arts [are] guaranteed the transferability of baccalaureate-oriented/university-parallel credit courses to public Illinois universities." The Occupational Degree Guarantee indicates, "students graduating with the associate in applied science degree or certificate requiring 20 hours or more in a career/occupational program [are] guaranteed competency in the skills represented in the degree or certificate."

Creating all learning materials, outlines, and syllabi and maintaining academic rigor are the primary responsibilities of the faculty with oversight by Faculty Leaders and the academic deans. Faculty leaders are faculty who coordinate academic areas (Communications, Natural Sciences and Math, Career-Technical Education, Social and Behavioral Sciences, Health Sciences) but who do not have direct supervisory authority over other faculty; they coordinate essential academic functions for their academic areas. Discussions about course content and rigor often occur during area meetings where a variety of topics are discussed, including academic assessment, grade distributions, and creation of new courses and programs.

While the faculty members of a particular academic area initiate most new courses and programs, the Curriculum Committee approves all new credit programs and courses, approves program and course deletions, and approves prerequisite changes and instructional policy changes. This committee is composed of six faculty members, a student, the academic Transfer Coordinator, and administrators of academic areas. Further, a faculty member is chair of this committee. While the Curriculum Committee makes academic recommendations, the Board of Trustees approves all new program additions and deletions.

The persistence rate or every class and semester-to-semester retention rates are found in the College Dashboard and are reviewed as part of the program review process, during academic area meetings, and when College committees meet. In some departments (e.g., math), faculty have created a common final exam that all students must take in order to complete the course. Consistency afforded by this exam promotes common course content and ensures the appropriate rigor for each math class.

SVCC faculty members are qualified to teach at the college level. The SVCC Job Posting and Employment Guide reflects current hiring practices conducted by the College. When a faculty position is open at the College, the Vice President Academics and Student Services, the Director of Human Resources (HR), and current faculty in a related teaching area create/update the job description for that faculty position. Faculty qualification guidelines are furnished by ICCB and are used in the creation of the faculty job description. Any public advertisements promoting the faculty opening include links to the job description. Applicants who are not qualified are removed from the applicant pool by the Director of HR. All of the remaining applications are reviewed by a hiring committee composed of an administrator, faculty, and other employees. The hiring committee interviews a select number of applicants and recommends to the President the applicant with the right mix of experience and fit for the institution. Ultimately, the President hires all employees with further approval required from the Board of Trustees for all faculty hires.

Faculty who teach general education courses have the qualifications (i.e., Master's degree in a related field or have attained a minimum of 18 graduate credit hours in the academic discipline or related fields) that are recommended by the ICCB. All career-technical faculty who teach courses in A.A.S and certificate programs also meet ICCB minimum guidelines and have either a minimum of 2,000 hours of work experience or a bachelor's degree or higher in the related field or both.

SVCC meets the standards of the Dual Credit Quality Act passed in the Illinois General Assembly in 2009. This Act was designed to ensure that rigorous standards are upheld in the offering of dual-credit classes in the state of Illinois. This Act indicates that all dual-credit classes do the following:

- Meet the same academic credentialing requirements of faculty teaching in on-campus courses,
- Have the same academic requirements, content, learning outcomes, assessments and rigor of on-campus classes,
- Provide similar instructor resources and professional development opportunities to any high school teacher teaching dual credit classes that are also given to on-campus faculty, and
- Provide the same learning resources to students in the high school that are also given to on-campus students.

In order to meet the standards of the Dual Credit Quality Act and of HLC, SVCC administration has put in place the following procedures and guidelines:

- The Dean of General Education and Transfer Programs and the Director of Career and Technical Programs are responsible for enforcing the Dual Credit Quality Act as they are "responsible for the quality assurance of dual credit courses" and responsible for the "coordination and scheduling of course offerings, approval of dual credit faculty qualifications, observation, evaluation, and providing appropriate professional development opportunities." Additionally, the Dual Credit Coordinator is an essential liaison between potential students, their parents, and SVCC. She ensures all enrollment paperwork is completed and students have met the requisite academic placement standards for all college courses.
- SVCC and the participating dual-credit high school annually sign a Memorandum of Understanding. This memorandum spells out the following responsibilities of both parties in order to have a compliant dual credit program:
  - Dual-credit faculty have the same credentials as SVCC on-campus faculty. The hiring process is stringently adhered to by the College. Once hired, dual-credit faculty are considered SVCC adjunct faculty in every way.
  - Dual-credit faculty are evaluated by either the Dean of General Education and Transfer Programs or the Director of Career and Technical Programs and by students using a common faculty/class evaluation rubric.
  - Dual-credit faculty and students abide by the same academic policies that full-time faculty and on-campus students must abide to.
  - Dual-credit students meet all SVCC placement standards.
  - Dual-credit faculty use only approved college textbooks and materials for each course.
  - Dual-credit instructors follow the same class outline that all other SVCC classes must follow.
  - Dual-credit instructors create and distribute to their students a class syllabus. The Dean of General Education and Transfer Programs and the Director of Career and

> Technical Programs are responsible for distributing a <u>syllabus template</u> to all dual-credit faculty and approves all syllabi.
> o Dual-credit faculty members are invited to all professional development opportunities. Evening sessions are offered to provide additional flexibility for dual credit faculty attendance and adjunct faculty in general.

The College provides the administrative structure necessary to guarantee that dual-credit students are taught the same course content as on-campus students, are provided equal access to learning materials at the College (e.g., library resources and LMS access), are evaluated in very similar, rigorous ways as on-campus students, and are taught by qualified faculty.

Core Component 4.A.5

Only the radiology program at SVCC has additional programmatic accreditation. The 24-month radiology curriculum at SVCC follows the criteria of and is <u>accredited</u> by the Joint Review Committee on Education in Radiologic Technology (JRCERT). An A.A.S. degree is awarded upon completion of the curriculum, and the graduate is then eligible to take the National Registry Examination in Radiography offered by the American Registry of Radiologic Technologists (ARRT).

SVCC's nursing program is currently pursuing accreditation with the Accreditation Commission for Education in Nursing (ACEN). This accreditation will strengthen educational quality and evaluation processes of the already high quality nursing program. It is anticipated that SVCC will complete the accreditation process in 2017.

Many of the career-technical programs prepare students for certification exams created and administered by professional organizations to certify individuals for a level of industry/professional competency. The following organizations offer certification exams for SVCC programs:

- Electronics Technician Association for the electronics program,
- North American Technician Excellence for the heating, ventilation, and air conditioning program,
- American Welding Society for the welding program, and
- Office of State Fire Marshall for the fire science program.

Core Component 4.A.6

The academic and professional goals of students are diverse. For students who graduate with their A.A.S. degrees or certificates, immediate employment in their chosen field of study is most often their goal. Additionally, students may need to pass state or national boards before employment. Therefore, SVCC tracks the success of these students. For example,

ICCB mandates an [Occupational Follow-up Study](#) (1989 is the most current manual) each year for graduates of A.A.S. and certificate programs. This study uses a statewide [survey instrument](#) to collect program satisfaction and employment data, which are compiled by the SVCC Institutional Research Office and sent to ICCB for final analysis and recording. Occupational follow-up data are utilized in the program review process and are discussed in area meetings.

The nursing NCLEX pass rates are annually reviewed by the Dean of Health Professions and were part of the most recent [program review](#) for the nursing programs. Pass rates for both the LPN and ADN program are most often at or above state and national averages.

LPN NCLEX Pass Rates	SVCC Pass Rates	State Average	National Average
2011	100%	87%	85%
2012	94%	85%	84%
2013	100%	85%	85%
2014	100%	86%	82%
2015	Data available Feb. 2016		

RN NCLEX Pass Rates	SVCC Pass Rates	State Average	National Average
2011	88%	88%	88%
2012	90%	91%	90%
2013	90%	83%	83%
2014	83%	84%	82%
2015	Data available Feb. 2016		

The Radiology Program, as part of its accreditation with JRCERT, is required to maintain records for credentialing exam pass rates and job placement. These data were included in the program's most recent [program review](#).

Credentialing Exam Pass Rate (1st attempt)	SVCC Pass Rate	National Average
2011	100%	92.7%
2012	100%	93.0%
2013	90%	89.6%
2014	93%	88.9%
2015	95%	89.0%

Job Placement	Job Placement Rate*
2011	88%
2012	83%
2013	83%
2014	100%
2015	Data not complete

*Some students decide to continue their education and do not seek employment right away. They count as not having been placed.

SVCC uses other methods to evaluate the success of its graduates or near-graduates. Students who had accumulated 45 or more credit hours were given the opportunity in the spring of 2014 to complete the ETS Proficiency Profile. This standardized, normed exam measures the academic aptitude of SVCC's sophomore students in math, writing, reading and critical thinking and compares their average scores against scores of other community college sophomore students from across the nation. SVCC sophomore students did exceptionally well on the ETS Proficiency Profile and were ranked above the 95th percentile on the overall composite score and in the math, writing, reading, and critical thinking sub-scores. Additional ETS Proficiency Profile testing will occur in the spring of 2016 as the testing cycle for the Dashboard is every other year.

SVCC uses its strategic planning Dashboard as a way to focus attention on key performance metrics. As part of the Dashboard, SVCC regularly reviews the transfer student GPA at participating four-year post-secondary institutions. Currently, SVCC's transfer GPA is slightly

higher than other community college transfer students at participating universities. Additionally, the Dashboard records the number of degree and certificate completers and the number of students who have transferred to other four-year institutions.

The Academic Assessment system allows career-technical program faculty to evaluate their students in a capstone, internship, and clinical experience. Internships and clinical experiences are designed to represent the reality of a particular profession. Traits evaluated include dependability, cooperation, and initiative. The results from 2011 until the spring of 2015 indicate most students successfully accomplish many of the tasks that were evaluated.

As mentioned earlier in this sub-component, the Pathways to Results process has been instrumental in creating crucial conversations with local business and industry leaders. These conversations help SVCC evaluate the success of its graduates after they enter local workforce and the need for program changes to improve success of future students.

Sources

- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Course Outline Example
- Curriculum Committee Charges
- Dean of General Education and Transfer Programs Job Description
- Director of Career and Technical Programs Job Description
- Director of Enrollment Management-Registrar Job Description
- Dual Credit Coordinator Job Description
- Dual Credit Memorandum of Understanding
- Dual Credit Quality ACT 2009
- ETS Testing Results
- Faculty Leader Job Description
- Faculty Qualification Rules and Guidelines Memo from ICCB
- Faculty Qualifications FY 2016
- ICCB Program Review Manual 2012-2016
- ICCB Program Review Report FY 2015 for SVCC
- Internship and Clinical Experience 2011-2015
- Job Posting and Employment Guide 2015
- Occupational Follow Up Survey
- Occupational follow-up Study Manual 1989
- Persistence Rates - College Level Courses FY 2015
- Program Review Academic Data Example FY 2015
- Program Review Academic Example and Template FY 2015
- Program Review Charges FY 2016
- Program Review Minutes Example
- Program Review Process FY 2016
- Program Review Recommendations- All FY2015
- Program Review Schedule 2015-2016
- Program Review Student Services Example and Template FY 2015

- PTR Call for Proposals
- PTR Charges FY15
- PTR Forum FY2015
- PTR Minutes CIS FY 2015
- PTR Minutes Criminal Justice FY2013
- PTR Minutes ECE FY 2016
- PTR Minutes Multicraft FY 2014
- PTR Process
- Rad Tech Accreditation Document
- Rad Tech Program Review FY2013
- Syllabus Template
- Transfer Course Equivalencies
- Transfer GPA Data 2015
- Transfer Guide Web Snapshot
- Vice President of Academics and Student Services Job Description

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

Core Component 4.B.1

SVCC has an academic Assessment Plan that was originally created by faculty with assistance from SVCC administration. The Assessment Plan integrates two major objectives: improving instruction and student learning outcomes, and, supporting the strategic direction of the College. Therefore, assessment of student learning, the strategic plan, and College planning processes are integrated to meet these two objectives. The Assessment Plan has been modified by a continuous improvement process and has gone through revisions since the original 2003 plan. The most recent revision was adopted in the fall of 2015.

General education student learning goals are described in the College Catalog (Programs of study/university transfer programs and General Education Philosophy Statement) and in the Assessment Plan (pp. 8-10). Area-level goals are described in the Assessment Plan (pp. 7-8). Course level-goals are identified on individual course outlines.

The assessment and planning processes at the College are linked. For example, Goal #1 of the strategic plan states, "The College will expand and improve the quality of programs and services." Objective 1.1 reads that the College must "improve existing instructional courses and programs using available data and resources including data from program reviews and assessment activities." Therefore, assessment of academic learning is at the forefront of the planning process at the strategic, area, discipline, and classroom level.

Operational Planning allows individual departments or academic areas of the College to develop realistic goals and activities that support the strategic plan, therefore, assessment planning and goal setting is also incorporated into the operational planning. For example, in the Fine Arts, Communications, and Humanities academic area (p.2), the faculty revised the ELA 090 course outline due to area-level assessment results discovered in the previous fall semester. The College planning process is described in more detail in 5.C of this report.

As part of the assessment and planning process at the College, faculty participate in two faculty meetings (Wednesday Meetings) each month during the academic year. By design, most faculty are free from 12:30 pm to 1:30 pm on Wednesdays during the academic year, allowing them to meet in one common area if necessary. The meetings typically serve the following purposes:

- Area-level and programmatic-level assessment discussion and analysis (led by Faculty Leaders),
- Institutional-level assessment discussion and analysis (led by the Assessment Committee), and
- Operational planning for the academic areas (led by Faculty Leaders).

Therefore, these scheduled meeting times on Wednesday are integral for coordinating strategic/ operational and assessment planning and coordination of those important tasks.

The Assessment Committee provides leadership for the academic assessment process and makes recommendations for change at the programmatic and institutional level. The Assessment Committee is made up of faculty, academic and institutional research administrators, and students; it has the charge to "oversee/direct/support the ongoing Learning Outcomes Assessment process" and to "encourage, collect, evaluate, and provide suggestions regarding the on-going General Education Assessment." The co-chairs write the annual Assessment Report that is presented to the President and the Board of Trustees each summer. The committee is essential for the continued improvement of academic assessment at the College.

Core Component 4.B.2

Academic assessment occurs at four distinct levels at SVCC. First, data are collected at the individual course level by faculty members and are used to assess student mastery of the course outcomes. The data collected at this level are used to produce class grades where typical techniques of evaluation (e.g., quizzes, exams, papers, and speeches) are used to gather these data from students. Second, faculty from specific academic areas gather data from their students that are pertinent to either area-level or program-level outcomes. These area-level or program-level data are aggregated and then analyzed by the faculty (as a group) from those specific areas; adjustments are made to classroom pedagogy, if necessary, in order to improve learning outcomes. Third, general education data are collected by individual faculty members in their classes, and these data are aggregated to the institutional level. These data are analyzed by the Assessment Committee where members also facilitate assessment discussions during full faculty meetings. These meetings are utilized to make institutional-level recommendations to the academic processes at the College. Fourth, external assessment methods are used to complement and/or verify data at the other assessment levels. Examples of external data sources include certification exam results, employer/internship satisfaction surveys, transfer success rates, graduate surveys, and standardized assessment exams like the ETS Proficiency Profile. More specific details about each level of academic are found below.

Course-Level Assessment

All credit courses taught at SVCC are required to have an approved course outline. These outlines are written following a template by the faculty within the program of study. All course outlines are approved by the College Curriculum Committee. The creation of course outlines is important for the following reasons:

- All courses have a standard set of academic outcomes for each student to master (example). Additionally the course outcomes have a suite of recommended evaluation tools which provide consistency in the way students are evaluated. Having explicit academic outcomes and assessment tools provides academic consistency from instructor to instructor, from academic year to academic year, and from different delivery modes.
- For all new courses, the course outlines are approved by the Illinois Community College Board (ICCB), the coordinating body of all Illinois community colleges. Courses that are not approved by ICCB cannot be part of any degree or certificate program offered at the College. Minor modifications to course outlines do not need to be re-approved by ICCB but are submitted for storage.
- SVCC's Transfer Coordinator approves all courses designed to transfer to four-year post-secondary institutions. This approval ensures that Illinois Articulation Initiative (I.A.I.) guidelines have been met.

Course outlines are created and updated as needed. The program review process (See page 11 of example) requires all course outlines be reviewed and revised, if necessary, every five years.

SVCC faculty evaluate student mastery of course-level academic outcomes through quizzes, exams, portfolios, lab practicals, written works, oral presentations., and student creative works (e.g., sculptures, welds, programs). Syllabi (example) provide students with an understanding of how they will be evaluated. Students who complete the class earn letter grades of A-F or P (pass).

Area-Level and Discipline-Level Assessments

SVCC faculty are administratively divided into five academic areas:Communications, Natural Sciences and Math, Career-Technical Education, Social and Behavioral Sciences, and Health Sciences. Faculty Leaders facilitate discussions with area faculty and develop a consensus on what area-level assessments are evaluated for any particular academic year. These area-level learning outcomes are measured, by faculty contract, at least once an academic year. An example of an area-level learning outcome from the natural science area is measuring the ability of students to extract scientific knowledge:

1. Can students demonstrate how scientific knowledge is extracted by various scientific techniques and instrumentation?
2. Can students demonstrate an understanding of how scientific knowledge is extracted by various scientific techniques and instrumentation?

Area-level data are collected from classroom assessment tools and inputted into a common area rubric (e.g., Sciences, CTE, Humanities, and Communications). In order to promote

simplicity and participation, assessment tools are devised by each instructor and may include using specific questions from exams or analyzing student unique works (papers, presentations, art). The rubrics not only allow for data to be easily inputted and aggregated, but also provide an area for a description of the assessment collection tool/event and an analysis of the results by the faculty member. All rubrics are in a password-protected area of the website and are accessible at any time by faculty. The analysis section of the rubric allows the faculty to reflect on pedagogical practices and make recommendations on how to improve their teaching techniques/methods. Renewed emphasis by the Assessment Committee this year for faculty to repeat the same assessments for a minimum of two years, using the same rubric, will supply even more longitudinal trend data to examine and possibly influence pedagogy.

While a good assessment process influences the teaching methodologies of individual instructors, data should also aggregate to the program level in order to determine any deficiencies/strengths an academic program may have. This example shows data from FY 2013 - FY 2015 from seven science instructors and twelve sections of science classes; the consensus of the area was that students, on the whole, are satisfactorily completing the outcomes. As long as the data exist, they can be aggregated from any time frame.

In a full-faculty meeting in the fall of 2015, the Assessment Committee indicated that faculty may begin to conduct discipline-level assessments (e.g, Biology, Electronics, and Accounting) in lieu of area-level assessments. Discipline-level assessment had not been implemented in the past because some disciplines have only one full-time faculty member, which made aggregation of data impossible. However, the Assessment Committee believes that this change in philosophy encourages full-time faculty to reach out to adjunct faculty more frequently when conducting assessment and will help faculty see more direct connections with assessment practices and their own academic disciplines.

Institutional- Level Assessment

SVCC students can be divided into two groups: the transfer student and the career-technical student. Transfer students are, by design, exposed to a range of concepts from the communications, humanities/fine arts, math, social/behavioral sciences, and natural sciences areas as they attain their associate degrees at SVCC. As stated in the Academic Assessment Plan, general education at SVCC "prepares its graduates for the increasing demands of the workplace and the expanding responsibilities of the diverse local and global communities in which they will live and work." The required courses in the general education areas "provide students with knowledge, competencies, and habits of mind conducive to living responsible, productive, and joyful lives." Transfer students are expected to develop the following General Education competencies:

1. Problem Solving. Students will be able to do the following:

- Identify the problem and the desired outcome(s),
- Recognize and evaluate available resources,
- Establish a process or plan of action by which the outcomes may be achieved, and
- Implement solution(s) and apply knowledge gained.

2. Communications. Students will be able to communicate effectively, including the following:

2.A. Writing.

- Answer the prompt or purpose set without digressing,
- Support the main idea with specific details or evidence,
- Organize the information coherently, and
- Exhibit a command of stand English.

2.B. Oral Presentation.

- Answer the prompt or purpose set without digressing,
- Support the main idea with specific details,
- Exhibit poise, and
- Address the needs of the audience for information or clarification.

2.C. Collaboration.

- Allocate and coordinate tasks,
- Communicate expectations to one another accurately,
- Present a finished product that is a coherent whole, and
- Avoid or resolve conflicts.

2.D. Reading.

- Identify main idea and supporting details, restate or summarize,
- Attend to details or directives when carrying out instructions,
- Detect implied meaning, and
- Analyze and draw a conclusion.

2.E. Listening.

- Identify main idea and supporting details, restate or summarize,
- Attend to details or directives when carrying out instructions,
- Detect implied meaning, and
- Analyze and draw conclusions.

3. Technology.

- Select appropriate technology for the specific discipline, and
- Apply appropriate technology for the specific discipline.

4. Quantitative Reasoning. Students will be able to to do the following:

- Interpret and apply mathematical reasoning in the appropriate context,
- Perform mathematical computations, and
- Analyze and interpret the mathematical results of computations.

5. Research. Students will be able to the following:

- Apply appropriate research processes and tools,
- Evaluate the value of research results,
- Synthesize findings from multiple sources into a single conclusion, and
- Document the research in accordance with applicable conventions.

6. Ethics. Students will be able to the following:

- Identify ethical issues,
- Explain their significance, and
- Analyze the consequences of ethical and unethical behavior.

Career-technical students are those who are pursuing an A.A.S. degree or a certificate with the intention of entering the workforce. These students are not necessarily exposed to classes that will provide exposure to all of the general education competencies as their classes are more often focused on developing relevant career or technical skills (e.g., welding and nursing). Certainly, A.A.S. degree seeking students are exposed to some of G.E.C.C. competencies but to a lesser degree than transfer students. Therefore, the career area objectives "address knowledge, skills, and professional behaviors which are assessed within the assessment system by way of an employability assessment of interns."

Full-time faculty members collect data on two General Education Competencies each academic year. These data are inputted by faculty into a common rubric (e.g., Problem Solving, Writing, Technology, Quantitative Reasoning, Research, and Ethical Reasoning) for each general education competency. Aggregated data (example) are examined by the Assessment Committee with the results discussed with faculty during full-faculty and area-meetings.

External Assessments

SVCC uses external assessment methods to complement and/or verify data at the other assessment levels. Examples include the following:

- ETS Proficiency Profile Exam,
- Transfer student GPA at 4-year institutions,
- Clinical preceptor and employer evaluations,
- Graduate surveys, and
- Credentialing exams.

While the College has a well-developed academic assessment process, it has traditionally used standardized, nationally normalized assessment tests as a supplementary method for evaluating and demonstrating student learning. SVCC faculty support this third party evaluation because the tests help evaluate SVCC's academic strengths and weaknesses and supports/refutes the findings of the academic assessment process, provide data for longitudinal comparisons, and allow for comparisons with other community colleges.

From 2003-2010, the College used the CAAP (Collegiate Assessment of Academic Proficiency) test, created by ACT, as an additional measure of student learning. In 2014, the College switched to the ETS Proficiency Profile due to low student sample sizes when using the CAAP test. The ETS Proficiency Profile evaluates student ability in math, writing, reading, and critical thinking in a single test; therefore, a larger student sample size can be garnered for each of those assessment areas. The Assessment Committee felt that the ETS Proficiency Profile provided excellent cross-verification of some General Education competencies including quantitative reasoning (GE4), writing (GE2A), reading (GE2D) and problem solving (GE1) already being measured internally. The recommendation of the Assessment Committee was to evaluate SVCC sophomores (45+ credits) only. In the spring of 2014, a good sample was collected (51/243 sophomore students) giving a margin of error of 12%. The results indicated that SVCC sophomores performed well and ranked in the 95th percentile in scores compared to other community colleges using this same standardized exam. Some skepticism existed in the faculty and staff that the results may have been biased because many of the students who completed the ETS exam were in the top 30% of their class. However, the consensus was to administer the exam again in spring 2016 (as was previously planned) before determining if the exam has any real meaning for the College.

The GPA of SVCC's transfer students is another example of an external data source that complements the internal assessment processes at the College. SVCC students do well after they matriculate to universities and generally have a GPA higher than other community college transfer students. Their data are a component of the SVCC strategic planning Dashboard.

Some SVCC students participate in clinical settings (e.g., nursing and radiography) or other formal internship programs at the College. In clinical settings, student performance information is collected by clinical preceptors, giving the College instructor an additional, objective evaluation of student performance. Additionally, students participating in internship programs are evaluated by employers directly. A common rubric was generated for all career-technical program areas in the fall of 2015 to provide consistency in the types of information requested from employers.

Students who earn an A.A.S. or certificate from SVCC receive an Occupational Follow-Up Survey following graduation. This survey is mandated by the Illinois Community College Board

(ICCB). According to the most recent iteration of the ICBB Manual, the primary purpose of the survey is to assist and encourage colleges to develop occupational follow-up studies for use in planning, program evaluation, and program advisory committee work, and to determine the employment status, job location, and job-entry salaries of occupational program completers by specific program areas.

Information collected from the survey includes the following:

- Current employment status, and if employed, is it related to their completed program,
- Current salary,
- Job satisfaction,
- Satisfaction of the college services found inside the program of study, and
- Satisfaction of college services found outside the program of study.

Survey results are compiled by ICCB for every community college in Illinois. The Vice President of Research, Planning, and Information Affairs disseminates the results to appropriate program faculty and administrative personnel. Additionally, evaluation of these results is included in the program review process (See 4.A).

Lastly, credentialing exam pass rates are annually reviewed by appropriate departments and during the program review process. A detailed discussion of credentialing exams can be found in 4.A.

Much of these data that are collected from external sources are also reviewed by the College's strategic planning committee (OPIC). Examples include a review to transfer GPA and of the ETS Proficiency Profile data.

Core Component 4.B.3

SVCC has a well-developed academic assessment process (flowchart, p.6) that measures student learning at the course, area/programmatic, and institutional levels. Academic assessment is a faculty-driven process at the College. Individual instructors evaluate their own classes using the course outlines as a guide to their instruction, learning outcomes, and assessment. Area-level/programmatic-level discussions occur regularly each semester to allow discussion of aggregated area-level data; instructors discuss pedagogical techniques that may positively influence student learning during these meetings. Institutional-level discussions occur on multiple levels as the Assessment Committee, full-faculty meetings, and other College committees discuss the institutional-level, aggregated data.

The academic assessment process drives change at the institution level. An example of institutional-level change is the creation and implementation of new developmental courses, specifically the merging of developmental English (writing focused) and reading classes into English Language Arts (ELA classes) that quickens the pace of students entering college-level classes. Additionally, at an in-service in 2013, the full faculty assigned an appropriate math

and English level proficiency for each college-level class. The Assessment Committee coordinated this three-year project that ended with the formation of new ELA developmental courses and new reading and writing recommendations for most college-level courses at SVCC.

Last fiscal year, the Assessment Committee discussed that there were unclear methods of disseminating institutional-level recommendations up to the decision-making body of the institution (i.e., President's Cabinet). In response, the following recommendations were adopted by the Assessment Committee during a fall, 2015 meeting:

- Recommendations are sent to the College's strategic planning committee (OPIC) for discussion. Since the Vice President of Research, Planning, and Information Affairs is a member of both the Assessment and OPIC committees, the flow of information from the Assessment Committee to OPIC should be seamless.
- OPIC reviews the recommendation from the Assessment Committee and either votes to support the recommendation as is, oppose it, or modify the recommendation before it is sent to the President's Cabinet for final approval. This approval process keeps academic assessment recommendations inline with the strategic plan of the College.
- President's Cabinet discusses the recommendation and, if approved, determines the human, physical, and fiscal resources necessary to complete the recommendation.
- The Board of Trustees may have final authority depending upon the scope of the recommendation.

Core Compoent 4.B.4

Full-time faculty participate in the assessment process. Within the last five years, this participation has waned slightly from 90% of full-time faculty participating to 75% of full-time faculty participating. In FY 2014, full-time faculty assessment responsibilities were addressed within the full-time faculty job description, which is part of the full-time faculty union contract. This job description notes that faculty "participate in the established college-wide process for assessing student learning, which includes generating and sharing classroom data." They do a minimum of one area assessment and two general education assessments per academic year, unless the faculty member's job description says otherwise (e.g., Counseling) and address their participation in the assessment process specifically on their self-evaluations (EV-3 forms). Faculty submit this EV-3 form to their supervisor for review

The latest Assessment Report (See addendum at the end of report) indicated some concerns about the current assessment processes. In response, the Assessment Committee and senior administrative leadership adopted the following recommendations from the report:

- The Assessment Committee was restructured to include more input from academic administrators and the institutional research area.
- The Committee, historically chaired by a full-time faculty member, is now co-chaired by a full-time faculty member and the Vice President of Academics and Student Services. Initially, the former Dean of Institutional Research and Marketing (currently the Vice

President of Research, Planning, and Information Affairs) acted as the administrative co-chair, but a reorganization provided for the logical move of the Vice President of Academics and Student Services to provide leadership to a primarily academic function.

- A Faculty Assessment Leader position was created with the individual given a stipend to coordinate the assessment process along with the Vice President of Academics and Student Services. The Faculty Assessment Leader is also the faculty co-chair to the Assessment Committee.
- Faculty leaders have been charged with reminding faculty members in their areas to complete their mandated classroom assessments. Considering that these Faculty Leaders interact most often with faculty members of their own areas, it was logical that they accounted for faculty assessment participation in their areas too.

While it is necessary that the academic assessment system be faculty driven, the inclusion of administrative personnel more in the process has provided additional structure and oversight to the assessment process. In a series of meetings over the 2015 summer and fall semesters, the Assessment Plan was revised by the Assessment Committee and presented to and approved by the full-time faculty in the fall semester. This change has garnered additional participation by full-time faculty and currently 63% of full-time faculty members have participated in the assessment process so far in FY 2016 (fall semester only).

The majority of full-time faculty remain committed to the academic assessment process. This table displays data on full-time faculty participation.

Number & Percentage of Full-time Faculty Contributing Assessment Data	FY 2014	FY 2015	FY 2016 (**Fall semester only**)
General Education Assessments	30/43 (69,8%)	33/45 (73.3%)	27/43 (62.8%)
Area Level Assessments	27/43 (62.8%)	22/45 (48.9%)	9/43 (20.9%)

In order to remain on the forefront of assessment practices, SVCC faculty and staff attend the annual HLC conference as well as meetings of The Assessment Group (TAG) of Illinois Community Colleges and the annual Illinois Assessment Fair, where best practices are discussed and current assessment practices are evaluated.

SVCC is proud of its Assessment System/Plan it has in place, and the College is optimistic that the recent changes to the process, committee structure, and work flow will elevate the process to become a benchmark process. In fact, SVCC's process was once commended by an HLC review team in 2011 where it indicated, the "Assessment team at SVCC is dedicated to continuous improvement of their process." Institutional turnover in critical areas of the College provided a temporary loss of momentum in the assessment process; however, renewed, energetic leadership has reinvigorated the process.

Sources

- Academic Area Minutes 9-24-2014
- Academic Assessment Plan FY 2016
- Administrative Cabinet and Board of Trustees Reporting Schedule
- Area Assessment Aggregation Example - CTE
- Area Assessment Aggregation Example- Humanities
- Area Assessment Aggregation Example- Sciences
- Area Assessment Aggregation Example-Communications
- Area Level Competencies FY 2016
- Assessment Committee Charges FY 2016
- Assessment Committee Minutes Example
- Assessment Minutes- Full Faculty Meeting
- Assessment Report FY 2014 and FY 2015 FINAL
- Assessment Rubric Example
- Assessment_fair_schedule_2015
- Assistant Dean of Student Services Job Description
- Course Outline Example
- Course Outline Template
- Criminal Justice Program and Course Requirements
- Curriculum Committee Charges
- Curriculum Committee November 2013
- ELA Development
- ENG 103 Syllabus Fall 2015
- ETS Proficiency Profile Spring 2014 Summary Report
- ETS Testing Results
- Faculty (Full-time) Contract 2014-2017
- Faculty Academic Assessment Leader Job Description
- Faculty Assessments Fall 2015
- Faculty Leader Job Description
- FACULTY SELF EVALUATION FINAL EV-3
- Full Faculty Assessment Minutes
- Ge Ed. Rubric- Technology
- Gen Ed. Aggregated Data Example
- Gen Ed. Rubric- Ethical Reasoning
- Gen Ed. Rubric- Problem Solving
- Gen Ed. Rubric- Quantitative Reasoning
- Gen Ed. Rubric- Research
- Gen Ed. Rubric- Writing
- In-service Fall 2013
- Internship Assessment Example- Nursing
- Internship Employee Evaluation Example
- Occupational Follow Up Survey Instrument FY 2015
- Occupational follow-up Study Manual 1989
- Operational Planning Final Report FY 2015 Example 2
- OPIC Charges
- OPIC Minutes Example 2 (ETS and Transfer GPA)
- Program Review Academic Example and Template FY 2015

- Strategic Directions 2013-2016
- TAG Meeting 2015
- Vice President of Academics and Student Services Job Description
- Vice President of Research Planning and Information Affairs Job Description
- Wednesday Fall Faculty Meeting Schedule 2015

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

Core Component 4.C.1

With the revision of the strategic plan in 2012, the College addressed classroom persistence, semester-to-semester retention, and completion. Consequently, three specific objectives were formed to address these issues:

- Strategic Objective 2.1. While maintaining academic quality, improve student persistence in classes.
- Strategic Objective 2.2. While maintaining academic quality, increase semester-to-semester retention rates.
- Strategic Objective 6.1. Increase completion rates.

In 2013, SVCC's strategic planning committee (OPIC) created the College's first-ever strategic planning Dashboard. The dashboard was devised as a way to set performance goals for the strategic plan and measure performance over time. An entire academic year was used to determine which metrics would appropriately measure progress toward the strategic plan. In total, 19 dashboard metrics were added, with the following six specifically measuring persistence, retention, and completion:

- Metric 5. Persistence rates in college-level classes,
- Metric 6. Persistence rates in developmental-level classes,
- Metric 7. Fall semester to spring semester retention rates,
- Metric 8. Fall semester to fall semester retention rates,

- Metric 14. Total number of completions (degrees and certificates), and
- Metric 15. Total number of completions for at-risk students (degree and certificates).

Core Component 4.C.2

The Dashboard displays the current performance of each metric as compared to the goal set by OPIC. If the performance metric is highlighted green, performance is greatly exceeding the goal set by OPIC. If the performance metric is highlighted blue, performance is at or above the goal. If the performance is highlighted red, performance is below the set goal, indicating a "red flag" that should be addressed by OPIC and College leadership.

While the SVCC Dashboard is certainly useful to see a broad picture of progress toward the strategic plan, it is also possible to drill down and see more detailed information for each metric, including persistence, retention, and completion rates. Additionally, there data can be examined by sub-population (e.g., gender, race, and degree designation) This information is transparent and accessible to everyone. The data can be used by the numerous committees or employees at SVCC to help identify and address problems. In FY 2015, OPIC began to examine the dashboard data and make recommendations to leadership. In one example, OPIC focused in on male classroom persistence and retention rates as they are substantially lower than female persistence and retention rates. OPIC recommended that the Student Success Committee address concerns with male persistence and retention. As a first step, the committee recommended increasing the visibility of males in marketing materials and using more male Sauk Scholar students during high school recruiting visits with the thought that male students may need more positive role models to show the connection between attaining a post-secondary education and a quality job.

Information on persistence, retention, and completion is part of regular conversations by faculty in academic area meetings and by the members of OPIC, Student Success Committee, President's Cabinet, and Board of Trustees Meetings. Additionally, classroom persistence, semester-to-semester retention, and completion data are part of the academic program review template. Reviewers are asked to address these data and create an action plan to address any identified concerns. in keeping with SVCC's position on transparency, data on retention, completion, and transfer rates are publicly disclosed to students and potential students in the "Student Right-To-Know: Success Rates" section on the webpage.

SVCC works diligently to increase student success and is performing well in persistence, retention, and completion/transfer metrics. SVCC is currently at or above target goals in five of the six metrics mentioned above. Persistence rates in college-level classes exceed 83.6% (above target). Fall semester to spring semester retention is currently at 74.7% (above target), and fall semester to fall semester retention is 55.8% (greatly above target). Total completions and completions for at-risk students are also above target goals. When including transfer rate and completion rate together, CNN MONEY ranked SVCC the third best community college in Illinois in 2014. The Performance Based Funding rankings (FY 2014) have SVCC also performing above average. For example, SVCC was ranked first in degree production of at-risk students and fifth overall in PBF funding in FY 2014. Lastly, new student retention efforts were

nationally recognized by Noel-Levitz when SVCC was given the only retention award for community colleges in 2014.

Core Component 4.C.3

While SVCC is doing well in overall persistence, retention and completion metrics (as supported by internal and external metrics), the College Dashboard also indicates areas of improvement. In the summer of 2015, SVCC welcomed a new president to campus, Dr. David Hellmich. Under Dr. Hellmich's leadership, the College used the Strategic Directions and the Strategic Planning Dashboard as the foundation for discussions on the formation of the new Strategic Initiatives. These Strategic Initiatives have provided a renewed strategic focus that has become necessary in times of reduced budgets, shrinking local population, and decreased enrollments. For example, the renewed focus on developmental education at SVCC is a direct result of conversations at the college-wide listening sessions and Administrative Cabinet discussions on the College Dashboard. The Dashboard indicates that the College is lagging behind its persistence goals in developmental education (see Metrics 6, 17A, 17B). Currently, the College is having serious discussions about what human, fiscal, and physical resources the College will dedicate to raising success rates in developmental education. Finalization of these discussions will occur before the current fiscal year ends.

Core Component 4.C.4

As Chair of OPIC, the Vice President of Research, Planning, and Information Affairs is responsible for defining and adhering to the standards of the metrics found on the dashboard. While OPIC developed the definitions and goals for retention, persistence, completion and transfer, these definitions generally adhere to the standards set by the ICCB, the College's state coordinating body. Consistency of definitions allows for longitudinal data comparisons and comparisons with other community colleges in Illinois. OPIC recommended that the College attain membership with the National Community College Benchmark Project (NCCBP) to help with the standardization metric definitions to allow the College to easily compare itself to peer colleges. President's Cabinet agreed that the College will provide funding for this membership in 2016. Additionally,the College regularly provides data to the Integrated Postsecondary Education Data System (IPEDS) that also allows comparisons with other colleges.

Sources

- Completion Rates FY 2015
- Developmental Education Strategic Initiative Recommendations
- OPIC Charges

- OPIC Minutes April 19 2013 Goal Setting 2
- OPIC Minutes March 29 2013 Goal Setting
- PBF Funding FY2014
- Persistence Rates - College Level Courses FY 2015
- President's Cabinet Minutes January 19, 2015
- Program Review Academic Data Example FY 2015
- Program Review Academic Example and Template FY 2015
- Retention Award 2014
- Retention Rates- Fall to Spring FY 2015
- Sauk Scholar Application
- Strategic Directions 2013-2016
- Strategic Initiatives- Final Two FY 2016
- Strategic Planning Listening Sessions 2015
- Student Success Committee March 2015
- Student Success Committee Minutes April 10 2015
- Vice President of Research Planning and Information Affairs Job Description

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

Academic consistency and quality are maintained at SVCC. First, the College has a high-quality program review process that is used to improve all degrees and certificates. Second, the registrar's policies and procedures ensure that all transcripted credit is evaluated and recorded properly. Third, faculty maintain oversight of the quality of their programs and classes and have a prominent place on the College's Curriculum Committee. The quality of education a student receives at SVCC is guaranteed by policy.

The academic assessment processes at SVCC are supported by faculty and administration. Recently, the Assessment Committee recommended stronger oversight by the administration in the assessment process. In response, the Committee was restructured where a faculty member and the CAO co-chair the committee. Faculty provide regular assessment data at a class, area, and institutional level where the academic assessment results are aggregated and evaluated. The Assessment Committee and Faculty Leaders use the assessment data to make changes to the College's curriculum, classroom pedagogy, and academic processes. Faculty participation is strong.

The SVCC Dashboard measures progress toward the College's strategic plan. This Dashboard contains data on retention, persistence, and completion. Data are regularly reviewed by the strategic planning committee (OPIC), the President's Cabinet, the Board of Trustees, and other College committees to make recommendations and improvements.

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

Core Component 5.A.1

The College has a broad revenue base (p.38). The Board of Trustees uses its local taxing authority (as described in the Illinois Public Community College Act: 110 ILCS 805/3-1) to supply the College with about 40% of its operating funds. Tuition and fees provide an additional 42% of operating revenue while the Illinois Community College Board (ICCB) provides the remaining funds for operations (~18%). These ICCB funds fluctuate with the College's enrollment. Federal and state grants like the following provide revenue for additional services at the College including:

- Student Support Services (TRIO) grant ($253,038 annually),
- Adult Education Grant ($69,022 annually),
- Perkins Postsecondary Grant ($127,101 annually),
- AmeriCorp ($181,168 annually), and
- Library Services and Technology Grant ($934 annually).

Despite the nationwide recession that ended in 2010 and inconsistent ICCB grant payments from the State of Illinois, SVCC has sufficient monetary, human, physical, and technological

resources necessary to support its current operations. The Board of Trustees believes that a large fund balance is necessary in these turbulent funding periods and has asked the President to maintain a funding balance in excess of 20% of operating funds. The College has maintained this surplus fund balance percentage (or higher) since 2010 and currently has a fund balance of $8,314,383 or 54.4% of operating expenses (p.38 of audit). Additionally, the Composite Financial Index (CFI) calculation, adopted by the HLC as a way of identifying, measuring and reporting financial risk, has values at 6.2 for FY 2012, 6.6 for FY 2013 and 7.3 for FY 2014. FY 2015 CFI was calculated at 7.1; SVCC continues to have a low financial risk.

Following a state-wide trend, Sauk's enrollment has declined since 2009-2010. The loss of student tuition income and subsequent apportionment dollars has led to, inf FY 2016, the first College budget that includes deficit spending in ten years. Discussions about the FY 2017 budget are underway and a deficit is anticipated. Fortunately, the College's large fiscal reserves have allowed the College to function normally during FY 2016 and will allow the College to be thoughtful and transparent about the budget in FY 2017. Additional information about how the College is planning for the future are found in 5.C.

As a comprehensive community college dedicated to teaching and learning to a diverse group of students, SVCC embraces its mission by offering program and course offerings to meet student needs. In FY 2015, 24% of the College operating budget was assigned to instruction and 15.0% to academic and student support which compares favorably to our peer colleges. In FY 2016, SVCC will spend 30.0% of its operating budget on instruction and an additional 17.0% on academic and student support this fiscal year. Percentages are based on Uniform Financial Reporting System which includes Operation & Maintenance, Depreciation and Scholarship & Grant expense in total expenses. These operating budgets for instruction and academic and student support may seem low when compared to others who use IPEDS data which allocates operation & maintenance and depreciation to instruction based on total expenses.

The number of support staff has remained stable or increased over the last ten years, despite a decline in enrollment since FY 2009. Additional governmental oversight, more reliance on technology, and an increased focus on retention have made quality staffing more imperative for the College. For example, the College employs four additional full-time staff members who provide technical support for our LMS and online academic offerings and five additional staff members who provide oversight over Banner, our administrative software system that maintains information on students, employees, and alumni. In February 2016, the College has 136 full-time and 150 part-time employees including the following:

- 18 administrators,
- 24 full-time professional-technical staff,
- 9 Information Services/FaCIT staff,
- 44 full-time faculty,
- 24 full-time support,
- 17 full-time building and grounds,
- 3 part-time building and grounds,
- 6 part-time support,
- 19 part-time professional-technical, and

- 122 adjunct faculty.

The number of faculty has dissipated as fewer sections of classes are needed to support lower enrollments, but the faculty-to-student ratio was still in FY 2015 at 17:1, which is on par with peer community colleges.

The College is housed mainly in a 450,000 sq. ft. main building and in two additional, but much smaller, buildings on the 144 acres of campus. As the College infrastructure approaches nearly 45 years of use, the College has used funding bonds to provide the resources necessary for renovations. Since FY 2012, SVCC has invested $7.5 million in modernizing 57,819 sq. ft. of space in the main building including the following:

- Fire Science and EMS teaching area,
- Science labs and preparation areas,
- Technology/manufacturing wing,
- Radiography and x-ray labs,
- College information and security center,
- Campus gymnasium,
- One-stop shop which includes admissions and records, counseling/advising, disability support, business office, financial aid, and
- Board Room (used by the Foundation and other College entities).

The College is using its limited resources to update the building with a focus on the College mission. The Facilities Master Plan provides direction on the improvements, though a new facilities utilization task force was created in Fall, 2015 to determine priority renovation needs. Current plans for 2016 include renovating three additional science labs, updating the campus bookstore and fitness center, and creating additional spaces for a learning commons area.

The College is dedicated to providing up-to-date technology for teaching and learning. SVCC provides 200M internet service to its employees and students and wireless access across the campus. Internet connectivity is provided by iFiber, the Illinois Century Network, and Comcast. In the event of an outage, the inbound and outbound traffic load is seamlessly transitioned onto one of the other providers. All students and instructors have access to Moodle, the College's Learning Management System (LMS). The majority of classrooms, including labs, have been upgraded with a computer, projector, and a document camera for presentation of materials. Over 300 computers are available for student use found in the Learning Resource Center, Learning Assistance Center, open labs, classrooms, testing center, and kiosks. All full-time faculty and the majority of full-time staff have a personal computer. Part-time faculty members have a dedicated office space that has access to computers and printers. Nearly all classrooms that are dedicated to classroom lecture and a majority of the learning labs have dedicated technologies including computers, document presenters, and projectors. Two distance learning classrooms are also available. The technology in these classrooms allows lectures to be video streamed to any location in the U.S.

The Learning Resource Center (i.e., the library) provides resources to all employees, students, and community members who live within SVCC's district. The LRC owns over 50,000 print

books, 1,400 eBooks, 2,100 DVDs, 2,2220 music CDs, and 450 audio books. The LRC also uses subscription services to enhance the availability of resources. For example, subscription services allow access to over 40,000 online magazines and journals. SVCC is also a member of the Consortium of Academic and Research Libraries in Illinois (CARLI), which provides access to a shared catalog that contains the holdings of over 80 academic and resource libraries statewide.

The College offers approximately 200 online accessible courses each year, but few programs can be completed entirely online at this time. Most faculty use Moodle as the LMS whether they teach online or not as it provides student access to course materials and a grade book. SVCC has a department dedicated to helping faculty create the best classroom experience for students. This department, the Faculty Center for Innovative Teaching (FaCIT), has four main objectives:

- Foster the development of innovative and proactive instructional expertise,
- Assist faculty in the integration of technologies that enhance learning,
- Provide access to learning through the use of educational technologies, and
- Provide training and support to faculty and staff in the use of current technologies.

The staff of FaCIT also assist students in accessing Moodle and other online programs.

Core Component 5.A.2

The ICCB regulates all of the community colleges within Illinois and provides monetary appropriations for the operation of all of its community colleges. However, community colleges in Illinois are all locally governed by an elected board of trustees, and, therefore, are entities of local government. While the State provides monetary support to SVCC, the College does not supply monetary funds back to ICCB or to any other superordinate entity.

Core Component 5.A.3

As described more completely in Core Component 5.B., the strategic goals and objectives are aligned with the mission, and the budgeting and resource allocation processes at SVCC. The strategic goals and objectives are created by a strategic planning committee (Organizational Planning and Improvement Committee or OPIC) and approved by the Board of Trustees. Progress toward the strategic goals is measured using the College's Dashboard and the Annual Report of the Strategic Plan. The budgeting and resource allocation processes are linked to the strategic plan through the use of operational planning. Operational planning allows each department to determine annual goals that are aligned to the strategic plan and many, if not most, of these goals are procedural in nature and require little-to-no additional college funding to support them. For example, the Marketing Department staff may set a goal to attend more Chamber of Commerce events during the year; little additional cost is required to complete this task. Additionally, major equipment requests, faculty/staff additions, and major renovations must be justified using the goals of the strategic plan. The President's Cabinet provides oversight on

expenditures with funding prioritization going to those items strongly linked to the strategic goals. The President submits the budget to the Board of Trustees for final consent (See budget process flowchart). Therefore, there is an effective process to focus resources on those goals/objectives that have merit, are realistic, and are connected to SVCC's mission strategic planning process.

Beginning in the Fall of 2015, the College initiated a collaborative process to identify two strategic initiatives in line with the mission and the strategic plan. Two strategic initiative task forces have been working to complete the first recommendations. Although the State's current financial situation has left the College in a more difficult position to fund these recommendations, the College does have a large financial reserve that it can draw upon if necessary. The College is hopeful that the strategic initiatives will reinvigorate revenue streams and increase retention and completion rates of students.

Core Component 5.A.4

All faculty and staff at SVCC are qualified and trained. The SVCC Job Posting and Employment Guide reflects current hiring practices conducted by the College. If a position is open at the College, the supervisor of that department and the Director of Human Resources (HR) create/update the job description for that employment position. Any advertisements include links to the job description, and applicants who are not qualified are removed from the applicant pool by the Director of HR. All of the remaining applications are reviewed by a hiring committee, which includes the position's direct supervisor, fellow employees of the department, and possibly others. The hiring committee interviews a select number of applicants and recommends to the President the applicant with the right mix of experience and fit for the institution. Ultimately, the President hires all employees with further approval required from the Board of Trustees for all administrative personnel and faculty.

Training of employees is continuous. New employees are oriented to the position by their supervisor and through an employee orientation program. Additional training occurs throughout the year and is commiserate with the level of expertise required for employees to conduct their jobs effectively. For example, the Director of Financial Assistance requires substantially more professional development than the Administrative Assistant to Student Services. Each department budgets for professional development annually. Additional professional development for staff comes from a modest fund provided by the College; this money is allocated to the Staff Development Committee. Relevant courses from the Faculty Academy were opened up to all staff in the Fall, 2015. All employees have access to a tuition assistance program where they (and their immediate family) can take classes at SVCC for free and have some tuition monies reimbursed if they complete classes at a four-year post-secondary institution. The minimum qualifications and the professional development of faculty are discussed in 3.C.

All staff and administration are evaluated annually (p.27). Employees complete self-evaluations that are reviewed by their supervisor. Supervisors then complete employee evaluation forms by evaluating staff on performance measures, providing feedback on their previous annual goals, and creating new annual goals. After the evaluation process is complete, employees may be placed on a remediation plan for improvement or terminated.

Core Component 5.A.5

The budget creation and approval process is [multifaceted](), collaborative, and transparent. In April of each year, the CFO distributes the budgets from the previous fiscal year to the head of each department. Using the previous fiscal year's budget as a guide, the department heads make budget recommendations for the next fiscal year. These departmental budget requests are due to the CFO by May 1. Additionally, three online forms are utilized for requests for expensive [equipment]() (greater than $2,500), adding new [staff/faculty]() to a department, and/or funding for complex [renovation projects](). The requests are sent upward in the chain of command where the requests may be approved or denied by relevant supervisors. If a supervisor denies a request, an electronic note is sent back to the departmental head with an explanation. Requests can be resubmitted with additional evidence. If the request is approved, the request is sent to [President's Cabinet for final review](). The Cabinet evaluates all monetary, equipment, personnel, and renovation requests and prioritizes the requests based on the current financial status of the College and their relatedness to the mission and to the strategic plan (or to the strategic initiatives). The President takes the proposed budget to the Board of Trustees. Board approved budgets are sent to the ICCB.

In order to monitor budget expenditures, an electronic [Purchase Order]() (PO) system was introduced in 2014. This system requires pre-approval for all budgetary expenditures. A PO is created when an item needs to be purchased. This expenditure request is electronically delivered to the supervisor for approval. If the budget request is over $5,000, the request must also be approved by the President. Expenditures over $10,000 require Board approval. This system has been effective at preventing over-expenditures. If the situation warrants, a supervisor may allow for an over-expenditure to occur, but this over-expenditure must be authorized by the CFO and President.

SVCC hires an independent auditing firm to determine if financial statements are free of material misstatements and to provide objective advice for improving financial reporting. As part of the [audit report](), the auditor provides a Schedule of Findings and Questioned Costs. In FY 2015, there were no material weaknesses or significant deficiencies identified. The auditor considered SVCC's financial records and statements to be fairly and appropriately presented and to follow Generally Accepted Accounting Principles (GAAP). The audits have identified only [one internal control finding]() (See p. 77 for the internal control issue and its resolution) and no compliance finds in the last three years. Budgets and audits are posted online at the SVCC website for citizens to review at any time (www.svcc.edu/departments/irp/reporting/financials/index.html).

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- SVCC Budget FY 2016
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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

Core Component 5.B.1

SVCC's Board of Trustees is composed of seven locally elected members who represent the six counties of the community college district and derives its authority from the Illinois Public Community College Act (H. B. 1710) and Board Policy. As established by Board Policy 109.01, the Board has the following responsibilities that demonstrate financial and academic oversight:

- Set strategic goals and review the College mission and vision statement;
- Approve the annual budget;
- Approve the appointment of all faculty and administrative personnel;
- Approve the compensation of all employees;
- To approve any purchase of any supplies or equipment over $10,000 or construction/repairs over $15,000;
- Approve any new certificate or degree academic programs;
- Serve as any final appeal for all grievances; and
- Employ a certified accounting firm to audit the financial records of the College.

Additionally, the Board meets its fiduciary and legal responsibilities by reviewing the annual financial audits, receiving monthly treasurer reports from the President and the Chief Financial Officer, and approving increases in tuition and fees.

The Board follows the procedures of the Open Meetings Act and Robert's Rules of Order, which create an orderly environment for discussion, decision-making, and transparent voting on agenda items. All agenda items (including additions, deletions, and revisions to Board policy) are publicly posted online four days before the public meeting. One Board member acts as the SVC Foundation Liaison and provides a monthly Foundation update to the Board. College employees address and inform the Board on various topics, including strategic planning, assessment, and

enrollment, during the President's Report (Agenda Item 5). Additionally, visitors are given an opportunity to address the Board at every meeting (Agenda Item 5). Periodic Board Retreats provide longer periods of time for administration and the Board to discuss College issues.

The Board has understandings of issues facing SVCC. It is a member of the Illinois Community College Trustees Association (ICCTA) (www.communitycolleges.org/), which provides legislative advocacy and educational opportunities for Board members. The current Board Chair, Andrew Bollman, was elected the 2015-2016 President of the ICCTA; participation in these state leadership positions has proven valuable to the professional development of the Board, particularly on community college issues. The Board is also a member of the Association of Community College Trustees (ACCT) and regularly travels with the President to its annual Legislative Summit in Washington, D.C.

Core Component 5.B.2

While there are policies and procedures that provide a framework for institutional organization and governance, SVCC also openly practices shared governance. For example, SVCC has over twenty standing committees. In the majority of these committees, faculty (including adjunct faculty), staff, and administration have permanent membership. For example, the Organizational Planning and Improvement Committee (OPIC), SVCC's strategic planning committee, is comprised of staff, faculty, administration, and students. Rotating two-year membership allows for opportunities for new voices and perspectives to be heard on the committee. Curriculum Committee is a mix of administration, faculty, other professional staff, and students; the Chair is mandated to be a faculty member. The Assessment Committee is another example of administration and faculty working together and of faculty having strong influence over assessment policy and procedure.

Students have the opportunity to participate in the governance of the College. For example, Board Policy 115.01 indicates that the Board shall have a Student Trustee who will have "all of the privileges of membership, including the right to make and second motions and to attend Closed sessions, other than the right to vote." Additionally, students are members of many College committees, including the strategic planning committee (OPIC), Curriculum Committee, Academic Appeals Board, Learning Resource Committee, and the Marketing and Recruiting Committee. Students are an integral part of the governance process at SVCC. The President also meets regularly with the Student Government Association and other students so that he can discuss College issues.

The President uses two standing committees as administrative decision-making bodies. Members of President's Cabinet include all of the President's direct reports, while the entire administrative team comprises Administrative Council. Cabinet meets three times per month, while Administrative Council meets once per month. Minutes are posted in the password protected employee area of the website and are distributed weekly to all employees by email.

The Board also actively seeks communication from SVCC constituents. For example, during the open session, the Board members invite communication from visitors, which allows employees, students, and community members an opportunity to address the Board directly. Board members also periodically attend in-service, college workshop days, and other College events.

The SVCC Faculty Association and the SVCC Adjunct Faculty Association represent the rights and privileges of all College faculty as dictated by their contracts (full-time and adjunct). Representatives of the organizations represent faculty during disciplinary hearings, grievances, and other contractual issues. The Board negotiates (about every three years) with both faculty associations to establish new contracts.

Core Component 5.B.3

SVCC's committee structure provides opportunity for all employees and students to be involved in setting academic requirements and policy in a collaborative manner. For example, academic requirements, policy, and processes are addressed through the Curriculum Committee, which is comprised of a mixture of faculty, administration, students, and relevant student services personnel. When curriculum changes are proposed (e.g., course or program deletions, additions, and revisions), Curriculum Committee members discuss these changes at a regularly scheduled meeting. The changes are then voted on by members at the next regularly scheduled meeting.

Additional examples of collaborative efforts include the following committees: Program Review, Pathways to Results, Assessment, and the Institutional Review Board. These committees are composed of faculty, administration, staff, and students and provide evidence of an effective system that provides recommendations that affect academic programs, classes, and policies.

In lieu of academic department heads, SVCC uses a "Faculty Leader" concept. A Faculty Leader acts as a manager for a particular academic area (e.g., Communications) and is the liaison between the academic Dean or Director and the full-time faculty. Adjunct faculty members are also invited to regular academic area meetings. Academic areas meet to discuss academic assessment, and operational planning, and to review course outlines, develop a two-year academic master schedule, and to complete other duties. They are also prominent committee members. Faculty Leaders do not directly supervise or evaluate faculty as it would violate the SVCC full-time Faculty Contract.

In 2011, the PACE survey (Personal Assessment of the College Environment) was administered to 161 employees. The survey is designed to "obtain the perceptions of personnel concerning the college climate" and to provide data to promote more open, constructive communication. The survey determined that SVCC employees rated the College as exhibiting collaborative behaviors (p. 16). According to this study, a collaborative model is "characterized by leadership behaviors that are change oriented, where appropriate decisions have been delegated to organizational teams, and leaders seek to achieve trust and confidence in the followers."

Sources

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- Workshop Days with Board Attendance Examples

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

Core Component 5.C.1

In early January of each year, the Administrative Council reviews the proposed upcoming budget assumptions and budget projections distributed by the Chief Financial Officer (CFO). Adjustments are made to the assumptions and/or the budget projections before they are presented to the Board of Trustees either in January or February. Both projected revenues and expenses for the next five fiscal years are provided in these projections. While the budgeting process does not begin in earnest until May, these early discussions with the Board allow the President and the CFO to discuss any tuition and fee adjustments that may be necessary for the upcoming year. According to the Illinois Community College Act, the Board must approve all tuition and fee adjustments (Section T) as they did in February 2015.

In mid-May of each year, President's Cabinet prioritizes resource allocations using the mission and strategic plan as a guide. Request for resources can occur as follows:

- Area supervisors or faculty make recommendations to alter their annual area/departmental budget. This budget generally covers supplies, maintenance agreements, printing expenses, travel, and professional development expense. Year-to-year adjustments to this budget line are generally minimal.
- Through operational planning, areas may submit equipment, personnel, and renovation request forms. These forms are generally high-cost budget items and must be carefully prioritized for funding by the Cabinet, not all requests are funded.
- Strategic initiative task forces make resource recommendations that support their initiatives. These recommended expenditures have high priority.
- OPIC may ask for the College to allocate additional resources to address any challenges the College may have.

- The ICCB may reduce state funding for the upcoming fiscal year as late as July, and, therefore, resource allocation would need to be reexamined by Cabinet if that occurs.

In an effort to increase transparency, starting in the summer of 2016, the status (funded or not funded) for all equipment, personnel, and renovation requests will be posted online for employees to examine.

Core Component 5.C.2

As discussed in Core Component 1.A., the current iteration of the strategic plan was drafted by the College's strategic planning committee (OPIC) in March 2012 and approved by the Board of Trustees in April, 2012. It is the charge of OPIC to "review institutional progress toward achieving strategic goals by reviewing internal reports, institutional reports to external sources, and reports prepared by external resources" and to "propose planning priorities and recommendations for achieving strategic goals." Therefore, OPIC, which is comprised of nineteen College employees and two students, provides guidance to the President and his administrative team on strategic planning, goal setting, and resource allocation.

The Vice President of Research, Planning, and Information Affairs is responsible for providing leadership to OPIC, and therefore strategic planning, and provides a centralized conduit for most activities related to institutional planning. His responsibilities include the following:

- Being a member of President's Cabinet and Administrative Council,
- Being chair of the strategic planning committee (OPIC) which reviews the strategic planning dashboard,
- Providing leadership on operational planning and budgeting as related to the strategic plan,
- Being a member of the Assessment Committee,
- Being chair of the Program Review Committee,
- Being chair of the Institutional Research Board that approves and monitors human research,
- Approving and disseminating most internal and external surveys,
- Being the HLC Accreditation Liaison Officer, and
- Producing and presenting strategic planning reports to the Board of Trustees.

The integrated strategic planning and budgeting processes allow all employees to participate in planning and budgeting and are congruent with the shared governance model practiced at the College. The planning systems at SVCC are integrated and have direct impact on the budget and resource allocation of the College. Having the Vice President of Research, Planning, and Information Affairs at the center of these activities provides cohesion.

Operational Planning Provides the Framework for College Planning

Operational planning allows employees of areas of the College (e.g., Humanities, Health Professions, Recruiting, and Marketing) to work with their Faculty Leader or area supervisor to plan area goals that are in line with the strategic plan. All employees are invited to these quarterly conversations. This operational planning process gives all employees an opportunity to have meaningful discussions about their impact on the strategic plan and to provide recommendations that affect resource allocations. While area discussions provide multiple opportunities to create area goals, there are other instances in which goals are added to operational plans:

- As mandated by the Illinois Community College Board (ICCB), all community colleges in Illinois must complete regular program reviews. All academic programs and student service programs are reviewed on a rotating five-year schedule. The program review process is part reflection, part planning for the future, and part administrative oversight. The program review process also allows for business, industry, and educational leaders to be used as advisers to provide additional recommendations to improve programs. Once the program review process is complete, recommendations and plans are incorporated into the operational plans of an area so that they are regularly reviewed and accounted for. The program review process is detailed in Core Component 4.A.
- Plans and academic updates from the academic assessment process are also incorporated into the operational planning cycle. Area or discipline-level recommendations are addressed within operational plans of those areas. Larger institutional-level academic assessment concerns are discussed by OPIC and by College administration. A detailed description of the academic assessment process can be found in Core Component 4.B.
- In some cases, supervisors may assign goals that are related to the strategic plan to subordinates during the annual employee evaluation process. These goals are also incorporated into the operational plan of that area.
- In some cases, administration may assign tasks for areas to complete due to the HLC or the ICCB mandates/recommendations.

Operational plans from all areas are required to report out their results to the Vice President of Research, Planning, and Information Affairs by April 1 of each year. Each operational plan goal is assigned an origination code. Origination codes include departmental discussions, program reviews, academic assessments, evaluation goals, and HLC/ICCB mandates. Area leaders then complete their budgetary recommendations for their area. Any significant requests (i.e., renovation, personnel, or equipment requests over $2,500) are submitted through a separate budgetary process and must have ties to the strategic plan. In order to prevent superfluous budgetary requests, the direct supervisors of those areas approves or denies those requests before the requests reach President's Cabinet for final prioritization. All area budget requests are due May 1.

Organizational Planning and Improvement Committee

OPIC evaluates data from internal and external reports and progress toward the strategic plan by monitoring the strategic planning Dashboard and the Annual Report of the Strategic Plan. OPIC

is regularly updated on any program review committee, assessment committee, and strategic initiative task force recommendations, as well as a budget outlook, and relevant reports from the HLC or the ICCB. Additionally, OPIC periodically requests additional surveys to be conducted including the following:

- Community Needs and Perceptions Survey
- Employer Survey
- Student Satisfaction Inventory
- ETS Proficiency Profile
- PACE

OPIC provides institutional-level recommendations to President's Cabinet by May 1 of each year.

Reporting

In order to keep the Board of Trustees, faculty, and staff informed, College reports are generated and regularly made available. The President and/or his staff report regularly to Administrative Council and the Board of Trustees. Minutes of President's Cabinet, Administrative Council, and the Board of Trustees meetings are posted online on the SVCC website and are sent via email to all employees. In August 2015, a more systematic reporting schedule was devised and approved by the Board. Four dashboard reports will be delivered to the Board annually beginning in 2016, with the Annual Report of the Strategic Plan acting as a strategic planning capstone report.

The Annual Report of the strategic plan provides a synopsis of the operational plans for all College departments/areas and gives a brief overview of the major College highlights or accomplishments. The report is presented to the Board of Trustees as a summary of the strategic planning process for the year and provides qualitative evidence that progress is being made toward the strategic plan. Future iterations of the Annual Report will contain a summary of the strategic planning Dashboard. This report and the Dashboard are posted online for all employees and community members to read and evaluate.

The Board is presented information from other College reports including the following:

- Semester enrollment report (August Board Meeting),
- Clery Report (December Board Meeting),
- Regular SVC Foundation reports (Every month, including November), and
- Budget Reports (July Board Meeting).

Core Component 5.C.3

In summer 2015, SVCC hired a new president. Initial conversations with President's Cabinet convinced him that, in pursuant to the College vision of being "recognized as a benchmark institution of higher education," SVCC needed to invest additional fiscal and human resources to help expand and improve the services the College already provides. Starting in August 2015, the College embarked on a journey to identify and develop these strategic initiatives.

First, faculty, staff, students, and community members were invited to attend one of five strategic listening sessions. During these sessions, the President and the Vice President of Research, Planning, and Information Affairs participated in a dialogue about College improvements. In order to capture as many ideas as possible, a survey was also created and sent by email to all employees and students; the link was also distributed to the community at-large through the local media. Members of the Board of Trustees were also invited to participate.

After all ideas from the listening sessions were cataloged, their ideas were organized into categories and distributed to Administrative Council and to the Faculty Leaders. They were asked to review the strategic planning Dashboard, identify one or two strategic initiatives, and defend why the initiatives were imperative. After all ideas were heard, Administrative Council members and Faculty Leaders voted on their three top initiatives. After votes were tallied, the complete list of initiatives and their votes were brought to President's Cabinet for discussion and final identification of the initiatives. Ultimately, two strategic initiatives were chosen. These initiatives were presented to the Board of Trustees in October 2015.

The two approved strategic initiatives are to develop and investigate the following:

1. A comprehensive online presence while maintaining high quality, but a low cost education, and
2. Additional innovative techniques that will engage and quickly remediate the developmental learner.

These two strategic initiatives address the challenges indicated on the strategic planning dashboard, including poor developmental attainment rates of SVCC students and declining enrollment.

The President's Cabinet chose the chairs and members of each task force from College volunteers with the goal of having departmental diversity on each task force. The task forces meet regularly, report out every two weeks to the President and to the Vice President of Research, Planning, and Information Affairs, and post minutes (example 1, example 2) in a password-protected employee area of the website. Progress has been steady with initial recommendations (online initiative and developmental education initiative) brought forth in January, 2016.

Core Component 5.C.4

The College plans for fluctuations in funding and/or expenditures during the formation of the annual budget. Around January of each year, the CFO presents to the Administrative Council, President's Cabinet, and the Board of Trustees the College's projected revenues and expenditures using a series of budget assumptions. In the budget projection, the CFO accounts for salary increases, retirements and new hires, increases in tuition and fees, estimated enrollment change, property tax adjustments, and insurance adjustments.

It is difficult to anticipate State funding (appropriations) due to the volatile nature of the budgeting process in Illinois. In order to be proactive, the Board of Trustees has indicated an operating fund balance of at least 20% be maintained at all times in order to ride out any delinquent payments from the State and to provide a source of funding for any additional emergencies. Currently, the College is at an operating fund balance of 54.4% and has maintained a fund balance of greater than 30% for the last five years.

The College's current financial status is excellent. As mentioned in Core Component 5.A., the College's debt load is low, and the College has a CFI of 7.1 for FY 2015. While the College is currently experiencing deficit spending, there is a budget surplus of $8,314,383, which is over 50% of operating expenses. Therefore, sufficient resources are available to fund initiatives and to institute thoughtful, planned, gradual budget reductions until a balanced budget is reached.

Core Component 5.C.5

The College has documents providing direction to its planning processes. These documents are created by a shared process across College departments and/or by using existing College committees.

Technology

The employees of Information Services (IS) and the Faculty Center for Innovation (FaCIT) regularly conduct in-house professional development and attend conferences and meetings that allow them to be apprised of emerging technologies. While the budget for new technologies is not always robust, the College has added emerging technologies including creating a MOOC, adding tablets to some classes, and conducting video/multimedia content to some online classes.

Demographic Shifts

The Vice President of Research, Planning, and Information Services has presented data to the Board of Trustees about factors affecting enrollment. For example, enrollment at the district high schools is reported to the Board. In response to slightly lower populations and lower high school enrollment, the Board in FY 2013 increased the marketing and recruiting budget of the College by 20%. Additionally, as high school populations have decreased over the last decade, more emphasis has been placed on the recruitment of nontraditional students. The Board of Trustees, intimately aware of the changing population dynamics, asked SVCC's new President "to be a community ambassador with focus on developing long-lasting positive relationships with

Federal, State and local legislators, community education leaders, community business leaders, university presidents, and potential donors." Positive connections between K-12 schools, universities, and business and industry can only elevate the reputation of SVCC as a valuable community partner.

SVCC is also experiencing demographic enrollment shift that mimics the national trend- males are enrolling in fewer numbers. At SVCC, approximately 1/3 of students are male, and males are also less likely than females to persist in their classes, be retained from semester to semester, and graduate from the College. The Student Success Committee has been exploring new programs/interventions that can attract more students to campus and retain them to graduation.

SVCC is engaged with the communities it serves. For example, SVCC uses Pathways to Results and workforce councils as a way to anticipate emerging factors in business and industry. The discussions in these meetings help incorporate the perspectives of business and industry leaders in the planning processes of the College. For example, the Multicraft degree was developed and revised after discussions with local industrial leaders. Additionally, the president and his administration have regular meetings with high school superintendents, principals, and staff to discuss placement scores, dual credit, and initiatives. Cooperatives like PASS have helped strengthen ties between SVCC and the local high schools. Lastly, the SVCC President has leveraged relationships to develop new 3+1 transfer agreements with Northern Illinois University. The College is also close to completing a 3+1 agreement with Western Illinois University.

SVCC's Reponse to a Changing Landscape

As mentioned earlier, SVCC hired a new President in July, 2015. While he inherited a College that is currently performing admirably and has robust financial reserves, he also inherited a Board-approved budget that includes deficit spending for the first time in ten years. The financial health of the state of Illinois is problematic and quarterly appropriation payments to the College are often delayed. Enrollment at the College continues to drop, as is the case across the state, due to several factors out of the control of the College (e.g., shrinking local population and low unemployment). In order to protect the financial integrity of the institution, planning involving faculty, staff, students, and the Board of Trustees is underway. Current plans,depending on the severity of statewide cuts, include the following:

- Increasing tuition and fees by $12 to $125 per credit (SVCC would still be one of the least expensive community colleges in Illinois).
- Investing in the two new strategic initiatives that should reinvigorate the revenue streams of the College, and most importantly increase retention and completion rates. If the initiatives are successful, enrollment should increase as new students take advantage of new, online classes and programs. Retention of developmental students should increase as new programs are instituted to support these academically under-prepared students.
- Applying for new grants to fund additional services. While the College has already attained grants that provide services to the College (e.g., Adult Education, Student Support Services, and Americorp), additional grant applications have been submitted. For example, the TRIO Talent Search grant application (<<<add) was submitted in early

February, 2016. This grant, if attained, would provide a much needed pipeline for students from local high schools to SVCC. As a Title III college, the Title III Strengthening Institutions Program grant will be applied for in the next fiscal year.

- Reorganizing the College staff. Reorganization will provide more efficient organizational structures.
- As enrollment declines, some academic programs will be retrenched. For example, due to low enrollment and high expenses, the Heating, Ventilation, and Air-Conditioning program was deactivated for the FY 2017 year. Other programs will be reorganized or possibly disbanded.

Facilities Master Plan

The College uses a Facilities Master Plan and a Facility Utilization Task Force to plan for facility renovations. SVCC's main building of about 450,000 square feet is 45 years old and is requiring some major renovations to its student services and academic areas. In 2010, a renovation Master Plan was developed to allow administration the ability to envision the future look of the building. Since 2010, the Master Plan has been utilized to plan the renovations of new science, radiography, and manufacturing labs and multiple classrooms and offices. The Student Services area of the College was repackaged into a one-stop shop in 2015. All renovation projects have been a model for shared governance. While the budget for a project provides a framework for renovation projects, the layout and design of an area have been led by the faculty, staff, and students who will work in the newly renovated areas.

Technology Plan

A technology replacement plan was drafted in late 2015. This plan provides guidance to the President's Cabinet on the types of equipment that will need to be replaced annually and will be used as a reference in the annual budget meetings.

Emergency Preparedness Plan

The College prepares for emergency situations by creating and updating the Emergency Preparedness Plan (confidential information), which is developed and revised by the Emergency Preparedness Committee (EPC). This Committee has membership from faculty, staff, and administration and is chaired by the head of security. The plan, originally crafted in 2010, is regularly reviewed and often revised during the monthly EPC meetings. Additionally, the College produces the Campus Safety and Security Report (Clery), which is published annually and placed on the SVCC website for all employees, students, and community members to view.

Marketing, Recruiting, and Communication Plan

To focus the efforts of recruiting and marketing departments, a new committee was formed in 2014 called the Marketing and Recruitment Committee (MaRC). This committee, which has met approximately every other month since, facilitates discussions between employees representing various areas of the College, including marketing, recruitment, registrar's office, dual credit, business training, and community education programs. A Marketing, Recruiting and Student

Communication Plan has been developed in an ongoing effort to improve student recruitment and retention.

Academic Assessment Plan

The faculty are guided in their academic assessment process by the Academic Assessment Plan. This plan discusses the rationale and philosophy of SVCC's assessment process and describes transfer and career program objectives. General education competencies are listed and explained. The Assessment Plan is evaluated and updated by the Assessment Committee.

The College anticipates and prepares for emerging factors through its planning processes. The Vice President of Research, Planning, and Information Affairs is the Chief Planning Officer of the College and is central to the creation, implementation, and integration of planning-related documents. He is either Chair of (e.g., OPIC) or a member of (e.g., Assessment, Emergency Preparedness, Facilities Renovation Taskforce, Marketing and Recruiting) of planning-related committees that help create and review these documents. He informs and provides guidance to the President's leadership team and to the Board of Trustees in an effort to sustain systematic, integrated planning that supports the College's mission.

Sources

- Academic Assessment Plan FY 2016
- Administrative Cabinet and Board of Trustees Reporting Schedule
- Adult Education Grant
- Americorp Grant FY 2016
- Annual Report of the Strategic Plan FY 2015
- Assessment Committee Charges FY 2016
- Board Agenda President's Report October 2015
- Board Minutes April 2012
- Board Minutes August 2015
- Board Minutes February 2015
- Board Minutes July 2015
- Board Minutes November 2015
- Board Minutes October 2015
- Board Minutes September 2015
- Board Policy 109.01 Duties and Responsibilities of the Board of Trustees
- Budget Assumptions FY2016-FY2022
- Budget Process Flowchart FY2016
- Budget Projection FY 2016-FY2022
- Campus Security Report 2015
- Committee Membership FY2016
- Community College (Illinois) Tuition Rates for Spring 2016
- Developmental Education Strategic Initiative Recommendations
- Did You Know (SVCC Fact Sheet) 2015
- Emergency Preparedness Committee FY15 Charge

- Emergency Preparedness Committee Minutes July 2015
- Enrollment Board Report Fall 2015
- Equipment Request Form Example
- ETS Testing Results
- Facilities Master Plan
- Facilities Taskforce Minutes October 8 2015
- Faculty Leader Job Description
- ICCB Program Review Manual 2012-2016
- MaRC charges FY 2015
- Marketing-Recruiting-Communication Plan FY 2016
- NIU 3 Plus 1 Manufacturing Technology
- Online Initiative- Services Policies and Facilities Recommendations
- Online Strategic Initiative Taskfore Minutes Example
- Operational Planning Final Report FY 2015 Example
- OPIC Charges
- OPIC Minutes Example
- OPIC Minutes March 2012
- OPIC Minutes March 29 2013 Goal Setting
- PACE Report Final
- PASS Description
- Personnel Request Form Example
- Population Stats 2003-2015
- President's Cabinet Minutes June 9, 2015
- President's Job Description
- Program Review Charges FY 2016
- Program Review Process FY 2016
- Program Review Schedule 2015-2016
- PTR Charges FY15
- PTR Minutes Multicraft FY 2014
- Renovation Request Form Example
- Sauk Valley CC Community Needs and Perceptions Survey Results (Noel Levitz) 2013
- Sauk Valley CC Employer Survey Results
- Sauk Valley CC Employer Survey Results (Noel Levitz) 2013
- SSI 2013 and 2015 Review
- Staff and Faculty Numbers vs FTE
- Strategic Initiative Ideas by Category
- Strategic Initiative Survey 2015
- Strategic Initiatives as Developed by Faculty Leaders and Administrative Council with Votes
- Strategic Initiatives- Final Two FY 2016
- Strategic Planning Flowchart
- Student Focus Groups- One Stop- Executive Summary
- Student Success Committee March 2015
- Student Support Services Federal Grant Award
- SVCC Audit FY 2015
- SVCC Budget FY 2016

- Task Force Minutes- Developmental
- Technology Replacement Plan FY 2016 (draft)
- Tracking Emerging Technologies
- Vice President of Research Planning and Information Affairs Job Description
- Workforce Council Meeting Example

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

Core Component 5.D.1

SVCC has a well-developed formal and informal system for gathering evidence to document performance of operations. Most importantly, the College utilizes a strategic planning Dashboard to determine if progress is being made toward the strategic plan. This Dashboard was developed in FY 2013 (April 2013) by the strategic planning committee (OPIC), and data have been collected for most of the 19 metrics for nearly three full years. The Dashboard includes the most current measurement of performance for each metric and whether the performance is below, at, or above the targeted goal. Additionally, drill-down data can be examined that provide additional information (Example 1 and Example 2). Members of OPIC evaluate progress toward the strategic goals during regularly scheduled meetings. An analysis of progress toward the goals is found on the Dashboard, and recommendations are presented to Administrative Council and President's Cabinet by the Vice President of Research, Planning, and Information Affairs.

These analyses and ensuing discussions help the President's Cabinet determine budget priorities and the strategic initiatives the College should focus on in the upcoming fiscal year. These initiatives are placed as a reminder on every President's Cabinet agenda.

In the December of 2015, OPIC recommended using data from peer colleges to help revise goals on the Dashboard. An OPIC sub-committee recommended moving forward with using the National Community College Benchmark Project (NCCBP). Membership in NCCBP was approved by President's Cabinet in January 2016.

The strategic planning process is summarized annually with the Annual Report. This report is embedded in the Institutional Research and Planning website for all stakeholders to read and is presented to the Board of Trustees annually. The Annual Report recaps College highlights and provides qualitative support for progress toward the strategic goals by summarizing the completed area operational goals. Future iterations of the Annual Report will provide a detailed summary of the Dashboard metrics.

To regularly update the Board of Trustees on Dashboard measurements, an annual reporting cycle was developed and approved by the Board. In December 2015, OPIC recommended

its final Dashboard reporting cycle. The Board reporting cycle will allow administrative personnel and the President to systematically update the Board on progress toward the strategic plan and other important College issues.

Core Component 5.D.2

Recommendations from OPIC are delivered to relevant College committees. For example, OPIC identified a success gap between male and female students, especially in students 18-20 years of age. OPIC recommended the Student Success Committee investigate and make recommendations to improve male student success. These recommendations were discussed and acted upon in the spring of 2015.

The College's review process is detailed in Core Component 4.A. This process examines every academic degree/certificate and student service area on a five-year cycle. It allows thoughtful, candid discussion to occur so that challenges can be addressed and new program goals established. Program review recommendations are included on area/program operational plans and are forwarded to President's Cabinet and OPIC for review.

Many areas of the College use surveys to gather information about the quality of services they provide. The Vice President of Research, Planning, and Information Affairs works with staff from these areas to generate appropriate questions and then the survey is sent via email using Survey Monkey. For example, the Counseling/Advising Office conducts surveys of students twice each year to determine the satisfaction with its services (summary of results). The Financial Assistance Office, the Learning Assistance Center, the Learning Resource Center (LRC) conduct student satisfaction surveys. The Vice President of Research, Planning, and Information Affairs conducts many additional surveys (e.g., Student Satisfaction Inventory from Noel-Levitz). Other examples include surveying alumni about their experiences at SVCC and surveying students to determine the impact of new marketing campaigns. The 2013 and 2015 Student Satisfaction Inventory surveys indicate students are extremely satisfied with the quality of services provided by the College. Survey data are discussed in formal and informal meetings, and action plans (example) are devised to remediate concerns identified by the survey.

One of the most innovative committees at SVCC is the Faculty Development Committee. While a complete description is given in Core Component 3.C, the Faculty Development Committee is charged with providing recommendations for faculty training in pedagogy/andragogy, syllabus design, and recommending guest speakers. This committee, which is comprised primarily of faculty, has considerable sway of the types of professional development opportunities faculty are exposed to throughout the year including two faculty workshop days. Additionally, it recommends the expenditure of faculty development funds; faculty who travel to conferences and meetings must first be approved by this faculty-dominated committee.

The Student Success Committee (formerly the Retention Committee) was instituted to serve as "an advisory committee to support the institution's student success initiatives and goals." This committee has provided leadership on many student retention initiatives. For example, the

current student mentor project ([Success Coach](#)) was first envisioned at a Student Success Committee meeting.

Sources

- Administrative Cabinet and Board of Trustees Reporting Schedule
- Annual Report of the Strategic Plan FY 2015
- Board Minutes August 2015
- Board Minutes November 2015
- Counseling-Advising Survey
- Counseling-Advising Survey Results
- Dashboard Metric 17 Drilldown Success of Former Developmental Students in College-level Courses
- Dashboard Metric 7 Drilldown Fall to Spring Retention
- Faculty Development Charges FY2015
- Faculty Development Minutes Example (with budget approval)
- Financial Assistance Survey Summary
- Learning Assistance Center Survey Summary
- Learning Resource Center Survey Summary
- LRC Committee Minutes Example
- OPIC Charges
- OPIC Minutes April 19 2013 Goal Setting 2
- OPIC Minutes December 2015
- President's Cabinet Minutes January 19, 2015
- President's Cabinet Meeting Agenda Example
- Program Review Minutes Example
- Program Review Schedule 2015-2016
- SSI 2013 and 2015 Review
- Student Success Committee Charge
- Student Success Committee March 2015
- Success Coach Program Manual
- Vice President of Research Planning and Information Affairs Job Description

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

SVCC's resource base supports its educational programs and the plans for strengthening their quality in the future. The College has the requisite monetary reserve, capable faculty and staff, and quality facilities and technology to provide the high quality, diverse educational opportunities for students that are consistent with the College's mission. Budgeting and resource allocation are transparent and inclusive.

The Board of Trustees is knowledgeable about the College and provides oversight to the institution's financial and academic policies. Effective shared governance allows employees and students to participate in the administration of the College. Administration, faculty, staff and students provide input into over academic requirements and policy.

The College anticipates and prepares for emerging factors through its planning processes and develops and documents evidence of its performance. The Vice President of Research, Planning, and Information Affairs is the Chief Planning Officer of the College and is central to the creation, implementation, and integration of planning-related documents. He informs and provides guidance to the President's leadership team and to the Board of Trustees, leading to systematic, integrated planning that supports the College's mission.

Sources

There are no sources.